<table>
<thead>
<tr>
<th>Major</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy, MA</td>
<td>128</td>
</tr>
<tr>
<td>Philosophy, PhD</td>
<td>129</td>
</tr>
<tr>
<td>Department of Political Science</td>
<td>132</td>
</tr>
<tr>
<td>Political Science Major</td>
<td>132</td>
</tr>
<tr>
<td>Political Science Minor</td>
<td>132</td>
</tr>
<tr>
<td>Political Science/ International Relations Major</td>
<td>133</td>
</tr>
<tr>
<td>Political Science/ International Development Major</td>
<td>133</td>
</tr>
<tr>
<td>Political Science/ International Development Minor</td>
<td>134</td>
</tr>
<tr>
<td>Political Development, PhD</td>
<td>134</td>
</tr>
<tr>
<td>Department of Sociology</td>
<td>136</td>
</tr>
<tr>
<td>Sociology Major</td>
<td>136</td>
</tr>
<tr>
<td>Sociology Minor</td>
<td>136</td>
</tr>
<tr>
<td>Department of Spanish and Portuguese</td>
<td>136</td>
</tr>
<tr>
<td>Portuguese Coordinate Major</td>
<td>136</td>
</tr>
<tr>
<td>Portuguese Minor</td>
<td>137</td>
</tr>
<tr>
<td>Spanish and Portuguese Major</td>
<td>137</td>
</tr>
<tr>
<td>Spanish and Portuguese, MA</td>
<td>137</td>
</tr>
<tr>
<td>Spanish, MA</td>
<td>137</td>
</tr>
<tr>
<td>Spanish Major</td>
<td>138</td>
</tr>
<tr>
<td>Spanish Minor</td>
<td>139</td>
</tr>
<tr>
<td>Spanish and Portuguese, PhD</td>
<td>139</td>
</tr>
<tr>
<td>Department of Theatre and Dance</td>
<td>140</td>
</tr>
<tr>
<td>Dance, BA</td>
<td>140</td>
</tr>
<tr>
<td>Dance, BFA</td>
<td>141</td>
</tr>
<tr>
<td>Interdisciplinary Dance Performance, MFA</td>
<td>142</td>
</tr>
<tr>
<td>Theatre Design and Production, MFA</td>
<td>142</td>
</tr>
<tr>
<td>Theatre Minor</td>
<td>144</td>
</tr>
<tr>
<td>Theatre, BA</td>
<td>144</td>
</tr>
<tr>
<td>Theatre, BFA</td>
<td>145</td>
</tr>
<tr>
<td>Interdisciplinary Programs and Coordinate Majors</td>
<td>146</td>
</tr>
<tr>
<td>Africana Studies Program</td>
<td>147</td>
</tr>
<tr>
<td>Africana Studies Major</td>
<td>147</td>
</tr>
<tr>
<td>Africana Studies Minor</td>
<td>149</td>
</tr>
<tr>
<td>Altman Program in International Business</td>
<td>150</td>
</tr>
<tr>
<td>Asian Studies Program</td>
<td>150</td>
</tr>
<tr>
<td>Asian Studies Major</td>
<td>151</td>
</tr>
<tr>
<td>Chinese Language Minor</td>
<td>152</td>
</tr>
<tr>
<td>Japanese Language Minor</td>
<td>152</td>
</tr>
<tr>
<td>City, Culture, and Community, PhD</td>
<td>152</td>
</tr>
<tr>
<td>Cognitive Studies Coordinate Major</td>
<td>153</td>
</tr>
<tr>
<td>Digital Media Production Coordinate Major</td>
<td>153</td>
</tr>
<tr>
<td>Environmental Studies Major</td>
<td>154</td>
</tr>
<tr>
<td>Film Studies Program</td>
<td>155</td>
</tr>
<tr>
<td>Film Studies Major</td>
<td>156</td>
</tr>
<tr>
<td>Film Studies Minor</td>
<td>156</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>157</td>
</tr>
<tr>
<td>Gender and Sexuality Studies Major</td>
<td>157</td>
</tr>
<tr>
<td>Latin American Studies Program</td>
<td>158</td>
</tr>
<tr>
<td>Latin American Studies and Art History, PhD</td>
<td>159</td>
</tr>
<tr>
<td>Latin American Studies Major</td>
<td>159</td>
</tr>
<tr>
<td>Latin American Studies Minor</td>
<td>161</td>
</tr>
<tr>
<td>Latin American Studies, MA</td>
<td>161</td>
</tr>
<tr>
<td>Latin American Studies, PhD</td>
<td>162</td>
</tr>
<tr>
<td>Linguistics</td>
<td>164</td>
</tr>
<tr>
<td>Computational Linguistics, MA</td>
<td>164</td>
</tr>
<tr>
<td>Linguistics, BA</td>
<td>165</td>
</tr>
<tr>
<td>Linguistics, BS</td>
<td>166</td>
</tr>
<tr>
<td>Linguistics, MA</td>
<td>167</td>
</tr>
<tr>
<td>Linguistics, PhD</td>
<td>167</td>
</tr>
<tr>
<td>Medieval and Early Modern Studies Major</td>
<td>169</td>
</tr>
<tr>
<td>Medieval and Early Modern Studies Minor</td>
<td>170</td>
</tr>
<tr>
<td>Musical Cultures of the Gulf South Coordinate Major</td>
<td>171</td>
</tr>
<tr>
<td>Political Economy Program</td>
<td>172</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Economics and Public Policy</td>
<td>172</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in International Perspectives</td>
<td>173</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Law, Economics, and Policy</td>
<td>174</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Moral and Historical Perspectives</td>
<td>175</td>
</tr>
<tr>
<td>Religious Studies Minor</td>
<td>175</td>
</tr>
<tr>
<td>School of Liberal Arts Management Minor</td>
<td>176</td>
</tr>
<tr>
<td>Social Policy and Practice Coordinate Major</td>
<td>177</td>
</tr>
<tr>
<td>Urban Studies Minor</td>
<td>178</td>
</tr>
<tr>
<td>US Public Policy Minor</td>
<td>178</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>180</td>
</tr>
<tr>
<td>Biomedical Sciences Graduate Programs</td>
<td>181</td>
</tr>
<tr>
<td>Anatomy Research, MS</td>
<td>181</td>
</tr>
<tr>
<td>Anatomy, MS</td>
<td>182</td>
</tr>
<tr>
<td>Biochemistry, MS</td>
<td>182</td>
</tr>
</tbody>
</table>
Biomedical Sciences, PhD ................................................. 183
Clinical Anatomy, MS ..................................................... 184
Clinical Research Methods, MS ......................................... 185
Clinical Research, MS ...................................................... 185
Medical Genetics and Genomics, MS ................................. 186
Microbiology and Immunology, MS ................................. 186
Molecular and Cellular Pathobiology, MS .......................... 187
Molecular Medicine, MS .................................................. 188
Pharmacology, MS ......................................................... 188
Physiology, MS ............................................................. 190
MD Degree Program ...................................................... 190
Medicine, MD .............................................................. 190

School of Professional Advancement .................................. 192
Applied Computing Systems and Technology Program ....... 205
Applied Computing and Technology Major ....................... 205
Applied Computing Systems and Technology Minor ........... 206
Cybersecurity Management, MPR .................................. 206
Cyber Security, Post-Baccalaureate Certificate .................... 207
Information Technology, MPR ......................................... 207
Information Technology Post-Baccalaureate Certificate ....... 207
Integrated Application Development Post-Baccalaureate Certificate .... 208

Business and Leadership Studies ......................................... 208
Accounting and Finance Minor ........................................ 208
Accounting Fundamentals Certificate ................................ 209
Accounting Minor (School of Professional Advancement) .... 209
Advertising Minor ........................................................... 209
Applied Business Certificate ............................................ 209
Applied Business Studies Minor ........................................ 209
Digital Media and Marketing Communications Certificate ..... 210
Finance Certificate .......................................................... 210
Human Resource Development Minor .............................. 210
Human Resources Fundamentals Certificate ........................ 210
Human Resources Management Post-Baccalaureate Certificate .... 210
Marketing Certificate ...................................................... 211
Marketing Minor (School of Professional Advancement) .... 211
Public Relations Certificate .............................................. 211
Public Relations Major .................................................... 211
Public Relations Minor .................................................... 212
Small Business Development Certificate ......................... 212
Small Business Development Minor ................................ 212
Digital Design ............................................................... 213
Digital Design Major ...................................................... 213
Digital Design Minor ...................................................... 214
Digital Design Post-Baccalaureate Certificate ................. 214

Emergency and Security Studies ........................................ 216
Advanced Emergency Management Certificate (Graduate) .. 216
Advanced Security Management Certificate (Graduate) .... 216
Emergency Management Certificate (Graduate) ................. 216
Emergency Management, Master of Professional Studies .... 216
Homeland Security Major ................................................. 217
Homeland Security Studies Minor .................................. 217
Homeland Security Studies Post-Baccalaureate Certificate ... 217
Homeland Security Studies, Master of Professional Studies .. 217
Security Management Certificate (Graduate) ...................... 218
Security Management, Master of Professional Studies ...... 218
Sport Event Security and Emergency Management Certificate (Graduate) .......... 219

General Legal Studies Program ......................................... 219
General Legal Studies, BA ............................................... 219
General Legal Studies Minor ........................................... 220
Paralegal Studies Post-Baccalaureate Certificate ................. 220

Kinesiology ................................................................. 220
Exercise Science Major .................................................. 220
Exercise Science Minor .................................................. 221
Health and Wellness Major .............................................. 221
Health and Wellness Management, Master of Professional Studies ... 221
Health and Wellness Minor .............................................. 222
Health and Wellness Post-Baccalaureate Certificate .......... 222

Liberal Arts and Sciences .................................................... 222
Humanities Major ......................................................... 222
Liberal Arts, MLA ........................................................... 223
Louisiana Studies Minor .................................................. 223
Social Sciences Major ..................................................... 223

Teacher Certification Program ............................................. 223

School of Public Health and Tropical Medicine .................... 225
Department of Epidemiology ................................................................. 229
Clinical Investigation, MS ................................................................. 229
Epidemiologic Methods Certificate (Graduate) .................................. 230
Epidemiology, MPH .......................................................................... 230
Epidemiology, MS ............................................................................ 232
Epidemiology, PhD .......................................................................... 233
Department of Global Biostatistics and Data Science ................ 234
Biostatistics Certificate (Graduate) ..................................................... 234
Biostatistics, MS ............................................................................. 235
Biostatistics, MSPH ......................................................................... 236
Biostatistics, PhD ........................................................................... 237
Department of Global Community Health and Behavioral Sciences .................................................... 238
Department of Global Environmental Health Sciences .......... 248
Disaster Management Certificate (Graduate) .................................... 248
Disaster Management, MS ............................................................... 249
Disaster Management, MPH ............................................................ 249
Disaster Management, MPH ............................................................ 249
Environmental Health Certificate (Graduate) .................................... 250
Environmental Health Sciences, MSPH ........................................... 251
Global Environmental Health Science, PhD ..................................... 252
Health and Safety Management Certificate (Graduate) ............... 253
Health and Safety Management, MPH ............................................. 253
Industrial Hygiene Certificate (Graduate) .......................................... 254
Industrial Hygiene, MSPH ............................................................... 254
Occupational and Environmental Health Certificate (Graduate) ................................................................................. 255
Occupational and Environmental Health, MPH ......................... 256
Department of Health Policy and Management ......................... 257
Administrative Leadership Certificate (Graduate) ......................... 257
Health Policy and Management, PhD ............................................. 257
Health Policy, MPH ......................................................................... 258
Health Systems Management, MPH .................................................. 259
Master Health Administration, MHA ................................................. 260
Physician Leadership Certificate (Graduate) .................................... 262
Program Management Certificate (Graduate) ............................... 262
Department of Tropical Medicine .................................................. 263
Methods in Monitoring and Evaluation Certificate (Graduate) ................................................................. 263
Public Health and Tropical Medicine, MPHTM ............................. 264
Tropical Medicine Certificate (Graduate) .......................................... 266
Tropical Medicine, MS ................................................................. 266
Tropical Medicine, PhD ................................................................. 268
Joint and Combined Degrees ......................................................... 268
BS/MPH or MSPH or MPHTM or MHA Combined Degree .................. 269
JD/MPH or MHA Joint Degrees .......................................................... 270
Master of Social Work/Master of Public Health Joint Degree ................................................................. 270
MBA/MHA Joint Degree ................................................................. 270
MD/MPH or MSPH or MPHTM Joint Degree ................................. 271
Undergraduate Public Health ............................................................ 271
Bachelor of Science in Public Health ............................................. 271
Public Health Minor ........................................................................ 273
School of Science and Engineering ............................................... 274
Biological Chemistry Program ....................................................... 281
Biological Chemistry Major ........................................................... 281
Biological Chemistry Minor .......................................................... 282
Department of Biomedical Engineering ........................................ 282
Biomedical Engineering Major ....................................................... 282
Biomedical Engineering Minor ....................................................... 283
Biomedical Engineering Minor for Non-Engineering Majors ................................................................. 283
Biomedical Engineering, MS ......................................................... 284
Biomedical Engineering, PhD ........................................................ 284
Department of Cell and Molecular Biology .................................... 284
Cell and Molecular Biology Major .................................................. 284
Cell and Molecular Biology Minor .................................................. 285
Cell and Molecular Biology, MS ..................................................... 286
Cell and Molecular Biology, PhD .................................................... 287
Department of Chemical and Biomolecular Engineering ............ 287
Chemical and Biomolecular Engineering, MS ............................... 287
Chemical and Biomolecular Engineering, PhD ............................... 287
Chemical Engineering Major .......................................................... 288
Department of Chemistry .............................................................. 290
Chemistry Major ........................................................................ 290
Chemistry Minor ........................................................................ 290
Chemistry, PhD ........................................................................ 291
Department of Computer Science .............................................. 292
Computer Science Coordinate Major ...................................... 292
Computer Science, PhD ............................................................ 294
Department of Earth and Environmental Sciences .................. 294
Earth and Environmental Sciences, MS ................................. 294
Earth and Environmental Sciences, PhD .................................. 294
Environmental Earth Science Major ....................................... 295
Environmental Earth Science Minor ........................................ 295
Geographic Information Systems Certificate ......................... 296
Geology Major ........................................................................ 296
Geology Minor ........................................................................ 297
Department of Ecology and Evolutionary Biology ................. 297
Ecology and Evolutionary Biology Major ................................. 297
Ecology and Evolutionary Biology, MS ................................. 298
Ecology and Evolutionary Biology, PhD ................................. 299
Environmental Biology Major .................................................. 300
Marine Biology Minor for Biology Majors ............................... 300
Marine Biology Minor for Non-Biology Majors ....................... 301
Department of Mathematics ..................................................... 301
Applied Mathematics, MS ....................................................... 301
Mathematics Major ................................................................. 302
Mathematics Minor ................................................................ 303
Mathematics, MS .................................................................... 303
Mathematics, PhD .................................................................. 304
Statistics, MS ......................................................................... 306
Department of Physics and Engineering Physics ....................... 307
Computational Engineering Certificate .................................. 307
Electrical Engineering Certificate ......................................... 307
Engineering Physics Major ..................................................... 308
Engineering Science Minor ..................................................... 311
Materials Engineering Certificate .......................................... 312
Materials Physics and Engineering, PhD ............................... 312
Materials Science and Engineering, MS .............................. 314
Mechanical Engineering Certificate ....................................... 315
Physics Major ......................................................................... 316
Physics Minor ......................................................................... 318
Physics, MS ........................................................................... 318
Physics, PhD ......................................................................... 319
Department of Psychology ....................................................... 320
Behavioral Psychology, MS ..................................................... 320
Psychology and Early Childhood Education Major ............... 320
Psychology Major .................................................................. 321
Psychology Minor .................................................................. 321
Psychology, MS ..................................................................... 322
Psychology, PhD .................................................................... 322
Department of River-Coastal Science and Engineering .......... 322
River Science and Engineering Certificate of Completion ...... 322
Interdisciplinary Graduate Degree Programs ......................... 323
Bioinnovation, PhD ................................................................. 323
Interdisciplinary, MS ............................................................... 323
Interdisciplinary, Ph.D ........................................................... 323
Neuroscience, MS ................................................................. 323
Neuroscience, PhD ............................................................... 324
Neuroscience Program ............................................................ 326
Neuroscience Major ............................................................... 326
School of Social Work ............................................................. 328
Disaster Resilience ................................................................. 329
Disaster Resilience Leadership Studies Certificate ............... 330
Disaster Resilience Leadership Studies, MS ......................... 330
Social Work ........................................................................... 331
Family Practice Certificate .................................................... 331
Social Work, DSW ................................................................. 332
Social Work, MSW ................................................................. 333
Course Descriptions ................................................................. 335
360 Courses (CIRC) ............................................................... 337
Accounting (ACCN) ............................................................... 338
Accounting (BSAC) ............................................................... 341
Admiralty Law (ADMR) ......................................................... 341
Africana Studies (AFRS) ......................................................... 342
Aging Studies (AGST) ............................................................ 343
American Studies (AMST) ...................................................... 343
Anatomy - Graduate (ANAT) ............................................... 344
Anthropology (ANTH) ........................................................... 344
Anthropology (PAAN) ........................................................... 358
Arabic (ARBC) .................................................................... 358
Arch - Design (DESG) .......................................................... 359
<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture (ARCH)</td>
<td>360</td>
</tr>
<tr>
<td>Architecture (PAAR)</td>
<td>363</td>
</tr>
<tr>
<td>Art History (ARHS)</td>
<td>363</td>
</tr>
<tr>
<td>Art History (PAAH)</td>
<td>367</td>
</tr>
<tr>
<td>Art Studio (ARST)</td>
<td>367</td>
</tr>
<tr>
<td>Asian Studies (ASTA)</td>
<td>370</td>
</tr>
<tr>
<td>Astronomy (ASTR)</td>
<td>370</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biol (GBCH)</td>
<td>371</td>
</tr>
<tr>
<td>Bioinformatics (BINF)</td>
<td>371</td>
</tr>
<tr>
<td>Biology (PABI)</td>
<td>371</td>
</tr>
<tr>
<td>Biomedical Engineering (BMEN)</td>
<td>372</td>
</tr>
<tr>
<td>Biomedical Sciences (BMSP)</td>
<td>378</td>
</tr>
<tr>
<td>Biostatistics (BIOS)</td>
<td>378</td>
</tr>
<tr>
<td>Business &amp; Leadership Studies (BSLS)</td>
<td>381</td>
</tr>
<tr>
<td>Business Doctoral Courses (BUSN)</td>
<td>381</td>
</tr>
<tr>
<td>Business Law (BSBL)</td>
<td>381</td>
</tr>
<tr>
<td>Business of Real Estate (RESM)</td>
<td>382</td>
</tr>
<tr>
<td>Career Devl &amp; Mgmt (CDMA)</td>
<td>382</td>
</tr>
<tr>
<td>Career Development (CRDV)</td>
<td>382</td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology (CELL)</td>
<td>382</td>
</tr>
<tr>
<td>Chemical Engineering (CENG)</td>
<td>387</td>
</tr>
<tr>
<td>Chemistry (CHEM)</td>
<td>391</td>
</tr>
<tr>
<td>Chinese Language (ASTO)</td>
<td>394</td>
</tr>
<tr>
<td>City, Culture, and Community (CCCCC)</td>
<td>395</td>
</tr>
<tr>
<td>Civic and Cultural Management (CVCL)</td>
<td>395</td>
</tr>
<tr>
<td>Classics (CLAS)</td>
<td>396</td>
</tr>
<tr>
<td>Clinical Research (MSCR)</td>
<td>401</td>
</tr>
<tr>
<td>Colloquia (COLQ)</td>
<td>401</td>
</tr>
<tr>
<td>Communication (COMM)</td>
<td>402</td>
</tr>
<tr>
<td>Community Health Sciences (CHSC)</td>
<td>408</td>
</tr>
<tr>
<td>Computational Science (COSC)</td>
<td>408</td>
</tr>
<tr>
<td>Computer Science (CMPS)</td>
<td>408</td>
</tr>
<tr>
<td>Computer Sys &amp; Technologies (CPST)</td>
<td>414</td>
</tr>
<tr>
<td>Dance (DANC)</td>
<td>419</td>
</tr>
<tr>
<td>Dance - Applied (DANA)</td>
<td>422</td>
</tr>
<tr>
<td>Digital Design (DDSN)</td>
<td>422</td>
</tr>
<tr>
<td>Digital Media Production (DMPR)</td>
<td>426</td>
</tr>
<tr>
<td>Disaster Resilience Leader Sci (DRLS)</td>
<td>427</td>
</tr>
<tr>
<td>Earth &amp; Environmental Sciences (EENS)</td>
<td>430</td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology (EBIO)</td>
<td>436</td>
</tr>
<tr>
<td>Economic Analysis (ECAN)</td>
<td>444</td>
</tr>
<tr>
<td>Economics (BSEC)</td>
<td>444</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>444</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>449</td>
</tr>
<tr>
<td>Education - Lib Arts (EDLA)</td>
<td>452</td>
</tr>
<tr>
<td>EMBA (EMBA)</td>
<td>453</td>
</tr>
<tr>
<td>Emergency Management (EMMT)</td>
<td>456</td>
</tr>
<tr>
<td>Energy (ENRG)</td>
<td>457</td>
</tr>
<tr>
<td>Engineering Physics (ENGP)</td>
<td>460</td>
</tr>
<tr>
<td>English (BSEN)</td>
<td>463</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>463</td>
</tr>
<tr>
<td>English (ENLS)</td>
<td>464</td>
</tr>
<tr>
<td>English (PAEN)</td>
<td>468</td>
</tr>
<tr>
<td>English for Acad/Prof Purposes (EAPP)</td>
<td>469</td>
</tr>
<tr>
<td>Environmental Health Sciences (ENHS)</td>
<td>469</td>
</tr>
<tr>
<td>Environmental Studies (EVST)</td>
<td>469</td>
</tr>
<tr>
<td>Epidemiology (EPID)</td>
<td>470</td>
</tr>
<tr>
<td>Exec Health Systems Mgmt (ESCD)</td>
<td>472</td>
</tr>
<tr>
<td>Exec Medical Management (EMMM)</td>
<td>473</td>
</tr>
<tr>
<td>Film Studies (FMST)</td>
<td>473</td>
</tr>
<tr>
<td>Finance (BSFN)</td>
<td>473</td>
</tr>
<tr>
<td>Finance (EFIN)</td>
<td>474</td>
</tr>
<tr>
<td>Finance (FINE)</td>
<td>475</td>
</tr>
<tr>
<td>Fine Art - Interdisciplinary (FNAR)</td>
<td>481</td>
</tr>
<tr>
<td>Foreign Language (FRLN)</td>
<td>481</td>
</tr>
<tr>
<td>French (FREN)</td>
<td>481</td>
</tr>
<tr>
<td>Gender and Sexuality Studies (GESS)</td>
<td>485</td>
</tr>
<tr>
<td>General Legal Studies (GLSP)</td>
<td>486</td>
</tr>
<tr>
<td>Geology (GEO)</td>
<td>489</td>
</tr>
<tr>
<td>German (GERM)</td>
<td>489</td>
</tr>
<tr>
<td>Global Business (G MBA)</td>
<td>492</td>
</tr>
<tr>
<td>Global Comm Hlth Sci &amp; Beh (GCHB)</td>
<td>492</td>
</tr>
<tr>
<td>Global Development (GDEV)</td>
<td>497</td>
</tr>
<tr>
<td>Global Environmental Hlth Sci (GEHS)</td>
<td>497</td>
</tr>
<tr>
<td>Global Finance (GFIN)</td>
<td>500</td>
</tr>
<tr>
<td>Global Health (GHCP)</td>
<td>500</td>
</tr>
<tr>
<td>Global Health Mgmt &amp; Policy (GHSD)</td>
<td>501</td>
</tr>
<tr>
<td>Greek (GREK)</td>
<td>501</td>
</tr>
<tr>
<td>Haitian Creole (HACR)</td>
<td>503</td>
</tr>
</tbody>
</table>
Health Communication/Education (HCED) .......................................................... 503
Health Policy and Management (HPAM) .......................................................... 503
Health Systems Management (HSMG) .......................................................... 507
Hebrew (HBRW) .......................................................................................... 507
History (HIST) .............................................................................................. 507
History (PAHS) ............................................................................................. 507
History-Africa (HISB) .................................................................................. 509
History-Ancient & Med Europe (HISA) .......................................................... 509
History-Asia (HISC) ..................................................................................... 513
History-Latin Amer & Caribbean (HISL) ......................................................... 514
History-Middle East & N Africa (HISM) ......................................................... 516
History-Modern Europe (HISE) ..................................................................... 517
History-United States (HISU) ......................................................................... 521
Homeland Security (HMLS) .......................................................................... 526
Human Genetics (HMGN) ............................................................................. 530
Human Resources Development (HRDV) ....................................................... 530
Humanities - Interdisciplinary (HUMA) .......................................................... 530
Immunology (IMMU) ..................................................................................... 531
Individual Study (ISTU) ................................................................................. 531
Information Systems (INFO) .......................................................................... 531
Interdepartmental Research (GINT) ................................................................ 531
Interdiscip Newcomb-Tulane Col (INTU) .......................................................... 531
Interdiscip Studies - Graduate (INTD) ............................................................. 532
International Business (INBS) ......................................................................... 532
International Health (INHL) ........................................................................... 532
Internship (INTR) .......................................................................................... 532
Intl Development (INDV) ............................................................................. 532
Intl Development (IDEV) .............................................................................. 532
Intl Studies Intl Business (ISIB) ................................................................. 535
Italian (ITAL) ................................................................................................. 535
Italian Studies (ITST) ..................................................................................... 537
Japanese Language (ASTJ) ............................................................................ 538
Jewish Studies (JWST) ................................................................................... 538
Journalism (JOUR) .......................................................................................... 541
Kinesiology (KINE) ....................................................................................... 541
Labor and Employment Law (EMPL) ............................................................. 545
Latin (LATN) ................................................................................................. 547
Latin American Studies (LAST) ..................................................................... 549
Law Clinical Courses (CLIN) ......................................................................... 550
Law First Year Courses (1LAW) ..................................................................... 552
Law Mini Courses (MIN) .............................................................................. 553
Law Non-Classroom Courses (NCLS) .......................................................... 557
Law Special Courses (LAWS) ....................................................................... 558
Law Summer Program in England (LENG) .................................................... 559
Law Summer Program in France (LFRN) ....................................................... 559
Law Summer Program in Germany (LGER) ................................................... 560
Law Summer Program in Greece (LGRC) ...................................................... 560
Law Summer Program in Italy (LITL) ............................................................ 561
Law Undergraduate Courses (AWU) ............................................................... 561
Law Upperclass Electives (2) (2LAW) ............................................................ 562
Law Upperclass Electives (3) (3LAW) ............................................................ 563
Law Upperclass Electives (4) (4LAW) ............................................................ 567
Legal Studies in Business (LGST) .................................................................. 584
Less Commonly Taught Languages (LCTL) ................................................... 586
Linguistics (LING) ......................................................................................... 586
Literature (LITR) ........................................................................................... 588
Louisiana Studies (LOUS) ............................................................................. 588
Management (BSMT) ..................................................................................... 588
Management (MGMT) ................................................................................... 589
Management Communications (MCOM) ...................................................... 595
Management Science (MGSC) ..................................................................... 596
Managerial Perspectives (PERS) ................................................................... 597
Marketing (BSMK) ......................................................................................... 597
Marketing (MKTG) ........................................................................................ 598
Master of Liberal Arts Courses (MLAR) .......................................................... 601
Materials Phys. & Engineering (MPEN) .......................................................... 605
Maternal And Child Health (MCHL) ............................................................... 606
Mathematics (MATH) ..................................................................................... 606
MD - Anesthesiology (ANES) ......................................................................... 613
MD - Biochemistry (BIOC) ............................................................................ 614
MD - Brain & Behavior (BRBH) ..................................................................... 614
MD - Clinical Diagnosis (CLDG) ................................................................... 614
MD - Dermatology (DERM) ......................................................................... 614
MD - Emergency Medicine (EMER) ............................................................... 615
MD - Family Medicine (FAMY) ..................................................................... 615
MD - Foundations Medicine I (FIM1) ............................................................. 617
MD - Foundations Medicine II (FIM2) ............................................................ 618
MD - General Medicine (GENM) ................................................................. 618
MD - Genetics (GENE) .................................................................................. 618
MD - Gross Anatomy (GANT) ......................................................................... 618
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD - Histology (HSTO)</td>
<td>619</td>
</tr>
<tr>
<td>MD - Mechanism of Disease (PATH)</td>
<td>619</td>
</tr>
<tr>
<td>MD - Medicine (MED)</td>
<td>620</td>
</tr>
<tr>
<td>MD - Microbiology (MICR)</td>
<td>627</td>
</tr>
<tr>
<td>MD - Neurology (NEUR)</td>
<td>627</td>
</tr>
<tr>
<td>MD - Neuroscience (NESC)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Neurosurgery (NRSR)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Obstetrics &amp; Gynecology (OBGY)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Ophtalmology (OPTH)</td>
<td>629</td>
</tr>
<tr>
<td>MD - Orthopaedic Surgery (ORTH)</td>
<td>629</td>
</tr>
<tr>
<td>MD - Otolaryngology (OTLN)</td>
<td>630</td>
</tr>
<tr>
<td>MD - Pediatrics (PEDS)</td>
<td>631</td>
</tr>
<tr>
<td>MD - Pharmacology (PHAR)</td>
<td>632</td>
</tr>
<tr>
<td>MD - Physiology (PSYL)</td>
<td>633</td>
</tr>
<tr>
<td>MD - Psychiatry (PYCH)</td>
<td>633</td>
</tr>
<tr>
<td>MD - Public Health (PHEA)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Radiology (RADS)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Surgery (SURG)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Urology (UROL)</td>
<td>636</td>
</tr>
<tr>
<td>Mediev &amp; Early Modern Studies (MDST)</td>
<td>636</td>
</tr>
<tr>
<td>Microbiology - Graduate (MIIM)</td>
<td>636</td>
</tr>
<tr>
<td>Music (MUSC)</td>
<td>637</td>
</tr>
<tr>
<td>Music (PAMU)</td>
<td>641</td>
</tr>
<tr>
<td>Music - Applied (APMS)</td>
<td>641</td>
</tr>
<tr>
<td>Musical Cultures Gulf South (MCGS)</td>
<td>642</td>
</tr>
<tr>
<td>Neuroscience (NSCI)</td>
<td>643</td>
</tr>
<tr>
<td>Nutrition (NTRN)</td>
<td>648</td>
</tr>
<tr>
<td>Pharmacology - Graduate (GPHR)</td>
<td>648</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>648</td>
</tr>
<tr>
<td>Physics (PHYS)</td>
<td>653</td>
</tr>
<tr>
<td>Physiology - Graduate (GPSO)</td>
<td>659</td>
</tr>
<tr>
<td>Poli Sci - American (POLA)</td>
<td>659</td>
</tr>
<tr>
<td>Poli Sci - Comparative (POLC)</td>
<td>661</td>
</tr>
<tr>
<td>Poli Sci - General (POLS)</td>
<td>663</td>
</tr>
<tr>
<td>Poli Sci - International (POLI)</td>
<td>664</td>
</tr>
<tr>
<td>Poli Sci - Intl. Development (PSDV)</td>
<td>665</td>
</tr>
<tr>
<td>Poli Sci - Political Theory (POLT)</td>
<td>666</td>
</tr>
<tr>
<td>Political Economy (PECN)</td>
<td>667</td>
</tr>
<tr>
<td>Portuguese (PORT)</td>
<td>669</td>
</tr>
<tr>
<td>PR- Digital Media &amp; Mkt Communication (PRDM)</td>
<td>670</td>
</tr>
<tr>
<td>Professional MBA (PMBA)</td>
<td>671</td>
</tr>
<tr>
<td>Psychology (PSYC)</td>
<td>674</td>
</tr>
<tr>
<td>Public Health - Tropical Med (PHTM)</td>
<td>677</td>
</tr>
<tr>
<td>Public Health Special Courses (SPHL)</td>
<td>677</td>
</tr>
<tr>
<td>Public Health Undergraduate (SPHU)</td>
<td>678</td>
</tr>
<tr>
<td>Public Relations (PRPA)</td>
<td>683</td>
</tr>
<tr>
<td>Public Service (SRVC)</td>
<td>684</td>
</tr>
<tr>
<td>Real Estate (REAL)</td>
<td>684</td>
</tr>
<tr>
<td>Religious Studies (PARL)</td>
<td>684</td>
</tr>
<tr>
<td>Religious Studies (RLST)</td>
<td>684</td>
</tr>
<tr>
<td>River Coast Sci &amp; Engineering (RCSE)</td>
<td>685</td>
</tr>
<tr>
<td>ROTC - Aerospace Studies (AERO)</td>
<td>686</td>
</tr>
<tr>
<td>ROTC - Military Science (MILS)</td>
<td>688</td>
</tr>
<tr>
<td>ROTC - Naval Science (NAVS)</td>
<td>689</td>
</tr>
<tr>
<td>Russian (RUSS)</td>
<td>691</td>
</tr>
<tr>
<td>School Liberal Arts Management (SLAM)</td>
<td>692</td>
</tr>
<tr>
<td>School of Prof Adv (SOPA)</td>
<td>693</td>
</tr>
<tr>
<td>Science &amp; Engineering (SCEN)</td>
<td>693</td>
</tr>
<tr>
<td>Social Innovation/Entrepreneur (SISE)</td>
<td>696</td>
</tr>
<tr>
<td>Social Sci - Interdisciplinary (SSCI)</td>
<td>697</td>
</tr>
<tr>
<td>Social Work (PASW)</td>
<td>697</td>
</tr>
<tr>
<td>Social Work (SOWK)</td>
<td>697</td>
</tr>
<tr>
<td>Sociology (PASO)</td>
<td>707</td>
</tr>
<tr>
<td>Sociology (SOCI)</td>
<td>707</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>711</td>
</tr>
<tr>
<td>Special Projects (RELS)</td>
<td>716</td>
</tr>
<tr>
<td>Speech (SPEC)</td>
<td>716</td>
</tr>
<tr>
<td>Sust Real Estate Development (SRED)</td>
<td>717</td>
</tr>
<tr>
<td>Swahili (SWHL)</td>
<td>717</td>
</tr>
<tr>
<td>Taxation (TAXN)</td>
<td>717</td>
</tr>
<tr>
<td>Taylor Your Life (TYLR)</td>
<td>718</td>
</tr>
<tr>
<td>Teach English Second Language (TESL)</td>
<td>718</td>
</tr>
<tr>
<td>Theatre (PATR)</td>
<td>718</td>
</tr>
<tr>
<td>Theatre (THEA)</td>
<td>718</td>
</tr>
<tr>
<td>Tides - Business (TIDB)</td>
<td>723</td>
</tr>
<tr>
<td>Tides - Liberal Arts (TIDL)</td>
<td>724</td>
</tr>
<tr>
<td>Tides - TU Interdisc Experienc (TIDE)</td>
<td>724</td>
</tr>
<tr>
<td>Tropical Medicine (TRMD)</td>
<td>725</td>
</tr>
<tr>
<td>Urban Studies (URST)</td>
<td>727</td>
</tr>
<tr>
<td>Wellness &amp; Human Performance (WLHP)</td>
<td>728</td>
</tr>
</tbody>
</table>
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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.

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Financial Aid (http://www2.tulane.edu/financialaid)  
Newcomb-Tulane College (https://college.tulane.edu)  
Office of Institutional Equity (https://equity.tulane.edu/about-oie)  
FERPA Annual Notice (https://registrar.tulane.edu/sites/registrar.tulane.edu/files/FERPA_Annual_Notice.pdf)  
Gibson Online (https://gibson.tulane.edu)  
Office of Graduate and Postdoctoral Studies (https://ogps.tulane.edu)  
Office of the University Registrar (https://registrar.tulane.edu)

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 equaled by few other independent universities in the country.

Tulane University’s ten academic divisions enroll approximately 8,000 undergraduates and about 5,000 graduate and professional students. The schools of Architecture, Business, Liberal Arts, Public Health and Tropical Medicine, and Science and Engineering offer both undergraduate and graduate programs. Other divisions include the schools of Law, Medicine, Social Work and Professional Advancement.

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

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

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

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

In 1894, Tulane moved to its present campus on St. Charles Avenue, five miles by streetcar from its former site in downtown New Orleans. At about the same time, the Richardson Memorial Building was built on Canal Street to house the medical school. Some medical classes were moved to the uptown campus, but clinical teaching remained downtown. The medical school was split between campuses until a major reorganization in the 1960s. For a quarter of a century, Newcomb College was located on Washington Avenue in the Garden District. In 1918 it, too, moved uptown to join other divisions of the university.

Around the turn of the century, Tulane’s curriculum grew as several new professional schools were established, including the Deep South’s first schools of architecture, business, and social work. City officials frequently consulted the College of Technology, which became the School of Engineering, on construction techniques and soil conditions. Engineering alumnus A. Baldwin Wood designed the famous Wood screw pump that helps drain New Orleans in times of torrential rains and flooding. The first student yearbook, Jambalaya, and the first Tulanian, the alumni magazine, were published. The Alumni Association was founded with 800 members, and significant contributions to the university financed new buildings, library holdings and research facilities. The Middle American Research Institute, founded in 1924, became a pioneer in Central American archaeology and anthropology, excavating and restoring the Mayan village of Dzibilchaltun in the Yucatan.

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

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

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

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

The plan had at its center:

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

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

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

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

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

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

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

**Accreditation**

Tulane University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). 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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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
Honor Board. Students should under no circumstances tolerate any form of academic dishonesty.

**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/f5dtdwd5rftf1xq4ljojq85tnmkqrjsbw).

**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 Policies. Uptown Square Suite 105, 504-247-1760.

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.
NEWCOMB-TULANE COLLEGE

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Robert C. Cudd Hall
Tulane University
New Orleans, LA 70118

Telephone Numbers
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Kelly A. Grant
M.A., University of New Orleans
Interim Dean

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

Amjad W. Ayoubi
Ph.D., University of Oklahoma
Sr. Associate Dean of Student Advising & Career Development

Introduction
Newcomb-Tulane College has administrative oversight for the full-time undergraduate experience and the common core curriculum. Newcomb-Tulane College comprises all full-time undergraduate programs at the university, including those in architecture, business, liberal arts, public health and tropical medicine, and science and engineering. All prospective undergraduate students apply to Newcomb-Tulane College for admission. A student designates a major no later than the beginning of the fourth semester. After the selection of a major, the student continues to be a Newcomb-Tulane College student as well as a student in the school in which the major resides. For example, a student who majors in cell and molecular biology is in the School of Science and Engineering and Newcomb-Tulane College.

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

In any given semester, when registration opens for the next semester, students may register for as many as 19 credits. After the close of a semester, students who have earned a grade-point average of 3.000 or better on 15 letter-graded credits or more during that semester may register for as many as 22 credits in the following semester. After the close of a semester, students who have earned a cumulative grade-point average of 3.500 may register for as many as 25 credits.

Full-time students with a course load of fewer than 14 credits should realize that they cannot qualify for Dean's List and risk falling behind their class level.

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0-24 earned credit hours</td>
</tr>
<tr>
<td>Sophomores</td>
<td>25-56 earned credit hours</td>
</tr>
<tr>
<td>Juniors</td>
<td>57-86 earned credit hours</td>
</tr>
<tr>
<td>Seniors</td>
<td>87 or more earned credit hours</td>
</tr>
</tbody>
</table>

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

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

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

**Auditing Courses**

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

**Grades/Grading Policy**

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

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing</td>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Satisfactory; not counted in grade-point average but is counted in earned hours</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>Unsatisfactory; not counted in grade-point average and is not counted in earned hours</td>
</tr>
</tbody>
</table>

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

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

**Incomplete Grades**

An incomplete grade, I, is given at the discretion of instructors when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 30 days. Incomplete grades also are given when a student’s absence from a final examination has been excused by the Newcomb-Tulane College dean prior to or within one day following the final examination. Incomplete grades must be resolved within 30 days of the end of the semester or they are changed to Fs. The I will remain on the student’s transcript, accompanied by the final course grade. Extensions of the 30-day deadline must be requested in writing by the student and must be approved by the instructor and an Assistant Dean in Academic Advising. Students should contact their academic advisor with any questions.

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

**IP Grades**

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

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

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

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

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

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

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

Students are responsible for notifying instructors about absences that result from serious illnesses, injuries, or critical personal problems. Medical recommendations are issued by the Student Health Center in the following instances: illnesses or injuries that involve hospitalization and a partial or complete withdrawal due to medical reasons. In these instances medical information will be released only with the student’s written permission.

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

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

Before registering at other institutions, students must consult the Newcomb-Tulane College’s policy on transfer of credit and follow the established procedures. Following such study elsewhere, students must submit a transcript from the other institution showing all courses attempted. Students must have satisfactorily completed their academic programs and must obtain statements of continued good standing from the other institution before being allowed to return. Students who take a leave for health reasons may be required to obtain clearance from the Student Health Center before they are allowed to resume study.

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

Grade Reports
Tulane University attempts to keep its students well-informed of their academic progress throughout their attendance. All official grades as well as temporary midterm grades are available to the student in
written report form (for the current term only) and on-line. Instructions for obtaining grades are outlined in the Schedule of Classes at www.registrar.tulane.edu.

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

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

Degree Audits

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

Transcripts

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

Changes to Academic Records

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

Retention of Academic Records

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

Dean’s List Policies

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

The Newcomb-Tulane College Dean’s List is prepared after each semester and recognizes superior academic achievement. A 3.500 grade-point average is required of first-year students and sophomores and a 3.667 GPA is required of juniors and seniors. To qualify for the Dean’s List, a student must have been enrolled in 14 credits of letter-graded work, excluding courses taken on a satisfactory/unsatisfactory basis.

Quality-of-Work Requirements

Continuation Requirements

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

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

Options to Restore Academic Good Standing

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

• Students may remove their deficiency in Tulane Summer School.
• Students who have made more than the minimum required progress to degree (cumulative GPA and Tulane credits earned) but less than that required for good standing may return in the fall on academic probation. Minimum progress is the specific standard a student must meet to be permitted to return to Tulane on academic probation. It is NOT good standing.
• Students who have not made the minimum required progress to degree are required to sit out for a full academic year (and earn no transfer credit) and may return on academic probation no sooner than the following summer.
• Students can return in a fall semester while on probation (either 2 or 3 above) only once. The second time that a student fails to meet continuation standards at the close of a spring semester, he or she must restore good standing by the close of the second summer term or face dismissal from Tulane.

Minimum Credits Earned at Tulane

Students must earn at least 12 credits at Tulane per full-time semester. A deficit in one semester can be made up with a surplus in another semester or with credits earned in summer school at Tulane. Students below this threshold are offered probation if they are lacking no more than 12 credits and their cumulative GPA meets continuation requirements described below. Students who are deficient more than 8 credits are likely to be required to attend one or more sessions of Tulane Summer School to restore good standing. Those more than 12 credits below the threshold are dismissed for one academic year and are eligible to return the following summer. The credit hour requirements are summarized in the table below.
Cumulative Grade Point Average (GPA) Requirements

Minimum Cumulative GPA thresholds are based on the total number of earned hours (EHRS) that a student has accumulated. This includes all AP and IB credits and transfer credit.

There are two thresholds, the minimum for good standing and the minimum to be eligible for probation. Students whose cumulative GPA falls below the minimum required for good standing and at or above the minimum for probation are eligible to return in the fall semester on probation. Students whose cumulative GPA falls below the minimum for probation are dismissed for one academic year.

The minimum cumulative GPA for good standing is 1.500 (0-12 EHRS), 1.750 (13-24 EHRS), 1.850 (25-36 EHRS) and 2.000 (37 or more EHRS). Students at or above the appropriate standard and earning the minimum credits for good standing described above are in academic good standing.

The minimum cumulative GPA to be eligible for probation is 1.000 (0-12 EHRS), 1.250 (13-24 EHRS), 1.500 (25-36 EHRS), 1.750 (37-72 EHRS), 1.800 (73-96 EHRS) and 1.850 (97 or more EHRS). Students at or above this minimum and below the good standing threshold are offered probation. Students not meeting this minimum are dismissed for one academic year and are eligible to return on academic probation the following summer (or fall). The GPA requirements are summarized in the table below.

<table>
<thead>
<tr>
<th>Total Earned Hours</th>
<th>Minimum Cumulation GPA for Probation</th>
<th>Minimum Cumulation GPA for Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 12</td>
<td>1.000</td>
<td>1.500</td>
</tr>
<tr>
<td>13 to 24</td>
<td>1.250</td>
<td>1.750</td>
</tr>
<tr>
<td>25 to 36</td>
<td>1.500</td>
<td>1.850</td>
</tr>
<tr>
<td>37 to 72</td>
<td>1.750</td>
<td>2.000</td>
</tr>
<tr>
<td>73 to 96</td>
<td>1.800</td>
<td>2.000</td>
</tr>
<tr>
<td>97 or more</td>
<td>1.850</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Probation and Dismissal

Students who are placed on academic probation or probationary leave of absence are ineligible to obtain a letter of good standing, study at another institution and transfer the credit to Tulane University. Students who have been academically dismissed from Newcomb-Tulane College are not allowed to re-enroll. Academic dismissal is noted permanently on the student’s transcript.

Transferring Credit to Tulane University

Transferring credit earned prior to matriculating at Tulane University

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

- In order to be considered for approval, college courses taken prior to enrolling in Tulane University, Newcomb-Tulane College requires:
  - The courses were offered by a regionally accredited college or university
  - The courses were listed in the official catalog of the college or university from which the credit was earned
  - The courses were taught by college or university faculty
  - A grade of C or better was earned in each course

Tulane will award up to fifteen credits for dual high school courses if the course credit is noted on high school transcripts, or if the course is taken on a college campus and composed only of high school students. This policy applies to students entering in the catalog year of 2014 or later.

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

- A Transfer Credit Approval Form from his or her Newcomb-Tulane College advisor. The advisor will verify the student’s eligibility to earn transfer credit and the accreditation of the school at which the student wishes to study.
- An official transcript issued to Tulane University (not a grade report or transcript issued to the student)
Transfer Credit and Majors

No more than half of the credits required for each major may be transfer credits.
an Honors Thesis, as well as the rules, process, and deadlines (http://honors.tulane.edu/content/honors-thesis-0).

**Latin Honors**

For Students Who Entered Tulane In Fall 2013 Or Later

Latin Honors (cum laude, magna cum laude, and summa cum laude) are awarded to the top 30% of the graduating class based on their overall GPA.

- The top 5% will be awarded their degrees summa cum laude.
- The next 10% will be awarded their degrees magna cum laude.
- The next 15% will be awarded their degrees cum laude.

The standards each year will be set based on the GPA of the previous graduating class, and will be publicized to students in the summer before their graduation year. (August graduates will be recognized according to the standards set in the previous academic year; December graduates will be recognized according the standards of the academic year in progress.)

Currently the standards are the following:

- Summa cum laude = 3.900
- Magna cum laude = 3.800
- Cum laude = 3.600

**Policy Changes**

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

**Withdrawal**

**Voluntary**

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

**Medical**

A withdrawal from courses for medical reasons requires an official letter of recommendation from a physician in the Student Health Center and the approval of an assistant dean of advising or associate dean in Newcomb-Tulane College. Students seeking a medical withdrawal must report to their academic advisor before going to the health service for an evaluation. Medical withdrawal letters issued by the Student Health Center should be delivered to the dean’s office within 48 hours after they are issued. Grades of W are assigned when a student withdraws from one or more courses for medical reasons after the last day to drop without record.

A partial medical withdrawal (from some but not all courses) or incomplete grades in one or more courses may be permitted upon the recommendation of the Student Health Center. Students requesting a partial medical withdrawal must confer with their academic advisor, who will confer with the associate dean of Newcomb-Tulane College, who makes the final decision on this matter. Withdrawals from individual courses for medical reasons after the published deadline for dropping a course will require supporting justification. The deadline for medical withdrawals from all courses is the last day of classes each term. Requests for retroactive medical withdrawals normally are not approved.

The university may require a medical clearance before a student can continue studies in a semester that begins subsequent to administrative action (leave of absence, voluntary withdrawal, extension of I grades, course-load reduction) that has been taken on behalf of the student for medical reasons.

**Required**

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

**Refunds**

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

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

**Code of Academic Conduct**

This Code applies to all undergraduate students, full-time, and part-time, in Tulane University. The full text and additional information is available at the following websites: http://college.tulane.edu/academic-honesty and https://college.tulane.edu/code-of-academic-conduct. Hard copies are available in the Newcomb-Tulane College Dean’s Office.

**Honors Program**

**Mailing Address**

105 Hébert Hall
Tulane University
New Orleans, LA 70118

**Telephone Numbers**

Telephone: (504) 865-5517
Overview

The Honors Program at Tulane offers academically-gifted and intellectually curious students of all academic majors unique opportunities for immersion in multi-disciplinary scholarship. The Honors Program embraces the ideal of scholarly engagement as a goal for all high achieving students, and this foundation is built through close contact with faculty, both inside and outside the classroom, and an active, scholarly community of their peers. Honors students take special courses designed to introduce them to the life of research and scholarship at the University, and receive special advising about postgraduate opportunities, including nationally competitive scholarships and fellowships, and special residential opportunities.

Participation and Eligibility

All students invited by the Office of Admission to join the Honors Program are eligible to do so by signing up for one of the Fall semester honors courses: COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.), COLQ 1020 Freshman Colloquium (1-3 c.h.), or TIDB(H). To maintain affiliation with the Honors Program in the Spring semester, students must enroll in the Spring semester course COLQ 1030 Quest for Answers (1.5 c.h.) or the second semester of TIDB(H). For more information on honors courses, see https://honors.tulane.edu/content/program-overview.

To remain eligible for the Honors Program, students who began the freshman year in Honors must at the end of that year have a GPA of 3.6. At the end of the sophomore year and in subsequent years, students must have a GPA of 3.8. Students who were not offered participation in the Honors Program at the start of freshman year may apply for Honors status as soon as the end of the first semester, provided they have a GPA of 3.8.

Research Colloquium and the Honors Thesis

To take full advantage of the Honors Program, Honors students should also take COLQ 2010 Honors Soph Colloquium (1.5-3 c.h.), either in the fall or spring of the sophomore year. This course introduces students to research opportunities in their field or fields of interest, and prepares them to begin thinking about scholarly opportunities in the junior year (including through study abroad) and the Honors Thesis in the senior year.

The culminating experience of the Honors Program is the Honors Thesis, which students write across two semesters in the senior year. The Thesis is an independent research project mentored by two faculty members in the student’s major or majors. Students who complete the Honors Thesis graduate with Departmental Honors in the major or majors in which the thesis is written. (For more information, see https://honors.tulane.edu/content/honors-thesis-0.)

A student need not be a member of the Honors Program to complete an Honors Thesis, but a student must have a minimum GPA of 3.4 overall, and 3.5 in the major or majors in which the thesis is written. At the discretion of the Director of the Honors Program, students may be allowed to begin the thesis with a lower GPA, with the understanding that they must achieve a thesis-eligible GPA by the end of the senior year in order to qualify for Departmental Honors and for their work to count as an Honors Thesis. Students who begin the thesis, but fall below the GPA requirements for thesis eligibility at the end of the year, will (with the approval of their thesis advisors) convert their work to independent studies.

Honors Residential Life Communities

The Honors Program oversees two residential communities: Wall Residential College for freshmen, and Weatherhead Hall for sophomores. Both communities are overseen by faculty members in residence. The Honors Program sponsors a variety of co-curricular and social events in both buildings. For example, students in Wall participate in the activities of the Wall Societies, which are led by faculty members chosen by the Honors Program to represent a variety of academic disciplines. Programming in Weatherhead includes b-weekly roundtables, in which faculty come to the community to discuss their research or issues of interest to the students; the roundtables are organized in large part by the student community.

Honors Study Abroad

The Honors Program sponsors a summer Study Abroad Program, that can offer special research and internship opportunities. The Study Abroad Program in Summer 2018 will be in Berlin. See the Honors Program for more information.

Funding Opportunities

The Honors Program offers two kinds of funding opportunities: Honors Summer Research Grants and the Jean Danielson Memorial Scholarship Fund.

The Honors Summer Research Program is an opportunity for students to work with a Tulane professor on a scholarly project for six weeks during the Summer. Honors freshmen, sophomores, and juniors in ALL Schools are welcome to apply, and it is open to students who have no research experience or who already have some experience with research. Funding includes housing and a stipend, so students can focus on this enhanced academic experience. The program supports six weeks of research on the Tulane campus, supervised by a Tulane faculty member. For more information, see https://honors.tulane.edu/content/summer-research-opportunities.

The Jean Danielson Memorial Scholarship Fund rewards outstanding honors students with grants for enrichment opportunities. To honor her legacy, every year, the Honors Program invites rising sophomore, junior and senior honors students who share Dr. Danielson’s commitment to living a life of purpose and intellectual vigor to apply for funds for a research or other field experience in the US or abroad. For more information, see https://honors.tulane.edu/content/jean-danielson.

Nationally Competitive Scholarships

The Honors Program coordinates competitions and serves as the campus nominator for nationally competitive scholarships, Jennifer Beers Ph.D., who is responsible for advising students about scholarships and other postgraduate opportunities. The Honors Program distributes the awards and serves as the campus nominator for scholarships like the Goldwater, Truman, Beinecke, Fulbright, Rhodes, and Marshall. Conversations from these lines can begin as early as Fall. See https://honors.tulane.edu/content/scholarships-fellowships.

Colloquia

Office: 105 F. Edward Hébert Hall
The Altman Program combines the curricula of two undergraduate degree programs: the School of Liberal Arts and the A. B. Freeman School of Business. Students may major in finance, management, marketing, or legal studies at the Freeman School and may major in approved social science, area studies or language disciplines within the School of Liberal Arts. The link between the two majors in the schools is the interdisciplinary "Altman Core," the curricular focus of the Altman Program, which includes a common experience every semester, a summer group immersive experience abroad, a junior year abroad experience, and integrative seminars in the senior year.

Specific courses open only to students in this program include a TIDES seminar; ISIB 1010 Introduction to Globalization (3 c.h.); ISIB 1910 Special Topics (3 c.h.); ISIB 2020 Special Topics (3 c.h.); ISIB 6010 Approaches to Global Dilemmas (3,4 c.h.); and ISIB 6020 Altman Senior Seminar (1 c.h.).
Advising Services

Mailing Address
Advising Services
100 Mussafer Hall
Newcomb-Tulane College
Tulane University
New Orleans, LA 70118

Contact Information
Telephone: (504) 865-5798
Email: advising@tulane.edu
Website: https://advising.tulane.edu

Sarah Montes
Executive Director of Advising

Advising Services supports Newcomb-Tulane College students in a holistic approach that integrates academic, career and personal advice. Every Newcomb-Tulane College student has a team of advisors to discuss academic plans and career interests.

By utilizing Academic and Career Advising Services, students have the opportunities to:

• Explore and choose majors and minors
• Plan academic and career paths
• Investigate pre-law and pre-health tracks
• Connect with faculty and major advisors
• Find resources and guidance from academic and career advising experts

Approved Semester and Yearlong Options

The OSA administers over 120 study abroad programs for undergraduates in Europe, Latin America, Africa, Asia, and Australia. More details are available from the Office of Study Abroad web site.

The OSA currently offers academic-year and semester programs in Argentina, Australia, Botswana, Brazil, Chile, China, Colombia, Costa Rica, Cuba, Czech Republic, Denmark, Egypt, France, Germany, Ghana, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Netherlands, New Zealand, Peru, Poland, Russia, Senegal, Singapore, South Africa, South Korea, Spain, Sweden, Thailand, the United Kingdom, and Uruguay. (This list is subject to change.) These programs are open to all qualified students in the Newcomb-Tulane College who meet specific eligibility requirements.

Independent Scholar Option (ISO)

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

ISO applicants must have a 3.5 GPA and should demonstrate a high degree of maturity, independence, and preparation.

Credits and Grades

Tulane credit and grades are awarded automatically for all coursework successfully completed abroad on a Newcomb-Tulane program, including the ISO. To count credits earned toward the major or minor program, students must seek the approval of the respective academic department. Please see the OSA web site for more details.

Advising for Study Abroad

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

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

Center for Global Education

Mailing Address
6901 Willow Street
New Orleans, LA 70118

Telephone Numbers
Telephone: (504) 865-5339
Fax: (504) 862-8765
E-mail: osa@tulane.edu
Web: https://global.tulane.edu/osa

Scott Pentzer
Executive Director of the Center for Global Education

Annie Gibson
Director of Study Abroad Programs

The Center for Global Education comprises the Office of Study Abroad (OSA), Office of International Students and Scholars (OISS) and the Office of English as a Second Language.

Office of Study Abroad (OSA)

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

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The OSA currently offers academic-year and semester programs in Argentina, Australia, Botswana, Brazil, Chile, China, Colombia, Costa Rica, Cuba, Czech Republic, Denmark, Egypt, France, Germany, Ghana, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Netherlands, New Zealand, Peru, Poland, Russia, Senegal, Singapore, South Africa, South Korea, Spain, Sweden, Thailand, the United Kingdom, and Uruguay. (This list is subject to change.) These programs are open to all qualified students in the Newcomb-Tulane College who meet specific eligibility requirements.

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

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

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

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

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

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

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

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

The OSA currently offers short-term summer programs in France, Ireland, Sweden, Germany and Italy. Some of the courses include service-learning and writing-intensive credits.

Other Tulane departments and programs, such as the Center for Public Service and the Stone Center for Latin American Studies, also offer short-term summer study abroad programs. In recent years, programs have been offered in Australia, Brazil, Chile, Costa Rica, Guatemala, India, Malaysia and Mexico.

Costs and application procedures vary by program; visit the OSA web site for a list of available summer programs.

Non-Tulane Study Abroad Programs
To participate in a study abroad program during the academic year that has not been approved by the Tulane Study Abroad Committee, students must apply through the OSA website and work with the Academic Advising Center to transfer credit back to Tulane. Students participating on a non-Tulane semester or summer program must complete the "Non-Tulane Study Abroad" application available on the OSA web site.

ROTC
Tulane University recognizes the need for military officers with a quality education in a variety of academic specialties and highly recommends the Reserve Officer Training Corps programs as one method of meeting this need. The university maintains Air Force, Army, and Naval ROTC units which are part of the School of Science and Engineering. Their programs are open equally to men and women in all schools. Each of the programs provides an opportunity to develop leadership and management abilities, as well as to perform a valuable service to the nation. Individuals who wish to earn a commission and to serve a brief period of active duty, as well as those who are interested in a career of military service, are encouraged to participate.

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

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

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

LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS1000 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS2000 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.
Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS3000 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training.

Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS4000 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Commandant of Cadets (COC).

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

The Air Force offers excellent scholarship opportunities in a wide variety of academic majors. For additional information or to check scholarship eligibility, contact AFROTC Detachment 320, Tulane University, at (504) 865-5394, afrotc@tulane.edu, https://tulane.edu/det320 or visit www.afrotc.com (https://www.afrotc.com).

**Army Reserve Officer Training Corps (AROTC)**

Army Reserve Officer Training Corps (AROTC) is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Army, the National Guard, or the United States Army Reserve. Students learn leadership and management skills important in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomores only, and a two-year Advanced Course. Non scholarship students participating in the first two years of AROTCD do not incur any obligation to the U.S. Army. Army ROTC offers four, three, and two year scholarships that include the Guaranteed Reserve Forces scholarship. Army scholarships provide tuition assistance, a flat rate for textbooks, and a monthly subsistence allowance (up to 10 months per year). Students may elect to use scholarships for room and board (up to $10,000 annually) in lieu of tuition and fees. Admission to the AROTCD Advanced Course is conditional on meeting academic, physical, and age requirements and the approval of the Professor of Military Science. Physical training is an integral part of the AROTCD program.

To be commissioned as an officer, a student must complete either the regular four-year program, a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requiring completion of the summer AROTCD basic camp giving the student credit for the Basic Course). Advanced placement for AROTCD training may be given to veterans and students with previous ROTC experience. In addition to these requirements, a student must complete at least one course each in the areas of written communication, human behavior, military history, computer literacy and math reasoning. Uniforms and military science textbooks are issued without cost to all students. Advanced Course and scholarship students receive a subsistence allowance. They are also paid for the summer advanced leadership camp they must attend prior to completing the Advanced Course. For further information contact the Army ROTC office at 1-800-777-ARMY or 504-865-5594.

**Naval Reserve Officer Training Corps (NROTC)**

The Naval Reserve Officer Training Corps (NROTC) program at Tulane University offers students the opportunity to earn a commission in the Navy or Marine Corps. Students typically earn a national scholarship out of high school. Students matriculating to Tulane University, who have not already been awarded an NROTC scholarship, may participate in the NROTC College Program and compete for a 3, 2, or 1 year scholarship. These students are selected from applicants each year by the Professor of Naval Science.

**NROTC Scholarship Process**

The NROTC scholarship board begins accepting applications in April for the following academic year. The deadline for applications is December 31. The scholarship board uses a “rolling” selection process. The board commences reviewing applications in August and continues into the spring. Students aspiring to serve their nation should begin the application process early and provide updates through their fall semester to the closing of the application deadline. The Navy encourages future officers to have backgrounds in STEM majors, but all degrees are accepted.

NROTC Scholarship rewards students with full tuition, university fees, uniforms, a textbook stipend, and a subsistence stipend. Scholarship students participate in paid summer training periods and receive commissions in the Navy or Marine Corps Reserve as Ensigns or Second Lieutenants upon graduation. They have a minimum five-year active duty obligation after commissioning.

**NROTC College Program**

NROTC College Program students are selected from applicants each year by the Professor of Naval Science. First-year students may apply to participate in the college program at the beginning of their first or second year. College program students compete nationally for a one, two, and three-year NROTC scholarship. During the sophomore year, non-scholarship students compete for “Advanced Standing”. “Advanced Standing” guarantees the student a commission in the service upon graduation. Students failing to attain “Advanced Standing” are dismissed from the program. Advanced Standing students participate in one paid summer training period (between the junior and senior years) and receive commissions in the Navy or Marine Corps Reserve upon graduation. They incur a minimum five-year active duty obligation, Advanced Standing students are furnished uniforms and naval science textbooks and a subsistence stipend during their junior and senior years.

**NROTC Requirements**
Members of the NROTC program are expected to achieve high academic standards minimum of 2.5 GPA, excel at physical training and be of sound moral judgment. All members of the program are required to enroll in Naval Science classes every semester and participate in morning drill and physical training. In addition, Navy Option scholarship recipients are required to take 2 semesters of Calculus and 2 semesters of Physics.

The NROTC Unit sponsors many teams in campus intramural sports and many specialty organizations that represent the unit on campus and throughout Louisiana and the southern United States. If you would like to schedule a visit or have any questions, please call the NROTC Unit, Tulane University at (504) 865-5104, email Navy@tulane.edu (navy@tulane.edu) or visit https://nrotc.tulane.edu/content/schedule-visit-0. Additional information may be found at https://nrotc.tulane.edu/.

SoPA Majors for NTC Students

Majors
- Applied Computing and Technology Major (p. 205)
- Health and Wellness Major (p. 221)
- Homeland Security Major (p. 217)

NTC Programs

School of Architecture

Majors
- Architecture, B.Arch (p. 47)
- Architecture, BSA (p. 49)

Minors
- Architecture Minor (p. 47)
- Preservation Minor (p. 51)
- Real Estate Minor (p. 53)
- Social Innovation & Social Entrepreneurship Minor (p. 55)

A.B. Freeman School of Business

Majors
- Finance Major (p. 67)
- Legal Studies in Business Major (p. 70)
- Management Major (p. 71)
- Marketing Major (p. 73)

Minors
- Accounting Minor (Freeman School of Business) (p. 60)
- Finance Minor (Freeman School of Business) (p. 67)
- Legal Studies in Business Minor (p. 71)
- Management Minor (p. 72)
- Marketing Minor (p. 74)
- Minor for Non-Business Students (p. 79)

Certificates
- Energy Certificate (p. 62)
- Entrepreneurial Management Certificate (p. 63)

School of Liberal Arts

Majors
- Africana Studies Major (p. 147)
- Altman Program in International Business (p. 150)
- Anthropology, BA (p. 92)
- Anthropology, BS (p. 93)
- Art History Major (p. 97)
- Asian Studies Major (p. 151)
- Classical Studies Major (p. 100)
- Cognitive Studies Coordinate Major (p. 153)
- Communication Major (p. 102)
- Composition, BFA (p. 125)
- Dance, BA (p. 140)
- Dance, BFA (p. 141)
- Digital Media Production Coordinate Major (p. 153)
- Economics, BA (p. 103)
- Economics, BS (p. 104)
- English Major (p. 105)
- Environmental Studies Major (p. 154)
- Film Studies Major (p. 156)
- French Major (p. 109)
- Gender and Sexuality Studies Major (p. 157)
- German Studies Major (p. 114)
- Greek Major (p. 101)
- History Major (p. 116)
- Italian Major (p. 113)
- Jazz Studies Major (p. 120)
- Jewish Studies Major (p. 119)
- Latin American Studies Major (p. 159)
- Latin Major (p. 101)
- Linguistics, BA (p. 165)
- Linguistics, BS (p. 166)
- Medieval and Early Modern Studies Major (p. 169)
- Music, BA (p. 120)
- Music, BFA (p. 121)
- Musical Cultures of the Gulf South Coordinate Major (p. 171)
- Musical Theatre, BFA (p. 124)
- Performance, BFA (p. 123)
- Philosophy Major (p. 126)
- Philosophy Major with Concentration in Language, Mind, and Knowledge (p. 127)
- Philosophy Major with Concentration in Law, Mortality, and Society (p. 128)
- Political Economy Major with Concentration in Economics and Public Policy (p. 172)
- Political Economy Major with Concentration in International Perspectives (p. 173)
• Political Economy Major with Concentration in Law, Economics, and Policy (p. 174)
• Political Economy Major with Concentration in Moral and Historical Perspectives (p. 175)
• Political Science Major (p. 132)
• Political Science/International Development Major (p. 133)
• Political Science/International Relations Major (p. 133)
• Portuguese Coordinate Major (p. 136)
• Russian Major (p. 115)
• Social Policy and Practice Coordinate Major (p. 177)
• Sociology Major (p. 136)
• Spanish and Portuguese Major (p. 137)
• Spanish Major (p. 138)
• Studio Art, BA (p. 99)
• Studio Art, BFA (p. 99)
• Theatre, BA (p. 144)
• Theatre, BFA (p. 145)

Minors
• Africana Studies Minor (p. 149)
• Arabic Studies Minor (p. 109)
• Art History Minor (p. 97)
• Chinese Language Minor (p. 152)
• Classical Studies Minor (p. 100)
• Economics Minor (p. 103)
• English Minor (p. 106)
• Film Studies Minor (p. 156)
• French Minor (p. 110)
• Gender and Sexuality Studies Minor (p. 158)
• German Studies Minor (p. 114)
• Greek Minor (p. 101)
• History Minor (p. 118)
• Italian Minor (p. 114)
• Japanese Language Minor (p. 152)
• Jewish Studies Minor (p. 119)
• Latin American Studies Minor (p. 161)
• Latin Minor (p. 102)
• Medieval and Early Modern Studies Minor (p. 170)
• Music Minor (p. 122)
• Music Science and Technology Minor (p. 122)
• Philosophy Minor (p. 128)
• Political Science Minor (p. 132)
• Political Science/International Development Minor (p. 134)
• Portuguese Minor (p. 137)
• Religious Studies Minor (p. 175)
• Russian Minor (p. 115)
• School of Liberal Arts Management Minor (p. 176)
• Sociology Minor (p. 136)
• Spanish Minor (p. 139)
• Studio Art Minor (p. 98)
• Theatre Minor (p. 144)
• Urban Studies Minor (p. 178)
• US Public Policy Minor (p. 178)

School of Professional Advancement
Majors
• Applied Computing and Technology Major (p. 205)
• Health and Wellness Major (p. 221)
• Homeland Security Major (p. 217)

School of Public Health and Tropical Medicine
Majors
• Bachelor of Science in Public Health (p. 271)

Minors
• Public Health Minor (p. 273)

School of Science and Engineering
Majors
• Biological Chemistry Major (p. 281)
• Biomedical Engineering Major (p. 282)
• Cell and Molecular Biology Major (p. 284)
• Chemical Engineering Major (p. 288)
• Chemistry Major (p. 290)
• Computer Science Coordinate Major (p. 292)
• Ecology and Evolutionary Biology Major (p. 297)
• Engineering Physics Major (p. 308)
• Environmental Biology Major (p. 300)
• Environmental Earth Science Major (p. 295)
• Geology Major (p. 296)
• Mathematics Major (p. 302)
• Neuroscience Major (p. 326)
• Physics Major (p. 316)
• Psychology and Early Childhood Education Major (p. 320)
• Psychology Major (p. 321)

Minors
• Biological Chemistry Minor (p. 282)
• Biomedical Engineering Minor (p. 283)
• Biomedical Engineering Minor for Non-Engineering Majors (p. 283)
• Cell and Molecular Biology Minor (p. 285)
• Chemistry Minor (p. 290)
• Engineering Science Minor (p. 311)
• Environmental Earth Science Minor (p. 295)
• Geology Minor (p. 297)
• Marine Biology Minor for Biology Majors (p. 300)
• Marine Biology Minor for Non-Biology Majors (p. 301)
• Mathematics Minor (p. 303)
• Physics Minor (p. 318)
• Psychology Minor (p. 321)

Certificates
• Computational Engineering Certificate (p. 307)
• Electrical Engineering Certificate (p. 307)
• Geographic Information Systems Certificate (p. 296)
• Materials Engineering Certificate (p. 312)
• Mechanical Engineering Certificate (p. 315)
**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.Pros), 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/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-6-23-15.pdf)

Master’s Degree Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-Master’s-Requirements-FINAL.pdf)


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 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>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
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<tr>
<td>B+</td>
<td></td>
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<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></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></td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
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<tr>
<td>D</td>
<td></td>
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<tr>
<td>D-</td>
<td></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>

In some departments grades for certain courses are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</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
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.

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.

Ph.D. Program Requirements
The general characteristics of the graduate programs of study are outlined below; but as with admissions, specific requirements for all graduate degrees, including concurrent and dual or joint degrees, may be obtained from the schools in which the programs are to be carried out. For maximum periods of time to complete requirements for these degrees, see Tenure for Degree Students.

Degree of Doctor of Philosophy
Students undertaking work for the degree of Doctor of Philosophy (Ph. D.) should understand that this degree is awarded not for an accumulation of course credits only, but for superior independent research and scholarship in the chosen field, as evidenced in the dissertation.

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

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

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

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

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

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

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

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

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

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

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

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

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

Transfer Credit
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.

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<tr>
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</table>
A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.

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.

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.

In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.

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 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-i-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/ees/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-italian/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)
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) (MS, MSPH, PhD, BSPH/MSPH, MD/MSPH)

Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH)
  - Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH, MD/PhD)
  - Clinical Investigation (https://sph.tulane.edu/epid/ ms-ci) (MS)

Global Community Health & Behavioral Sciences (https://sph.tulane.edu/gchb/programs)
  - Community Health Sciences (MPH, BSPH/MPH, MD/MPH, MSW/MPH)
  - Health Education and Communication (MPH)
  - International Health and Development (MPH)
  - Maternal and Child Health (MPH)
  - Nutrition (MPH)
  - Global Community Health and Behavioral Sciences (DrPH, PhD)
  - Registered Dietician (RD certificate)

Global Environmental Health Sciences (https://sph.tulane.edu/gehs/programs)
  - Disaster Management (MPH, BSPH/MPH, MD/MPH, MSW/MPH, JD/MPH)
  - Global Environmental Health Sciences (MSPH, PhD)
  - Industrial Hygiene (MSPH)
  - Center for Applied Environmental Public Health (Distance Learning) (https://sph.tulane.edu/caephe/home):
    - Disaster Management (Online MPH, Online Certificate)
    - Industrial Hygiene (Online MPH, Online Certificate)
    - Occupational and Environmental Health (Online MPH, Online Certificate)

Occupational Health and Safety Management (Online MPH, Online Certificate)

Health Policy and Management (https://sph.tulane.edu/ghmp/home)
  - Health Policy (MPH, BSPH/MPH)
  - Health Systems Management (MPH, MD/MPH, BSPH/MPH)
  - Master of Health Administration (MHA, BSPH/MHA)
  - Health Policy and Management (PhD)

Tropical Medicine (https://sph.tulane.edu/trmd/home)
  - Tropical Medicine (MSPH, PhD)
  - Master of Public Health & Tropical Medicine (MPH&TM, MD/MPH&TM, BSPH/MPH&TM)
  - Diploma in Clinical Tropical Medicine (Certificate)

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))
the School of Architecture moved into its present facility, Richardson Memorial Hall, and experienced another increase in enrollment that continued throughout the seventies. Professor William Kay Turner became dean in 1972, and in 1975, a small graduate program was initiated, offering a post-professional Master of Architecture II degree. Ronald Coulter Filson became dean in 1980.

In the summer of 1990 the school began a program offering a Master of Architecture as a first professional degree for students with undergraduate degrees in other disciplines. Donna V. Robertson succeeded Dean Filson in 1992. Tulane faculty member Donald F. Gatzke was appointed dean in 1997, just as the school initiated its Master of Preservation Studies program. Also in 1997, a supplemental Certificate in Preservation Studies was offered to undergraduates for the first time. In 2003, the school eliminated the five-year Bachelor of Architecture degree, replacing it with a five-year Master of Architecture as the professional degree. Former Architecture Magazine editor-in-chief Reed Kroloff became dean in October 2004. In 2005, the school initiated the Tulane City Center, now known as the Albert and Tina Small Center for Collaborative Design, its urban research and outreach program, as well as URBANbuild, which helps rehabilitate neighborhoods through urban design and the construction of student-designed and built housing prototypes.

Kenneth Schwartz, FAIA became dean in July 2008, increasing national and international recognition for the work of students, faculty and alumni. In 2011, the school initiated its Master of Sustainable Real Estate Development Program. The school added a Bachelor of Science in Architecture degree track in 2014 and a real estate summer minor institute in 2015. The school also expanded its degree offerings and international study opportunities, and initiated a drive to fully integrate digital design throughout the curriculum.

Iñaki Alday was appointed as dean in May 2018 and began his term August 1, 2018.

Academic Policies

Academic Policies

A full description of academic policies for all students in Newcomb-Tulane College (p. 18) can be found in the college's section of this catalog. Students should review these policies thoroughly. Academic policies and specific requirements for all School of Architecture graduate and undergraduate programs are included in the student handbook for each program. You can find the student handbooks on the school's website here (http://architecture.tulane.edu/current-students/student-information).

Degree Requirements

Undergraduate

Newcomb-Tulane College Requirements

General Education Curriculum

Newcomb-Tulane College General Education Curriculum

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

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

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

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

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

Proficiency Requirements
Writing Skills (2 courses and 6 credits)
Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

- Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3rd of the grade based upon writing (excluding in class exams), but no revision required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

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

Formal Reasoning (1 course and 3 credits)
One course in mathematics or symbolic logic (PHIL 1210)

Foreign Language (0-3 courses)
The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

Distribution Areas (A course can satisfy only one of the distribution areas.)
Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)
Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

Social and Behavioral Sciences (2 courses and 6 credits)
Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

Textual and Historical Perspectives (2 courses and 6 credits)
Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

Aesthetics and the Creative Arts (3 credits)
Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

Additional Core Requirements
The First Year Seminar
This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

Public Service
All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

Race and Inclusion
One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

Global Perspectives
One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

Bachelor of Architecture, B.Arch
The five-year Bachelor of Architecture (p. 47) program is structured with required courses and electives that provide thorough professional preparation and opportunities for study in the liberal arts and advanced study in architecture. This degree is accredited by the National Architectural Accrediting Board. (http://architecture.tulane.edu/programs/naab-accreditation)

Bachelor of Science in Architecture, BSA
The Bachelor of Science in Architecture (p. 49) degree is a 4-year-long undergraduate course of study. This program offers an integrated curriculum in the liberal arts and architecture designed to promote
an understanding of design as a cultural expression while providing a strong preparation for graduate professional study in architecture or an array of other potential career paths

**Graduate**

**Master of Architecture, M.Arch I**
The first professional Master of Architecture (p. 50) degree program is accredited by the National Architectural Accrediting Board (NAAB) (http://architecture.tulane.edu/programs/naab-accreditation) and is open to students with a baccalaureate degree in any field from an accredited college or university.

**Master of Science in Architectural Research and Design, M.S.Arc**
Our post-professional Master of Science in Architectural Research and Design (p. 46) degree is a one-year program intended for individuals with an accredited professional architecture degree interested in teaching and research as a career in the field of architecture.

**Master of Preservation Studies, MPS**
In just two semesters of full-time coursework, plus a practicum or thesis that can be completed anywhere in the world, the Master of Preservation Studies (p. 52) program prepares students to become leaders in the field of preservation.

**Master of Sustainable Real Estate Development, MSRED**
The Master of Sustainable Real Estate Development (p. 54) degree is an interdisciplinary one-year graduate program that prepares students from diverse backgrounds to become effective and influential participants in the fields of real estate finance, design and development.

**Outreach Initiatives**

**Learning Through Engagement**
Public service is central to the mission of Tulane University. It is part of what defines and distinguishes us as a university community. Applying what is taught in the classroom to real life problems not only helps our neighbors in New Orleans and around the globe, it also increases our students’ knowledge and skills while helping them find their place as engaged citizens of the world.

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

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

Follow Small Center’s projects, progress, and news on our website: small.tulane.edu

**URBANbuild**
URBANbuild is an unique urban design and construction program launched by the School of Architecture in 2005. Students engaged in URBANbuild studios are deployed to neighborhoods throughout the city to develop creative and sustainable urban design strategies, innovative designs for new housing, historic property inventories, and proposals for site-specific urban interventions and large-scale mixed use urban environments. As an integral component of the URBANbuild program, students will also design and construct a prototypical house for each of the study neighborhoods in partnership with community non-profit agencies that specialize in affordable housing and neighborhood redevelopment. URBANbuild is a laboratory for city research and design, a real generator for urban transformation and revitalization, and a program which directly engages students in the processes of digital fabrication, materials’ research and advanced construction processes and technologies.

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

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

Over the course of the past decade, Tulane’s URBANbuild program has realized a body of work in collaboration with a number of local community partners, vendors and material suppliers. Along this journey the program attempted to develop responsible housing prototypes with reliance upon understanding of the common cultural needs of the local environment, the limits of the regional workforce and a growing awareness of what is considered to be affordable. Throughout the work of recent years, many limitations have been discovered. Even in the face of these limitations, the program has produced habitable structures for families within some of the city’s disadvantaged neighborhoods.

More information about the design-build program can be found at www.URBANbuild.tulane.edu.

**Social Innovation/Social Entrepreneurship Minor**
Building upon Tulane University's strengths in civic engagement and service learning, the Social Innovation and Social Entrepreneurship (SISE) minor provides students with skills to create a more just and equitable society. The five main SISE courses introduce students to concepts of social innovation, mindsets of human-centered design, and frameworks for social impact leadership. Social Innovation and Social Entrepreneurship is an interdisciplinary minor for undergraduate students from across the campus. The 17 credit hour minor includes a variety of courses taught by SISE faculty members and Social Entrepreneurship Professors from across the university. The SISE minor is supported by a variety of programming offered at the Phyllis M. Taylor Center for Social Innovation and Design Thinking (http://taylor.tulane.edu).

Summer Career Exploration

Tulane Pre-College offers an engaging introduction to architecture for high school students who have completed at least their sophomore year, as well as younger students who showcase an exceptional ability to thrive. In order to provide students with a fun and rewarding experience, the program forces students to think about the whole world around them and how it was designed.

In addition to classes, students attend walking tours of New Orleans with professional architects. By exposing students to the buildings of New Orleans, students begin to see how architecture blends history and culture. Students leave with a portfolio of work, which will allow them to continue to explore their initial interest in the field at Tulane University or other schools with an architecture focus.

More information about the summer program can be found here (https://summer.tulane.edu/areas-of-study/architecture).

Architecture Overview

WE ENVISION A GENERATION OF ARCHITECTS dedicated to crafting the buildings, places and institutions that create vibrant, vital, and sustainable cities.

Using the rich environmental, historical, and cultural landscape of New Orleans as a laboratory, our architecture programs engage students directly in an ongoing effort to reconsider and rebuild New Orleans. We believe that architects are uniquely suited to be leaders in a movement toward an urban renaissance of sustainable design and community engagement, and our architecture programs provide students with the knowledge, education, and experience they need to be those leaders.

The mission of the Tulane School of Architecture is to prepare students for leadership positions in the design professions and in their communities. This school aspires to provide the highest quality professional education in architecture, to develop and conserve knowledge, and to promote excellence and innovation in architecture, landscape urbanism, preservation, and urban and environmental design and development. We recognize the centrality of design thinking as a process of synthesis that incorporates history, theory, technology, economics, behavior, and culture. The school supports diversity and meaningful engagement with urban and community issues, while embracing the creative potential and imperative of sustainable design.

The Tulane School of Architecture offers both undergraduate and graduate degrees in architecture. For more information, please contact the corresponding Program Director.

Marianne Desmarais (mdesmara@tulane.edu), Director, Undergraduate Architecture
Benjamin J. Smith (bsmith34@tulane.edu), Director, Graduate Architecture

Understanding Architecture Course Numbers

The School of Architecture uses the hundreds position in the course number to further designate subject matter as follows,

ARCH x0xx - Studio
ARCH x1xx - History/Theory
ARCH x2xx - Technology
ARCH x3xx - Digital and Visual Media
ARCH x5xx - Professional Concerns
ARCH x6xx - Advanced History/Theory
ARCH x7xx - Urban Studies
ARCH x9xx - Special course numbers (e.g. Independent Study, Transfer Credit, Special Topics, Thesis related)

Programs

Undergraduate

Major
- Architecture, B.Arch (p. 47)
- Architecture, BSA (p. 49)

Minors
- Architecture Minor (p. 47)

Graduate
- Architectural Research and Design, M.S.Arc (p. 46)
- Architecture, M.Arch (p. 50)

Architectural Research and Design, M.S.Arc

Our post-professional Master of Science in Architectural Research and Design degree program (formerly known as M.ARCH II.) is the most advanced research venue at Tulane School of Architecture. It is a selective design research degree that builds on the deep expertise of our faculty and the strategic commitment of the school and the university as a whole. It is intended for individuals with an accredited professional architecture degree interested in teaching and research as a career in the field of architecture.

The program offers six concentrations directed by our internationally-renowned faculty.

1. River and Coastal Urbanism (Climate Change Adaptation)
2. Design/Build
3. Design and Social Engagement
4. Building Technologies
Students are encouraged to develop an area of expertise through independent scholarship. Under the guidance of our diverse faculty, the program focuses on cultivating advanced theory and technology relevant to the design and construction of sustainable and resilient built environment. The program provides opportunities to form a course of study around students' interests and to develop appropriate strategies within the Research and Design Thesis framework.

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ARCH 6051</td>
<td>Advanced Studio Elective</td>
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<td>ARCH 6130</td>
<td>Architectural Research Methods</td>
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<td>ARCH 6980</td>
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<td>Architecture Elective 1</td>
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#### Year 1
#### Spring

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<th>Title</th>
<th>Credit Hours</th>
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<td>Architecture Elective 2</td>
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<tr>
<td>Architecture Elective 3</td>
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<tr>
<td>Architecture Elective 4</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
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</table>

### Architecture Minor

Available to all Tulane undergraduate students, the Minor in Architecture provides the opportunity to develop study in architecture beyond the introductory level. Students are encouraged to pursue a broad and flexible range of courses aligned with their academic interests to gain an overview of the discipline. The requirements of this non-professional degree are designed to provide tailored experiences within the School of Architecture curricular offerings. Students wishing to minor in architecture should meet with the Director of Student Affairs, Emily Parsons (eparsons@tulane.edu), to establish a curriculum.

A minor in architecture requires at least five courses and a minimum of 15 hours of course work within the School of Architecture. The only specifically required course is ARCH 1110 Intro to Architecture (3 c.h.). In addition to this introductory history course, the minor requires a minimum of two courses from the design, history/theory, and/or technology curricula. Some of these courses have prerequisites and, in order to enroll in them, minors must satisfy the prerequisites or have permission of the instructor. Students may satisfy the remainder of the credit requirement for a minor with any courses offered within the School of Architecture.

### Requirements

The following charts summarize two ways to fulfill the requirement for the Architecture Minor.

#### Studio Option

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1110</td>
<td>Intro to Architecture</td>
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</tr>
<tr>
<td>ARCH 1011</td>
<td>Architecture Studio</td>
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</tr>
<tr>
<td>Electives (3 courses)</td>
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#### Non-Studio Option

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARCH 1110</td>
<td>Intro to Architecture</td>
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</tr>
<tr>
<td>Elective (4 courses)</td>
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</tbody>
</table>

1. Electives can be chosen from any program in the School of Architecture. Students should contact the Director of Student Affairs, Emily Parsons (eparsons@tulane.edu), to plan their elective choices and get permission to register for any course with school or program restrictions.

### Architecture, B.Arch

The five-year Bachelor of Architecture (B.Arch) program is structured with required courses and electives that provide thorough professional preparation and opportunities for study in the liberal arts and advanced study in architecture. This degree is accredited by the National Architectural Accrediting Board (NAAB). ([http://architecture.tulane.edu/programs/naab-accreditation](http://architecture.tulane.edu/programs/naab-accreditation))

#### First Year

First-year courses include required study in design, visual and digital media, architectural history and theory, technological systems, writing, and other electives in cultural knowledge and scientific inquiry. The emphasis in first-year design focuses on developing a fundamental understanding of formal, spatial and material principles in architecture, while obtaining a strong skill base in freehand drawing, descriptive geometry, material techniques, and visual and digital media. First year electives allow students to supplement their background in physics or calculus, begin or advance foreign language study, broaden their skills in the arts, or choose any other subject area from among over forty offered by the University's undergraduate divisions. In their first semester, students may also participate in one of the many TIDES (Tulane InterDisciplinary Experience) courses offered by the University to engage other students and faculty in an intimate, interactive environment.

#### Second and Third Years

Second and third-year courses cover the majority of the program requirements. Intensive studio work in architectural design is complemented by study in architectural history and theory, structures, technological systems, digital media and urban studies. In second-year, students are fully immersed in digital design techniques while learning to incorporate knowledge from historic, environmental, social, programmatic and technological studies into the design studio. This is followed by third-year, where, in the second semester, coordinated coursework allows students a truly synthetic experience in the integrated design of a complex architectural project.
Fourth Year

The fourth-year curriculum involves advanced architectural design in elective studio courses as well as graduate level seminars in architectural theory, technology, professional concerns, urban studies, and digital media. In the fourth year of study, emphasis is placed on the relationship of architecture to the urban environment, both locally and globally. Students may spend one semester at the Albert and Tina Small Center for Collaborative Design, studying in one of the many programs ranging from urban design, to housing, to design/build. In the fourth-year, students will also have the opportunity for international study through various programs ranging from one week to full semester abroad programs in Europe, Latin America and Asia. Upper level study is intended to be diverse and includes many electives intended to provide significant opportunities for study within architecture as well as in the liberal arts and sciences.

Fifth Year

In the fifth year of study, students will develop an advanced thesis through research, analysis and design in one of four topical areas.

Transfer Students

Transfer students with previous college work but without any background in architecture may take an intensive summer curriculum as the equivalent of first-year. The intensive summer program includes no English or general electives because previous college work is a prerequisite. For such students, the Bachelor of Architecture as a first college degree may then be obtained in four additional years.

Requirements

Undergraduate Professional Degree Program

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History/Theory Sequence</strong></td>
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<td></td>
</tr>
<tr>
<td>ARCH 110</td>
<td>Intro to Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 1121</td>
<td>Hist/Theory of Arch &amp; Urb I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2122</td>
<td>Hist/Theory of Arch &amp; Urb II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Studio Sequence</strong></td>
<td></td>
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<tr>
<td>ARCH 1011</td>
<td>Architecture Studio</td>
<td>6</td>
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<tr>
<td>ARCH 1012</td>
<td>Architecture Studio</td>
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<tr>
<td>ARCH 2021</td>
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<td>ARCH 2022</td>
<td>Architecture Studio</td>
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<td>&amp; ARCH 2892</td>
<td>and Service Learning: ARCH 2022</td>
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<td>ARCH 3031</td>
<td>Architecture Studio</td>
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<tr>
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<tr>
<td>ARCH 2322</td>
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<td>ARCH 3331</td>
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<tr>
<td>MATH 1150</td>
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<tr>
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or MATH 1310

Consolidated Calculus

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>PHYS 1050</td>
<td>Physics for Architects</td>
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<td>or PHYS 1210</td>
<td>Introductory Physics I</td>
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</tr>
<tr>
<td>or PHYS 1310</td>
<td>General Physics I</td>
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**Technology Sequence**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ARCH 2211</td>
<td>Site Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2212</td>
<td>Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2213</td>
<td>Building, Climate, Comfort</td>
<td>4</td>
</tr>
<tr>
<td>&amp; ARCH 2223</td>
<td>and Building, Climate, Comfort Lab</td>
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<tr>
<td>ARCH 3214</td>
<td>Structural Systems</td>
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<td>ARCH 3215</td>
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**Professional Concerns Sequence**

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<td>ARCH 4512</td>
<td>Professional Concerns II</td>
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**Thesis Sequence**

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<td>ARCH 5990</td>
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**Architecture Electives**

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<td>Intro to Architecture</td>
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<tr>
<td>ARCH 1121</td>
<td>Hist/Theory of Arch &amp; Urb I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2122</td>
<td>Hist/Theory of Arch &amp; Urb II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 1011</td>
<td>Architecture Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 1012</td>
<td>Architecture Studio</td>
<td>6</td>
</tr>
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<td>ARCH 2021</td>
<td>Architecture Studio</td>
<td>6</td>
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<tr>
<td>ARCH 2022</td>
<td>Architecture Studio</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ARCH 2892</td>
<td>and Service Learning: ARCH 2022</td>
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</tr>
<tr>
<td>ARCH 3031</td>
<td>Architecture Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3032</td>
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<td>ARCH 4041</td>
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<td>ARCH 3331</td>
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<tr>
<td>PHYS 1050</td>
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<td>or PHYS 1310</td>
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**Non-Architecture Courses (credit counts are approximate and vary by student)**

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<tr>
<th>Course ID</th>
<th>Title</th>
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<tbody>
<tr>
<td>Additional Newcomb-Tulane core courses</td>
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<tr>
<td>General University Electives (2-3 courses)</td>
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</table>

Total Credit Hours 163

Notes on School of Architecture Curriculum

- NAAB requires 45 hours be taken in courses without architectural content.
- The B.Arch degree requires a minimum of 163 credit hours. Given the composition of the Newcomb-Tulane and Architecture School requirements, the typical student transcript will consist of a total of 117 architecture credits, and 46 non-architecture credits.
- Students are strongly encouraged to reinforce and expand their skills and knowledge through professional internship experiences, recognized in the form of academic credits. Undergraduate
students may earn up to a total of six credit hours for internship over the course of their degree. See Internship for Academic Credit (http://architecture.tulane.edu/courses/arch-45606560) for details.

Notes on Newcomb Tulane College Core Curriculum

• Questions regarding these requirements should be directed to your NTC Academic Advisor.
• University Core and elective courses, with the exception of TIDES and English Composition, may be completed at any time during the student’s curriculum.
• To satisfy the Tier 2 Writing Intensive NTC Core Requirement students must take at least one Tier 2 designated course prior to beginning the of fifth year of study.
• Architecture specific requirements within the core curriculum are described in the footnotes to the course requirements (listed above).

Architecture, BSA

The Bachelor of Science in Architecture (BSA) degree is a 4-year-long undergraduate course of study. This program offers an integrated curriculum in the liberal arts and architecture designed to promote an understanding of design as a cultural expression while providing a strong preparation for graduate professional study in architecture or an array of other potential career paths. The BSA is a pre-professional degree in architecture that allows flexibility in the potential for double majoring and opportunities to join the architecture program after the freshman year. Graduates of this program are prepared to work in architectural or related offices and those who wish to become licensed architects would typically pursue a 2-year course of graduate study to attain an accredited professional degree in architecture. Many graduates of this program will choose career paths or graduate education in a wide variety of areas including law, business, real estate, preservation, planning, and landscape architecture.

Fully approved and accredited through the Southern Association of Colleges and Schools.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ARCH 110</td>
<td>Intro to Architecture ¹</td>
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<tr>
<td>ARCH 1121</td>
<td>Hist/Theory of Arch &amp; Urb I</td>
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<td>Math and Physics Requirements ²</td>
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<td>or MATH 1310</td>
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<tr>
<td>PHYS 1050</td>
<td>Physics for Architects</td>
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<td>or PHYS 1310</td>
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<td>Studio Sequence</td>
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<td>ARCH 1011</td>
<td>Architecture Studio</td>
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<tr>
<td>ARCH 1012</td>
<td>Architecture Studio</td>
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<td>ARCH 2021</td>
<td>Architecture Studio</td>
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<tr>
<td>ARCH 2022</td>
<td>Architecture Studio and Service Learning: ARCH 2022 ³</td>
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<td>or ARCH 2892</td>
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<tr>
<td>ARCH 3031</td>
<td>Architecture Studio</td>
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<td>or ARCH 4041</td>
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</tr>
<tr>
<td>or ARCH 4042</td>
<td>Advanced Studio Elective</td>
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<td>Digital Media Sequence</td>
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<td>ARCH 2311</td>
<td>Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2322</td>
<td>Digital Media Workshop I</td>
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</tr>
<tr>
<td>Technology Sequence (chose 3 out of these 4 courses) ⁴</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 2211</td>
<td>Site Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 2212</td>
<td>Materials and Methods</td>
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<td>Building, Climate, Comfort</td>
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<tr>
<td>&amp; ARCH 2223</td>
<td>and Building, Climate, Comfort Lab</td>
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</tr>
<tr>
<td>ARCH 3214</td>
<td>Structural Systems</td>
<td>4</td>
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<tr>
<td>General Architecture Electives (at least 3 courses)</td>
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<td>General NTC Core Curriculum courses and unrestricted electives ⁵</td>
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<td>33</td>
</tr>
<tr>
<td>Optional Concentration Electives ⁶</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

¹ ARCH 1110 Intro to Architecture (3 c.h.) satisfies the Aesthetic and Creative Arts core requirement.
² These are Architecture specific requirements for fulfilling the Formal Reasoning, and Math and Natural Sciences Core Curriculum requirements.
³ Satisfies Tier I Service Learning core requirement.
⁴ The 3 chosen technology sequence courses will total 10-11 credits (not 14).
⁵ This is an approximation. All students must complete a total of 120 credits to graduate. But the total number of courses or credits dedicated to NTC core requirements and general electives will vary by student.
⁶ Students are encouraged to choose an area of concentration for their remaining elective courses beyond the NTC and major requirements. The concentration may be used for further study in Architecture (see sample below) or in any other area of study.

Sample concentration in Architecture

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 4041</td>
<td>Advanced Studio Elective ¹</td>
<td>6</td>
</tr>
<tr>
<td>or ARCH 4042</td>
<td>Advanced Studio Elective</td>
<td>6</td>
</tr>
<tr>
<td>Architecture Concentration Electives (at least 5 courses) ²</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

¹ Options studio related to the student’s preferred area of concentration. This can be the 5th required studio (instead of ARCH 3031), or an additional 6th studio.
² These electives would be chosen from a particular subject area such as technology, history/theory, urban studies, or other topic.

Notes on School of Architecture Curriculum:

Students are strongly encouraged to reinforce and expand their skills and knowledge through professional internship experiences. These experiences are recognized in the form of academic credits. Undergraduate students may earn up to a total of six credit hours for
Tulane University is one of the most highly regarded and selective independent research universities in the United States. As a member of the prestigious Association of American Universities, we take pride in being a part of this select group of "pre-eminent programs of graduate education and scholarly research."

The first professional Master of Architecture degree program (M.Arch I) is accredited by the National Architectural Accrediting Board (NAAB) (http://architecture.tulane.edu/programs/naab-accreditation) and is open to students with a baccalaureate degree in any field from an accredited college or university. The M.Arch I program fulfills the professional degree requirements leading to architectural licensure and registration. Two distinct tracks accommodate students’ diverse undergraduate backgrounds.

3.5-year track
The 3.5-year track is structured for students with minimal or no previous architectural education. The seven-semester curriculum begins with a rigorous summer introductory semester, followed by four semesters of core instruction. The final two semesters are primarily elective options, encouraging students to develop customized educational experiences through our rich course offerings.

Students with a Bachelor of Arts in Architecture degree, bachelor’s degree in Interior Design or in other three-dimensional design fields may qualify for one semester advanced standing. Students with a pre-professional architecture degree should apply to the two-year track.

2-year track (advanced standing)
The two-year track provides an accelerated path for students with substantial architectural education. Those with a pre-professional degree such as a Bachelor of Science in Architecture or a Bachelor of Environmental Design, or international students with a terminal architecture degree in their respective country who wish to work towards licensure in the US and Canada should apply to this track to gain advanced standing within the M.Arch I program.

The Director of Graduate Architecture determines the level of advanced standing based on students’ college transcripts and design portfolio strength. Typically, students will complete the curriculum in four semesters, two semesters of core instruction to fulfill NAAB requirements and two semesters of elective options to develop independent scholarship. International students with license to practice architecture or eligible for licensure in their respective countries may qualify for further advanced standing to complete the degree in three semesters.

Dual degree options
Graduate students may pursue a Master of Architecture degree in conjunction with a Master of Preservation Studies or Master of Sustainable Real Estate degree, typically with one additional semester of course work. Learn more on the Dual Degree (http://architecture.tulane.edu/programs/dual-degree) page, or by contacting Graduate Architecture Director Benjamin J. Smith (bsmith34@tulane.edu).

Notes on Newcomb Tulane College Core Curriculum:
- University core & elective courses, with the exception of TIDES and English Composition, may be completed at any time during the student’s curriculum.
- To satisfy the Tier 2 Writing Intensive NTC Core Requirement students must take at least one Tier 2 designated course prior to beginning the of fourth year of study.
- Questions regarding these requirements should be directed to your NTC Academic Advisor.

Architecture, M.Arch

**Course ID** | **Title** | **Credits**
---|---|---
ARCH 6110 Intro to Architecture a | 3
ARCH 6121 Hist/Theory of Arch & Urb I a | 3
ARCH 6122 Hist/Theory of Arch & Urb II a | 3
ARCH 6130 Architectural Research Methods 1 | 3

**Digital Media Sequence**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ARCH 6311 Digital Media a | 3
| ARCH 6322 Digital Media Workshop I a | 1
| ARCH 6331 Digital Media Workshop II | 1
| ARCH 6332 Digital Media Workshop III | 1

**Studio Sequence**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ARCH 6011 Architecture Studio a | 6
| ARCH 6012 Architecture Studio a | 6
| ARCH 6021 Architecture Studio a | 6
| ARCH 6022 Architecture Studio a | 6
| ARCH 6032 Architecture Studio | 6
| ARCH 6041 Advanced Studio Elective | 6
| ARCH 6042 Advanced Studio Elective | 6
| ARCH 6051 Advanced Studio Elective | 6

**Technological Sequence**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ARCH 6211 Site Strategies a | 3
| ARCH 6212 Materials and Methods a | 3
| ARCH 6213 Building, Climate, Comfort & ARCH 6223 and Building, Climate, Comfort Lab a | 4
| ARCH 6214 Structural Systems a | 4
| ARCH 6215 Integrated Building Systems 3 | 4

**Professional Concerns Sequence**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ARCH 6511 Professional Concerns I | 3
| ARCH 6512 Professional Concerns II | 3

**Electives**

| Elective Course I | 3
| Elective Course II | 3
| Elective Course III | 3
| Elective Course IV | 3
| Elective Course V | 3
| Elective Course VI | 3

**Tulane University Internship**

Internship over the course of their degree. See Internship for Academic Credit (http://architecture.tulane.edu/courses/arch-45606560) for details.
Additional credits from either thesis or non-thesis studio options during the final term (listed below)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6980</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 6990</td>
<td>Thesis Studio</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCH 6052</td>
<td>Advanced Studio Elective</td>
<td>6</td>
</tr>
<tr>
<td>Elective Course VII</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 117

Programs

Undergraduate

Minors

- Preservation Minor (p. 51)

Graduate

- Preservation Studies Certificate (Graduate) (p. 51)
- Preservation Studies, MPS (p. 52)

Preservation Minor

Students in the undergraduate Minor in Preservation Studies program learn the fundamentals of historic preservation practice through courses in historic preservation theory and practice, preservation technology, and architectural history. The Minor requires a minimum of four courses totaling 12 credits. PRST 6210 Intro Preservation Studies (3 c.h.) must be among the first taken.

The Minor in Preservation Studies is open to undergraduates at the junior level and above. Interested students should apply to the Director of Preservation Studies for admittance. Students attaining grades above a 3.0 in two or more PRST courses may receive advanced standing in the graduate level Master of Preservation Studies program on separate application and acceptance to the Masters program.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 6210</td>
<td>Intro Preservation Studies</td>
<td>3</td>
</tr>
<tr>
<td>PRST 6220</td>
<td>Preservation Technology</td>
<td>3</td>
</tr>
<tr>
<td>PRST 6610</td>
<td>History of American Arch</td>
<td>3</td>
</tr>
<tr>
<td>PRST 6620</td>
<td>New Orleans Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

- Must be taken first.

Preservation Studies Certificate (Graduate)

The Certificate in Preservation Studies is open to graduate students only. Due to the robust presence of historic preservation in America today and that roughly half of the country’s construction work involves rehabilitation of existing buildings, a Certificate or Dual Degree in Preservation from an established program such as Tulane’s Preservation Studies program is a valuable addition to one’s terminal degree in Architecture or Sustainable Real Estate Development (MSRED). The Certificate in Preservation Studies is designed for students in the graduate M.Arch I program or MSRED program who wish to gain general knowledge understanding and ability in this specialized field of study and practice. The Tulane School of Architecture offers this Certificate for current graduate students and it requires 15 hours of coursework.

Preservation

Overview

The Preservation Studies program at the Tulane School of Architecture offers an interdisciplinary opportunity to learn about architectural preservation in one of America’s most historic cities. New Orleans maintains a wealth of experience in architectural heritage protection resulting from its over eighty years of historic preservation legislation and its history of preservation achievements.

The Preservation Studies program was founded by architect and preservationist Eugene Cizek, Ph.D. in 1996, with guidance and support from the noted American preservation educator James Marston Fitch, who also attended Tulane’s School of Architecture. Since July 2011, the Preservation Studies program has been directed by John H. Stubbs, international architectural conservation practitioner, former director of field projects for the World Monuments Fund, and teacher of preservation theory and practice at Columbia University for over two decades. The program is also supported by a strong Tulane Preservation Alumni Group, and a Preservation Studies Advisory Group. The program also hosts a biennial Preservation Matters symposium addressing new directions in the field.

For more information, please contact the Program Directors.

John Stubbs (jstubbs2@tulane.edu), Director, Preservation Studies

Laura Blokker (lblokker@tulane.edu), Assistant Director, Preservation Studies
Applicants to this program must submit a completed Certificate in Preservation Studies Application form to the Dean's office and MPS Program Director by the second semester of their third year.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 6210</td>
<td>Intro Preservation Studies</td>
<td>3</td>
</tr>
<tr>
<td>PRST 6220</td>
<td>Preservation Technology</td>
<td>3</td>
</tr>
<tr>
<td>PRST 6510</td>
<td>Bldg Preservation Studio</td>
<td>6</td>
</tr>
<tr>
<td>or PRST 6520</td>
<td>Urban Conservation Studio</td>
<td></td>
</tr>
<tr>
<td>PRST 6610</td>
<td>History of American Arch</td>
<td>3</td>
</tr>
<tr>
<td>or PRST 6620</td>
<td>New Orleans Architecture</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15

1  The history course option may be substituted for a different Preservation Studies elective course.

**Preservation Studies, MPS**

New Orleans is an incomparable place to study preservation. In addition to its extraordinary inventory of some of the most distinctive historic architecture in the U.S., New Orleans is a microcosm of global issues from sea level rise to housing affordability and social justice.

In just two semesters of full-time coursework, plus a practicum or thesis that can be completed anywhere in the world, the Master of Preservation Studies program prepares students to become leaders in the field of preservation. Our alumni have a proven track record of job attainment (http://architecture.tulane.edu/sites/default/files/pdf/mps_job_titles.pdf) in all sectors of the field across the country. Come be in that number.

Only at Tulane. Only in New Orleans.

**Comprehensive, Three-Semester Program**

The Master of Preservation program is fast-paced, with two semesters of campus-based learning and one part-time semester with remote options. A comprehensive curriculum gives you the knowledge and skills to succeed in the dynamic, multidisciplinary field of preservation.

Course topics include:

- Building preservation
- History
- Urban conservation
- Law
- Advocacy
- Economics
- Technology

Most classes take place in the afternoons and evenings, providing flexibility for part-time students.

Students may apply to and concurrently complete master degrees in both Architecture, M.Arch I and Preservation Studies, MPS.

**Real Estate Development**

**Overview**

The Sustainable Real Estate Development program offers opportunities for both undergraduates and graduates to gain core skills and practical experience in the real estate industry.

The core of the program is the Master of Sustainable Real Estate Development, which is a practice-based three semester graduate program that prepares students with classes in real estate finance and economics, design, planning and legal issues in development.
The program also offers an intensive Real Estate Summer Minor Institute for Tulane undergraduates who are interested in entry level knowledge of the real estate industry.

For more information, please contact the Program Directors.

Casius Pealer (cpealer@tulane.edu), Director, Sustainable Real Estate Development

John Huppi (jhuppi@tulane.edu), Director, Summer Real Estate Minor

Programs

Undergraduate

Minor

- Real Estate Minor (p. 53)

Graduate

- Sustainable Real Estate Development Certificate (Graduate) (p. 53)
- Sustainable Real Estate Development, MSRED (p. 54)

Real Estate Minor

The Real Estate Summer Minor Institute is an intensive, 8-week program designed to help students obtain the essential knowledge and skills for entry level positions and careers in the real estate industry, both residential and commercial. The program provides a strong foundation on Real Estate as a business, specifically focusing on careers as a real estate investor, owner or developer, in real estate finance and in real estate consulting. In addition, the minor provides robust knowledge in real estate market analysis, due diligence, legal concepts, project analysis, and tax credits. The program also encourages sustainability by preparing students to take the LEED GA exam.

Requirements

These courses are taken as an 8 week program over the course of one summer.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESM 3010</td>
<td>Principles of Real Estate I</td>
<td>3</td>
</tr>
<tr>
<td>RESM 3020</td>
<td>Principles of Real Estate II</td>
<td>3</td>
</tr>
<tr>
<td>RESM 3030</td>
<td>RE Market Analysis &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>RESM 3040</td>
<td>Fundamentals Real Estate Devel</td>
<td>3</td>
</tr>
<tr>
<td>RESM 3060</td>
<td>Sustainable Urban Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>16</td>
</tr>
</tbody>
</table>

Sustainable Real Estate Development Certificate (Graduate)

The SRED Certificate program gives students the basic tools and knowledge to navigate the demands of being part of a development team and contribute with solutions that provide a lasting, positive impact on the project, its users and surrounding community. This certificate can supplement both our Master of Architecture degrees, and our Master of Preservation Studies degree.

Architects are at the forefront of design decisions in projects. They must be integrated with the development team at large. Essential knowledge of finance tools, as well as understanding the environmental and social impact of development projects are crucial to successfully participating in today's projects small and large. Preservationists must also be able to engage the development team on their own terms, articulating the value of integrating long-term sustainable solutions into projects.

Today, over 54% of the world's population lives in cities and this number is expected to grow to 66% in the next few decades. As urban life becomes more complex, the need for providing sustainable solutions for the built environment is more imperative than ever. We define sustainability as development that addresses immediate needs while reducing long-term stresses.

Students who earn the SRED Certificate will be able to:

- Understand basic concepts of real estate finance needed for determining a project's viability.
- Understand sustainable design and construction principles.
- Identify real estate finance products that can be applied to a project.
- Understand the urban environment and its relationship to the political, economic, environmental and cultural context.

Program Logistics

The SRED Certificate program starts with an intensive summer semester: four courses over five weeks, starting in early July through the first week of August. Students join the incoming class of the Master of Sustainable Real Estate Development for these introductory courses. This summer session ends with, SRED 6400, a week-long Field Study trip, usually to Washington, DC and Philadelphia.

Following the summer semester, SRED Certificate students must take the Real Estate Finance course offered during the fall semester in order to complete the requirements.

Applications

Applications must be submitted by the second semester of the student's second year. Contact the MSRED Program Director, Casius Pealer (cpealer@tulane.edu), for additional information.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Session 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRED 6100</td>
<td>Intro-Real Est Finance &amp; Econ</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6110</td>
<td>Intro- Real Estate Arch &amp; Dsgn</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>6</td>
</tr>
<tr>
<td>Summer Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRED 6130</td>
<td>Intro to Sustainable Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6140</td>
<td>Intro to Finance Products</td>
<td>3</td>
</tr>
</tbody>
</table>
## Sustainable Real Estate Development, MSRED

The Master of Sustainable Real Estate Development (MSRED) degree is an interdisciplinary one-year graduate program that prepares students from diverse backgrounds to become effective and influential participants in the fields of real estate finance, design and development. We equip our graduates with a blended education in business, economics, sustainable design, urbanism, and legal issues. The MSRED degree is practice-oriented and emphasizes opportunities for students to gain experience and build a professional network in innovative for-profit, nonprofit and public settings.

- **Faculty of Industry Professionals:** Learn from current practitioners who bring real-world experience and a commitment to teaching.
- **Experiential Learning:** Get direct field experience through structured internships, client-based research projects, and field study trips to learn the challenges and successes in other cities nationally.
- **Alumni Success:** MSRED alumni are making an impact in high-level leadership positions across the industry.
- **Connections with Local and National Organizations:** Build a professional network through interaction with industry professionals at the local, state and national levels.

### Key Facts
- **Program Length:** Full time (one year) or part time (two years)
- **Start Date:** June
- **Small Class Size:** 20-24 students
- **Dual Degree Options:** MBA/MSRED and M.Arch/MSRED tracks available
- **Career Opportunities:** Project Manager, Financial Analyst, Development Associate, Consultant, Principal, Owner

Request more information about the Master of Sustainable Real Estate Development degree. (http://architecture.tulane.edu/prospective-students/mailing-list)

## Requirements

### Graduate Degree Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRED 6100</td>
<td>Intro-Real Est Finance &amp; Econ</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6110</td>
<td>Intro- Real Estate Arch &amp; Dsgn</td>
<td>3</td>
</tr>
</tbody>
</table>

### Credit Hours

| Credit Hours | 6 |

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRED 6210</td>
<td>Legal Issues in Real Est Deve</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6220</td>
<td>Sustainable Design &amp; Planning</td>
<td>4</td>
</tr>
<tr>
<td>SRED 6230</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6240</td>
<td>Applied Urban Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Total Credit Hours

| Credit Hours | 14 |

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRED 6720</td>
<td>Case Study Sust Real Est Deve</td>
<td>4</td>
</tr>
<tr>
<td>SRED 6740</td>
<td>Directed Research</td>
<td>4</td>
</tr>
<tr>
<td>SRED Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SRED Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Credit Hours

| Credit Hours | 14 |

### Approved Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRED 6540</td>
<td>Building Performance</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6550</td>
<td>Community Deve Finance</td>
<td>3</td>
</tr>
<tr>
<td>SRED 6560</td>
<td>Business of Real Estate Devel</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 6212</td>
<td>Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 6764</td>
<td>NOLA Geography for Architects</td>
<td>3</td>
</tr>
</tbody>
</table>

## Social Innovation & Social Entrepreneurship

### Overview

Building upon Tulane University’s strengths in civic engagement and service learning, the Social Innovation and Social Entrepreneurship (SISE) minor provides students with skills to create a more just and equitable society. The five main SISE courses introduce students to concepts of social innovation, mindsets of human-centered design, and frameworks for social impact leadership.

Social Innovation and Social Entrepreneurship is an interdisciplinary minor for undergraduate students from across the campus. The 17 credit hour minor includes a variety of courses taught by SISE faculty members and Social Entrepreneurship Professors from across the university.

SISE offices are located on the fourth floor of Howard Tilton Memorial Library next to the Latin American Library, in the Phyllis M. Taylor Center for Social Innovation and Design Thinking. Students wishing to declare the SISE minor can consult the SISE Academic Advisor Rebecca Otten (rotten@tulane.edu?Subject=SISE minor).

The SISE minor is supported by a variety of programming offered at the Phyllis M. Taylor Center for Social Innovation and Design Thinking (http://taylor.tulane.edu).

SISE also offers Taylor Your Life, a career development lab that teaches students how to approach their future with the mindset and toolkit of a
Programs
Undergraduate
Minor
• Social Innovation & Social Entrepreneurship Minor (p. 55)

Social Innovation & Social Entrepreneurship Minor

Building upon Tulane University’s strengths in civic engagement and service-learning, the social innovation and social entrepreneurship (SISE) minor provides students with skills to create a more just and equitable society. The five main SISE courses introduce students to concepts of social innovation, mindsets of human-centered design, and frameworks for social impact leadership. Students in the minor develop an understanding of complex problems and systems change while developing a toolkit to create positive social and environmental change.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISE 2010 &amp; SISE 2890</td>
<td>Intro Social Innov/Entrepreneu and Service Learning: SISE 2010 (mandatory service learning)</td>
<td>4</td>
</tr>
<tr>
<td>SISE 2020</td>
<td>Intro to Business</td>
<td>3</td>
</tr>
<tr>
<td>SISE 3010</td>
<td>Dsgn thinking Collective Impac</td>
<td>4</td>
</tr>
<tr>
<td>SISE 4020</td>
<td>Ldrship for Collective Impact</td>
<td>3</td>
</tr>
<tr>
<td>SISE 4050</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SISE Approved Elective (must be taken concurrently with SISE 4050)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

1 SISE 2010 is a pre-requisite for all other classes
2 SISE 4050 must be taken concurrently with a SISE-approved elective after all other courses are completed.
A.B. FREEMAN SCHOOL OF BUSINESS

A. B. Freeman School of Business
A. B. Freeman School of Business
Goldring/Woldenberg Business Complex
7 McAlister Drive
New Orleans, LA 70118
https://freeman.tulane.edu/

The A. B. Freeman School of Business offers the Bachelor of Science in Management degree at the undergraduate level. In addition, the Freeman School offers a variety of graduate degrees: Master of Accounting, Master of Business Administration, Master of Business Analytics, Master of Finance, Master of Global Management, Master of Management, Master of Management in Energy and Doctor of Philosophy.

Mission
We inspire, engage, and enable students, organizations, and our global business community to contribute to human achievement and prosperity by creating and disseminating high-impact business knowledge and by leveraging the experiences that New Orleans and Tulane provide.

History
Tulane University’s College of Commerce and Business Administration was founded in September 1914, supported by business leaders who envisioned a school that would strengthen the New Orleans economy and capitalize on its international ties. Under the leadership of Dean Morton A. Aldrich, the college joined 16 leading business schools in founding the Association to Advance Collegiate Schools of Business (AACSB International) and thus set the standards for business education in the United States. The school has maintained continuous accreditation since 1916.

In 1984, the A. B. Freeman School of Business was named in honor of Alfred Bird Freeman, chairman of the Louisiana Coca-Cola Bottling Co. A renowned business innovator and civic leader, Freeman advocated foreign trade zones and further development of the port of New Orleans.

Today, the Freeman School continues to meet the needs of the business community - locally, nationally, and internationally - by educating the leaders of today and tomorrow through its Bachelor of Science in Management, Master of Accounting, Master of Business Administration, Master of Business Analytics, Master of Finance, Master of Global Management, Master of Management, Master of Management in Energy, and Doctor of Philosophy in Business Administration degree programs.

Academic Policies
Undergraduate
Double Majors
BSM students can only have one second business major or one business minor in addition to their first business major. Overlap is allowed for required business major or minor courses only. Students completing a second major or minor outside the business school must complete the school's requirements for that major or minor.

Special Programs
Two specializations are available to students pursuing a Bachelor of Science in Management: energy and entrepreneurship. Students must complete nine semester credit hours selected from specified courses in the field of study and receive approval from faculty in the designated program.

Summer Study Abroad
Freeman's Study Abroad programs enable students to live and learn in another culture. During the intensive summer study abroad programs, students earn elective credits toward completion of their Freeman business degrees. In these immersive settings, students develop international management skills by focusing on cultural understanding and global strategies that create competitive advantages in international business. All courses are taught by Freeman-affiliated international faculty and are taught in English. At the host institutions abroad, Freeman students study in a campus environment with business students from around the world. Classes, seminars, company visits, and cultural activities are typically included in the program itinerary. Summer programs are offered at two European and two Asian locations each year. Courses completed during summer study abroad count as Freeman electives.

Semester Study Abroad
The Freeman School offers qualified students the opportunity to study abroad for one or two semesters through a direct exchange with one of our 40 partner institutions in more than 20 countries. Students may select the semester when they go abroad, and the curriculum can be tailored to the students’ interest. Participants are directly enrolled at the partner institution and fully experience campus life in the host country. Business courses are most often taught in English by Freeman-affiliated international faculty and include both local and international students. If students are proficient in the host country language, they can also take courses taught in that language. Study abroad offers a broad range of academic offerings as well as cultural immersion and the freedom to engage in extracurricular activities at the host university. This program is governed by the BSM Curriculum Committee and is managed by the staff of Study Abroad & Exchange.

Study Abroad staff members are available for student advising appointments in order to assist students with selecting the right program for them. Factors that students should weigh include academics, personal and professional goals, language(s) of instruction, level of immersion, host university environment and support services, rankings and academic rigor, safety and security, housing preferences, financial considerations, academic calendars, and program reviews.

Independent Study
To register for an independent study, students must have senior standing and an overall GPA of 3.333 or higher. Approval of the instructor and of the area head are required.

Internships
Qualified business majors may apply to receive credit for completing an unpaid internship. Students will earn one credit that will be shown as a 4000-level course on their transcripts. Please note: This credit
does not apply towards the 122 minimum hours required for the BSM degree. The student is responsible for locating the position and making all arrangements.

There are a number of specific requirements that must be met in order to receive credit for an internship. Students must speak with the Career Management Center to confirm eligibility and complete an online application at least seven days before their intended start date. Participating in this program may satisfy requirements for some international students wishing to use Curricular Practical Training (CPT) to gain experience in a work setting off campus. However, eligibility is based on each student’s unique visa status and will be evaluated once the student applies to the program.

Graduate Grading System

Grade Symbols:
All graduate programs in the Freeman School use a letter grade system with the following quality point equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The quality point total for each course is computed by multiplying the numerical value of the grade received by the course credit hours.

Graduate credit is awarded for grades of D- or better; however, lower grades must be offset with higher grades to meet continuation and graduation requirements. The grades of W (withdrawal), WF (withdrawal failing), and UW (unofficial withdrawal) may be assigned by the instructor when the student withdraws from a course before its completion. A grade of W does not affect the grade point average. Grades of WF or UW are computed in the grade point average as an F. A grade of P (pass) is not counted in the grade point average but is counted in earned hours. A grade of F (fail) is not counted in earned hours but is counted in the grade point average.

Grading Guidelines:
The Freeman School faculty approved the following recommended grading guidelines for the class GPA for each type of graduate course:

- 6000-level courses are expected to have a mean class GPA in the range of 3.00 to 3.33.
- 7000-level courses are expected to have a mean class GPA in the range of 3.33 to 3.67.

Faculty members teaching more than one section of the same course may pool the students in the different sections and compute one class GPA.

Incomplete Grades
If, for reasons acceptable to the instructor, a student fails to complete the required work within a course, he or she may receive the grade of I (incomplete). The student then has one semester (excluding the summer session) to complete the requirements for course credit. Should the incomplete not be resolved within one semester, the I automatically becomes an F. Once a grade of I is assigned, it remains on the official transcript beside the final grade received.

Repeating Courses
Graduate credit is earned on all Freeman courses in which a grade of D- or higher is earned. Courses for which a student has received credit can be repeated. A student must repeat any required course in which a failing grade is earned. However, both grades remain on the transcript. When a course is repeated, only the latest grade contributes to the grade point average. Elective courses do not need to be repeated, but the credit hour and grade point average requirements for graduation must be met. If a student receives a grade of WF due to a determined infringement of the unified code of graduate student academic conduct, the failing grade will remain in the GPA calculation, even if the course is repeated for credit.

Auditing Courses
The Freeman School discourages auditing courses. In exceptional circumstances, however, students may be allowed to audit a course with the permission of their program adviser. Once a course is audited, it may only be taken for credit at a later date with the approval of the instructor and the program adviser.

Class Attendance/Medical Withdrawals
Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors should establish policies for attendance in their classes that are announced at the beginning of the semester. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions. It is up to the instructor to determine whether or not to allow the student to make up missed quizzes, examinations or other exercises. Students are responsible for notifying professors about absences that result from serious illnesses, injuries or critical personal problems. Check with the Student Health Center on the current policies for medical excuses.

Course Withdrawals or Additions
Students can drop and add courses according to the dates set each semester by the Office of Graduate Programs. These dates are available at https://registrar.tulane.edu and in the Office of Graduate Programs. It is important that students be informed of these dates in order to avoid unnecessary financial obligations. Drop/add forms are available on the Freeman website and in the Office of Graduate Programs. They must be completed and signed by the student and then signed and processed by the program adviser. Students should discuss implications of course withdrawals or additions with their program adviser if they have questions.
Continuation Requirements
Each graduate degree program has its own continuation requirements, based on the number of credit hours completed. These standards are applied to all work attempted and completed in the degree program at Freeman, including earned grades of F, WF and UW. If a course is repeated, only the latest grade contributes to the grade point average.

Probation
A student who fails to meet continuation requirements is placed on academic probation. The terms of such probation will vary depending on the particular circumstances. These terms ordinarily will include a requirement that the student raise his or her GPA to the level required and may include a requirement to take specific courses and achieve specified levels of performance in those courses. Probation conditions may include restrictions on non-academic activities and on maximum or minimum course loads. Students may not receive the grade of I (incomplete) while on probation.

Dismissal
Students who fail to meet the terms of probation will be dismissed from the program. In addition, students who remain on probation for two consecutive semesters or whose cumulative GPA is below 2.00 will be dismissed from the program.

Right of Appeal
A student who receives a letter of dismissal has the right to appeal to the associate dean. A petition stating the reasons for the appeal should be submitted in writing to the program adviser, who will forward it to the associate dean. The student may request, or be requested, to appear in person if further information is needed. Favorable action on the appeal will depend on the student’s ability to demonstrate that his or her academic performance to date is not representative of future performance. The associate dean will attempt to determine if the student in future semesters can achieve the required performance and rectify any deficiencies. The burden of argument in the appeal process rests with the student. A student who is reinstated following a successful appeal of dismissal is placed on probation.

Graduation Requirement
An overall GPA of 3.00 on all coursework attempted in the graduate program is required for graduation. If a course is repeated, only the latest grade contributes to the grade point average. However, if a student receives a grade of WF due to a determined infringement of the unified code of graduate student academic conduct, the failing grade will remain in the GPA calculation, even if the course is repeated for credit.

Leave of Absence
A student in good academic standing may choose not to register for coursework in a given semester and still remain in the program. The student must notify the program adviser of his or her intention and proposed return date. Should a student not take courses for three consecutive semesters (including the summer), he or she must apply for reactivation in the program. Letters requesting reactivation should be submitted to the program adviser. Any student who breaks the continuity of his or her program for more than three consecutive semesters (including summer semesters) must reapply for admission to the program through the Office of Graduate Admissions. Readmitted or reactivated students must meet the degree requirements and abide by the academic policies in place at the time of their return to the program. The associate dean will review the student’s record and indicate which courses taken in the past will meet the new degree requirements and which will not. No course more than seven years old may be used to meet the degree requirements without the written approval of the associate dean.

Degree Requirements
Undergraduate
Newcomb-Tulane College Requirements
General Education Curriculum

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

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

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

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

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

Proficiency Requirements
Writing Skills (2 courses and 6 credits)
Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

• Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3rd of the grade based upon writing (excluding in class exams), but no revision required.
• Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

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

Formal Reasoning (1 course and 3 credits)
One course in mathematics or symbolic logic (PHIL 1210)

Foreign Language (0-3 courses)

The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

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

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

Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

Social and Behavioral Sciences (2 courses and 6 credits)

Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

Textual and Historical Perspectives (2 courses and 6 credits)

Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

Aesthetics and the Creative Arts (3 credits)

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

Additional Core Requirements

The First Year Seminar

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

Public Service

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

Race and Inclusion

One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

Global Perspectives

One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

A.B. Freeman School of Business Requirements

Bachelor of Science in Management

The BSM program mission is to educate socially responsible business leaders with the intellectual capital necessary to succeed in a technologically sophisticated and dynamic global business environment. We accomplish this goal by building a rigorous, interdisciplinary business curriculum on the foundation of a broad liberal arts education. The faculty designed the curriculum to stimulate students' intellectual curiosity and to emphasize the skills and values necessary for them to continuously learn, adapt, and ultimately advance to positions of leadership.

Freeman offers various majors, minors, and specializations within the Bachelor of Science in Management program. From finance to marketing, the BSM curriculum for each major includes a focus on international business, preparing students to compete and lead in the complex global marketplace. Additional information can be found online at https://business.tulane.edu/freemandirectory/bsm-home.php.

Candidates for the Bachelor of Science in Management degree are required to complete a minimum of 122 credit hours with a minimum cumulative grade point average of 2.0 in their business courses and a 2.0 cumulative grade point average overall. The BSM degree consists of a minimum of 58 to 61 Freeman credit hours, depending on the major, and a minimum of 39 credit hours from the schools of Architecture, Liberal Arts, Public Health and Tropical Medicine, Science and Engineering, or Social Work. The latter 39 credits satisfy the non-business course requirements in the Newcomb-Tulane College core curriculum and the required non-business courses for BSM students. Students can take the remaining credits needed to reach the 122-credit minimum at the schools of Architecture, Business, Liberal Arts, Public Health and Tropical Medicine, Science and Engineering, or Social Work.

Graduate

Master of Accounting

The Tulane Master of Accounting (https://freeman.tulane.edu/programs/graduate/master-accounting) (MACCT) program prepares college graduates for successful careers in public accounting firms and major corporations. Through the comprehensive, 30 credit-hour program, students will work closely with a faculty advisor to design an individualized curriculum based on their career aspirations. Freeman undergraduates may apply for admission to the MACCT program in the junior year and earn both the BSM and MACCT (https://freeman.tulane.edu/programs/graduate/bsm-macct) degrees concurrently.

Master of Business Administration

Freeman's MBA students develop the financial and analytical skills essential for leadership in an increasingly interconnected world. Students may earn the Master of Business Administration (MBA) in one of four formats: Executive MBA (https://freeman.tulane.edu/programs/graduate/executive-mba-program), Fast-Track MBA (https://freeman.tulane.edu/programs/graduate/fast-track-mba), Full-Time MBA (https://freeman.tulane.edu/programs/graduate/full-time-mba),
or Professional MBA (https://freeman.tulane.edu/programs/graduate/professional-mba).

**Master of Business Analytics**

Tulane's Master of Business Analytics (https://freeman.tulane.edu/programs/graduate/master-business-analytics) (MANA) program provides recent college graduates with rigorous, quantitative training which allows graduates to translate vast amounts of complex data into manageable intelligence in order to guide business decisions. The program requires 36 credit hours which is completed over 10 or 18 months.

**Master of Finance**

The Master of Finance (https://freeman.tulane.edu/programs/graduate/master-finance) (MFIN) program is designed for recent college graduates who desire in-depth knowledge of finance without the broad-based managerial curriculum typical of MBA studies. Freeman's 34 credit-hour program can be completed in 11 months or extended to 18 months to allow for a summer internship.

**Master of Global Management**

To earn Tulane’s Master of Global Management (https://freeman.tulane.edu/programs/graduate/global-mba) (MGM) degree, students must complete six graduate-level modules (19 credit hours), which includes a global consulting project completed remotely over five months. Modules are taught by Tulane faculty, with the support of other top business schools from across the globe. These modules are held at five key business locations around the world. All modules are offered in an intensive, week-long executive format which is both convenient and accessible for current students and working professionals.

**Master of Management**

The Master of Management (https://freeman.tulane.edu/programs/graduate/master-management) (MMG) program provides recent college graduates with a broad knowledge of business fundamentals through this intensive 11-month, 36-credit hour program. Students have the option of pursuing a specialization in Real Estate or Hospitality.

**Master of Management in Energy**

The Master of Management in Energy (https://freeman.tulane.edu/programs/graduate/master-management-energy) (MME) program is for recent college graduates with quantitative backgrounds who are seeking specialized industry knowledge in preparation for fast-track careers in energy. Through this 11-month, 36 credit-hour, full-time program, students acquire the knowledge and skills needed to hit the ground running at energy companies, utilities, banks, financial services and consulting firms, trading organizations, ISOs, and regulatory agencies.

**Doctor of Philosophy**

The PhD program (https://freeman.tulane.edu/programs/phd) in business administration at the A. B. Freeman School of Business is a full-time, research-intensive program. The Doctor of Philosophy program is designed for students who want in-depth coverage in preparation for teaching at the college level. It is a four-year, 48 credit-hour program. Students must have earned an undergraduate degree prior to beginning the PhD program.

**Accounting**

At the undergraduate level, the Freeman School offers an accounting minor for students in the Bachelor of Science in Management (BSM) program.

At the graduate level, a one-year Master of Accounting (MACCT) program is offered to recent college graduates and a combined five-year program is available to current BSM students.

**Programs**

**Undergraduate**

**Minors**

- Accounting Minor (Freeman School of Business) (p. 60)

**Graduate**

- Accounting, MAC (p. 60)

**Accounting Minor (Freeman School of Business)**

At the undergraduate level, we offer an accounting minor in business for students who are enrolled as Business majors. The Freeman school limits BSM Students to two Business majors or to one Business major and one Business minor. Typically, a minor consists of three or four courses. If a student chooses to pursue a major and a minor within the Freeman School, the student cannot double count courses and must select how the courses will apply to each major/minor. BSM students must earn a grade point average of at least 2.0 in courses that count towards each major and minor.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCN 3100</td>
<td>Intermed Accounting I</td>
<td>3</td>
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<tr>
<td>ACCN 4110</td>
<td>Interm Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCN 4140</td>
<td>Adv Managerial Accountng</td>
<td>3</td>
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<tr>
<td>One Elective (3 credits)</td>
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<td>3</td>
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<tr>
<td>ACCN 4100</td>
<td>Auditing</td>
<td></td>
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<tr>
<td>ACCN 4120</td>
<td>Advanced Financial Accn</td>
<td></td>
</tr>
<tr>
<td>ACCN 4130</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>ACCN 4150</td>
<td>Accounting Info System</td>
<td></td>
</tr>
<tr>
<td>TAXN 4100</td>
<td>Principles of Entity Taxation</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**Accounting, MAC**

The Master of Accounting (MACCT) program prepares college graduates for successful careers in public accounting firms and major corporations. Through a comprehensive, industry-endorsed curriculum which requires 30 credit hours, students develop analytical skills and acquire the professional expertise to take on the challenges of a professional accounting career.
Freeman also offers a five-year joint Bachelor of Science in Management/Master of Accounting (BSM/MACCT) program. This course of study is designed to give students the knowledge, skills and preparation to immediately enter the accounting profession following graduation. In just five years, students graduate with two degrees, eligibility to sit for the CPA exam in the jurisdictions of their choice, and the confidence and expertise to become an accounting professional.

**Requirements**

Several accounting prerequisites must be completed prior to beginning the program:

- Financial Accounting [ACCN 2010 Financial Accounting (3 c.h.) or equivalent]
- Managerial or Cost Accounting [ACCN 3010 Managerial Accounting (3 c.h.) or equivalent]
- Intermediate Accounting I and II [ACCN 3100 Intermed Accounting I (3 c.h.) and ACCN 4110 Interm Financial Accounting II (3 c.h.) or equivalent]

### Course ID  Title  Credits

**Core Courses**

- ACCN 7100  Ethics In Acct & Finance  3
- ACCN 7110  Auditing  3
- ACCN 7120  Adv Financial Accounting  3
- ACCN 7140  Adv Managerial Accountng  3
- LGST 7210  Business Law  3
- TAXN 7100  Principles of Entity Taxation  3

**Electives**

Select 4 electives from the following: 12

- ACCN 7130  Financial Statemnt Analy
- ACCN 7150  Accounting Info Systems
- ACCN 7170  Advanced Auditing
- ACCN 7200  Accounting Research
- ACCN 7210  Energy Acctg & Valuation
- ACCN 7240  Forensic Accounting
- ACCN 7270  Acctg for Business & Fin Risk
- ACCN 7280  Acctg & Controls for Oper Risk
- ACCN 7290  Accounting Analytics
- ACCN 7420  Govt & Not-For-Profit Accn
- ACCN 7550  Public Acctn Internship
- TAXN 7260  Taxation of Individuals
- TAXN 7280  Research In Taxation
- TAXN 7290  Partnership & S Corp.

**Total Credit Hours** 30

Students who have an accounting undergraduate degree may be eligible to waive core courses and replace them with additional electives. A major in taxation and specializations in analytics, energy, entrepreneurship, risk management, strategic and operations management, structured finance, and taxation are available to MACCT students.

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**Business Analytics**

Employers in all industries urgently need to hire graduates who can translate vast amounts of complex data into manageable intelligence in order to guide business decisions. Tulane’s Master of Business Analytics (MANA) program provides students with the rigorous, quantitative training needed to break into this sought-after field. Learning from distinguished faculty members (http://business.tulane.edu/faculty-research/faculty-listings-specialization.php?specialization=analytics), students will be grounded in the practical application of business analytics through a curriculum (https://freeman.tulane.edu/programs/graduate/master-business-analytics/curriculum) co-designed by industry partners. Students in this program will learn how to make informed, data-driven decisions, guided by the knowledge gleaned from big data, by analyzing real data sets and working with industry partners.

**Programs**

**Graduate**

- Business Analytics, MAN (p. 61)

---

**Business Analytics, MAN**

Employers in all industries urgently need to hire graduates who can translate vast amounts of complex data into manageable intelligence in order to guide business decisions. Tulane’s Master of Business Analytics (MANA) program provides the rigorous, quantitative training students need to break into this sought-after field. This 36 credit-hour program can be completed in 11 months.

Learning from the Freeman School’s distinguished faculty members (http://business.tulane.edu/faculty-research/faculty-listings-specialization.php?specialization=analytics), students will be grounded in the practical application of business analytics through a curriculum (https://freeman.tulane.edu/programs/graduate/master-business-analytics/curriculum) co-designed by industry partners. Students will learn how to make informed, data-driven decisions, guided by the knowledge gleaned from big data, by analyzing real data sets and working with industry partners.

**Requirements**

The Master of Business Analytics (MANA) curriculum starts in July and consists of a summer boot camp, fall, and spring semesters.

### Course  Title  Credit Hours

**Year 1**

**Summer Session**

- MGSC 7000  Bus Analytics Practicum  3
- MGSC 7100  SQL Data Fund and Bus Intel  3

**Credit Hours** 6

**Fall**

- MGSC 7310  Modeling and Analytics  3
- MGSC 7320  Advanced Spreadsheet Modeling  3
- MGSC 7330  Bus Stats and Modeling with R  3
- MGSC 7510  Bus Analytics Projects I  3
Energy

At the undergraduate level, students in the Bachelor of Science in Management (BSM) program may earn the Energy certificate by completing at least nine semester credit hours of energy-related coursework.

At the graduate level, recent college graduates may pursue the Master of Management in Energy (MME) degree, a 36 credit-hour program that can be completed in 11 months.

Programs

Undergraduate

Certificate

• Energy Certificate (p. 62)

Graduate

• Energy, MME (p. 62)
• Master of Management in Energy with UCASS (p. 63)

Energy, MME

Curriculum

The Master of Management in Energy (MME) program is designed for college graduates with quantitative backgrounds who are seeking specialized industry knowledge in preparation for fast-track careers in energy.

In this 10-month, 36 credit-hour, full-time program, students acquire the knowledge and skills needed to hit the ground running at energy companies, utilities, banks, financial services and consulting firms, trading organizations, ISOs, and regulatory agencies.

The MME program begins with an intensive summer session that provides an introduction to the energy industry and focuses on sharpening computing and financial modeling skills. The fall semester strengthens core quantitative skills while broadening the perspective on the energy industry. Spring schedules are heavy with advanced energy courses that emphasize expertise and job-ready skills.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENRG 6000</td>
<td>Intro to Energy Finance (Includes Excel/VBA Lab)</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7110</td>
<td>Energy Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7120</td>
<td>Energy Data Analysis</td>
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<tr>
<td>ENRG 7130</td>
<td>Energy &amp; Environ Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7200</td>
<td>Energy Fund &amp; Trading</td>
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</tr>
<tr>
<td>ENRG 7210</td>
<td>Energy Acctng &amp; Valuation</td>
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<tr>
<td>Select 1 Approved Graduate Elective</td>
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<tr>
<td>ENRG 7500</td>
<td>Energy Risk Management</td>
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<tr>
<td>ENRG 7820</td>
<td>Energy Projects II</td>
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<td>Select 3 Approved Graduate Electives</td>
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<td></td>
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<tr>
<td>Total Credit Hours</td>
<td>36</td>
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</tr>
</tbody>
</table>

Approved Graduate Electives

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ACCN 7290</td>
<td>Accounting Analytics</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7100</td>
<td>Energy Mrkts, Inst &amp; Pol</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7300</td>
<td>Adv Energy Trading &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7610</td>
<td>Trading: Wholesale Elec Mkts</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7730</td>
<td>Energy Investment Banking</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7920</td>
<td>Energy Seminar (Renewables and Sustainability)</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7140</td>
<td>Venture Cap &amp; Private Equity</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7510</td>
<td>Econometrics and Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7530</td>
<td>Burkenroad Rpts for Fin Analys</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 7310</td>
<td>Modeling and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 7320</td>
<td>Advanced Spreadsheet Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Energy Certificate

With the approval of the Energy Institute Faculty Committee and the BSM Curriculum Committee, a student in the Bachelor of Science in Management program may receive an Energy Certificate by completing the Energy Specialization, that is, earning at least nine semester credit hours of energy-related coursework. In addition to satisfying the course requirements, each student who receives the Energy Specialization must be approved by faculty affiliated with the Tulane Energy Institute. The Tulane Energy Institute Faculty Committee must review and approve any waivers or deviations from these requirements.

Requirements

A total of nine (9) semester credit hours of approved coursework is required for the Energy Certificate.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENRG 4100</td>
<td>Energy Mrkts Econ &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>or ENRG 4110</td>
<td>Energy Financial Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Energy Certificate
Additional Courses
Select 6 credits of the following: 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENRG 4001</td>
<td>Energy Seminar</td>
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</tr>
<tr>
<td>ENRG 4100</td>
<td>Energy Mkts Econ &amp; Policy</td>
<td>1</td>
</tr>
<tr>
<td>ENRG 4110</td>
<td>Energy Financial Modeling</td>
<td>1</td>
</tr>
<tr>
<td>ENRG 4200</td>
<td>Energy Fund &amp; Trading</td>
<td>1</td>
</tr>
<tr>
<td>ENRG 4410</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>ENRG 4610</td>
<td>Enrg Trd: Elec Power Markets</td>
<td></td>
</tr>
<tr>
<td>ENRG 4710</td>
<td>Energy Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>ENRG 4730</td>
<td>Energy Investment Banking</td>
<td></td>
</tr>
<tr>
<td>FINE 4160</td>
<td>Equity Analys/Burkenroad 2</td>
<td></td>
</tr>
<tr>
<td>FINE 4610</td>
<td>Darwin Fenner Mangd Fund</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

1 Provided the class was not selected a required course in the section above.

2 These courses can also count as Finance electives.

Notes:

FINE 4160 Equity Analys/Burkenroad may be used in the Energy Specialization; however, the student is also required to serve as a financial analyst for an energy company in the Burkenroad Reports portfolio of companies. Burkenroad Reports cover approximately 25 small- to mid-cap energy companies.

FINE 4610 Darwin Fenner Mangd Fund may be used in the Energy Specialization; however, the student must focus on the energy sector. Participation in this course is by invitation only by the finance faculty and is based on academic performance.

A student may take ENRG 4100 Energy Mkts Econ & Policy, ENRG 4110 Energy Financial Modeling, or ENRG 4200 Energy Fund & Trading to count towards the additional courses required to reach nine (9) credits for the Energy Specialization. Application forms may be found at http://www.freeman.tulane.edu/energy/students.php#. Students should submit any requests for waivers or deviations from these requirements in writing, addressed to "Energy Institute Faculty,” c/o The Tulane Energy Institute, Goldring/Woldenberg Business Complex, 7 McAlister Drive, New Orleans, LA 70118.

Master of Management in Energy with UCASS

The International Master of Management in Energy (MME) program is a double degree curriculum designed for students recruited by the University of Chinese Academy of Social Sciences (UCASS) in China. The program is designed for participants with quantitative backgrounds who are seeking careers in energy finance and trading. The participants will receive the MME degree from Tulane University.

The 18 month, 37-hour curriculum includes 18 credit hours of foundation courses taught by UCASS and 19 credit hours of course work delivered by Tulane faculty in Beijing, China. Students attend advanced energy trading in Houston and energy investment banking in New Orleans as part of their program curriculum.

Requirements

Students in the MME program must complete the 37-credit hour curriculum with a minimum of a 3.0 overall GPA. Students take 19 credit hours of courses offered by Tulane University and 18 credit hours of electives offered at their home institutions.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENRG 7200</td>
<td>Energy Fund &amp; Trading</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7110</td>
<td>Energy Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7500</td>
<td>Energy Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7300</td>
<td>Adv Energy Trading &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7730</td>
<td>Energy Investment Banking</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 8010</td>
<td>Energy Economics and Markets</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 8020</td>
<td>Economics of Energy, Env &amp; Mkt</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 8030</td>
<td>China Enrg System &amp; Transition</td>
<td>3</td>
</tr>
<tr>
<td>GFIN 7010</td>
<td>Corporate Finance</td>
<td>2-3</td>
</tr>
<tr>
<td>ENRG 7920</td>
<td>Energy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7220</td>
<td>Energy Accounting &amp; Financing</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 7310</td>
<td>Adv Energy Trading &amp; Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Entrepreneurial Management

By completing nine credits of entrepreneurship coursework and receiving approval, you can earn an Entrepreneurial Management notation on your transcript, a credential that signifies you have the skills to add value to innovative, early stage ventures.

As a student in the Entrepreneurial Management program, you’ll choose from courses in entrepreneurial finance, management and other related areas while having the opportunity to connect with successful entrepreneurs through Tulane’s respected Albert Lepage Center for Entrepreneurship and Innovation. With a specialization in entrepreneurship, you’ll acquire a unique skillset that will help you stand out from the crowd when you embark upon your career.

Programs
Undergraduate Certificate
• Entrepreneurial Management Certificate (p. 63)

Entrepreneurial Management Certificate

By completing nine credits of entrepreneurship coursework and receiving approval, you can earn an Entrepreneurial Management notation on your transcript, a credential that signifies you have the skills to add value to innovative, early stage ventures.

As a student in the Entrepreneurial Management program, you’ll choose from courses in entrepreneurial finance, management and other related areas while having the opportunity to connect with successful entrepreneurs through Tulane’s respected Albert Lepage Center for Entrepreneurship and Innovation. With a certificate in entrepreneurship, you’ll acquire a unique skillset that will help you stand out from the crowd when you embark upon your career.
Requirements

Students pursuing a BSM who are applying for the Entrepreneurial Management notation on their final transcript need to submit a completed application to the Office of Undergraduate Education (Room 204, GWBC) by the Application for Degree deadline.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 4140</td>
<td>Entrepreneurial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 4610</td>
<td>Management of New Ventures</td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneurship Electives

Select 6 credit hours minimum of the following:

- FINE 4130 Venture Cap & Privt Eqty
- FINE 4210 Real Estate Planing &Devel
- MGMT 4010 Strategic Management
- MGMT 4110 Cases In Entrepreneurship
- MGMT 4150 Enviro. Society&Capitalism
- MGMT 4140 Entrepreneurial Mgmt ¹
- MGMT 4180 Mgmt of Tech & Innovatn
- MGMT 4600 Strategic Consulting
- MGMT 4610 Management of New Ventures ²
- MGMT 4910 Independent Studies ¹
- MKTG 4230 Global Marketing

Total Credit Hours 9

¹ No more than 3 credit hours from MGMT 4910.
² If not chosen as required course.

Students should submit any requests for waivers or deviations from these requirements in writing, addressed to "Entrepreneurship Institute Faculty", c/o Terry McGuckin (email: tmcguck@tulane.edu at the Lepage Center for Entrepreneurship and Innovation, GWBC, Suite 330.

Finance

At the undergraduate level, finance is the most popular major within the Bachelor of Science in Management (BSM) program. A minor option also exists. Finance graduates go on to seek jobs they love — in corporate finance, commercial banking, financial intermediaries, or as analysts at investment banks or equity research firms.

At the graduate level, recent college graduates may pursue the Master of Finance (MFIN) program. For those interested in teaching or research, the Doctor of Philosophy (PhD) program concentrates on finance and financial accounting.

Programs

Undergraduate

Major
- Finance Major (p. 67)

Minor
- Finance Minor (Freeman School of Business) (p. 67)

Graduate
- Business, PhD (p. 64)
- Executive Master of Finance at Houston, MFN (p. 66)
- Finance, MFN (p. 68)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (p. 69)

Business, PhD

The Freeman School's PhD program leads to a Doctor of Philosophy in Business Administration degree with a concentration in finance and financial accounting.

Program Goal

The curriculum prepares students for a career as a finance or financial accounting faculty member at peer and aspirant schools. A Freeman School doctorate prepares students to conduct influential empirical research in the areas of finance and financial accounting.

Unique Features of the Program

The doctoral program has the following features:

- Niche in Freeman's Areas of Excellence: The program is focused on training students to publish research and to teach in the areas of corporate finance, investments, and financial accounting. These are areas of research strength for Freeman faculty.
- Focus on Empirical Research: The finance, financial accounting, and economics faculty have a research strength in empirical research. The classes students take are designed to build on this strength.
- Competitive Student Support: Freeman offers very competitive financial support which is designed to attract high-quality students and to enhance their success.
- Teaching Experience: PhD students will teach classes independently as part of the program. This provides the opportunity to show teaching effectiveness to potential employers and to facilitate an easier transition to a faculty job.

Requirements

General Requirements

Students earning the Finance and Financial Accounting Concentration of the Freeman School's Doctor of Philosophy in Business Administration Degree are required to take a minimum of 48 credits. These credits include required coursework in the first two years of the program, a third-year paper, some elective choices, and some independent research credits in subsequent years.

Econometrics Comprehensive Exam

In the summer after the first year, students will be required to take and pass the comprehensive exam in econometrics (to be administered and graded by the Department of Economics, with the passing grade determined by the tenure system Finance/Financial Accounting faculty).
First-Year Paper
In the summer after the first year, students will also be required to complete a replication of an empirical paper in finance or financial accounting. The paper assignment will be the principal requirement of a for-credit course and should be completed by the end of the summer term. Alternatively, students may work as a co-author with a tenure system faculty member, who along with a second tenure-track faculty member will certify that the student has met the requirements for the first-year paper in the joint work. Co-authoring arrangements will be based on voluntary agreements between students and faculty members, without any a priori guarantee or compulsion.

Major Area Comprehensive Exam
In the summer after the second year, students will be required to take and pass the comprehensive exam in finance.

Third-Year Paper
Starting in the summer after the second year (or earlier), students will be required to work on an independent research project in finance or financial accounting. This project should result in a paper and is to be completed under the supervision of an appropriate faculty committee approved by the program director. The student must complete and successfully present the paper to the finance and financial accounting faculty for advancement in the program. The final paper should be completed and presented by the end of the spring semester of the third year. The presentation will be considered an oral examination. Students successfully passing this examination will be admitted into candidacy.

Dissertation Proposal and Defense
After entering candidacy, students will be expected to actively pursue dissertation research.

Finance Seminars/Workshops
Students are required to attend Finance/Financial Accounting workshops and seminars unless they have a class conflict or an emergency. They are also encouraged to attend seminars in the economics department.

Scholarships, Assistantships, and Teaching Requirements
Students will be granted assistantships and scholarships for up to six years. The scholarship will be half of the financial assistance per year provided the student is making satisfactory progress. The assistantship will be an additional half of the financial assistance per year provided the student is making satisfactory progress and performing well in his or her assistantship duties.

Students will be assigned to either a research assistantship or a teaching assistantship for each semester during the first two and a half years in the program. They will rotate across the two types of assistantships, which will provide mentoring experiences for students on the teaching dimension and the research dimension. Each semester-long assistantship will entail 15 hours per week as a research or teaching assistant under the supervision of a faculty member. In the third year, students are expected to serve as a research or teaching assistant for one semester and to teach one course for the other semester. During the fourth and fifth year (and the sixth year if a student is still in the program), students will teach two courses per year for their assistantship.

Note: Students must successfully complete one teaching assistantship and attend the CELT class for graduate teaching assistants before they teach a class independently.

Sample Curriculum

Academic Years Beginning with an Odd Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 7180</td>
<td>Mathematical Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ECON 7160 Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7510</td>
<td>Adv Price Theory I (microeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7530</td>
<td>Adv Inc and Emp Theory I (macroeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>BUSN 7010 Financial Economics Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7170</td>
<td>Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7175</td>
<td>Econometrics III</td>
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<tr>
<td>Year 2</td>
<td>Summer Session</td>
<td></td>
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<tr>
<td>ACCN 6040</td>
<td>Financial Reporting II (if no equivalent course has been</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>taken in the past)</td>
<td></td>
</tr>
<tr>
<td>BUSN 7150</td>
<td>Empirical Rsh in Acctg Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 7210</td>
<td>Empirical Finance Research I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7130</td>
<td>Spec Prob In Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
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<tr>
<td>Spring</td>
<td>BUSN 7020 Investments and Asset Pricing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(*depending on faculty availability)</td>
<td></td>
</tr>
<tr>
<td>BUSN 7141</td>
<td>Empirical Research Paper II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 7220</td>
<td>Empirical Finance Research II</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>Third Year Paper &amp; Presentation</td>
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</tr>
<tr>
<td>BUSN 9990</td>
<td>Dissertation Research</td>
<td>3</td>
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</table>

Note: Students must successfully complete one teaching assistantship and attend the CELT class for graduate teaching assistants before they teach a class independently.

Sample Curriculum

Academic Years Beginning with an Even Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 7190</td>
<td>Mathematical Economics II</td>
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</tr>
<tr>
<td>Fall</td>
<td>ECON 7170 Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7510</td>
<td>Adv Price Theory I (microeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7530</td>
<td>Adv Inc and Emp Theory I (macroeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>BUSN 7010 Financial Economics Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7170</td>
<td>Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7175</td>
<td>Econometrics III</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Summer Session</td>
<td></td>
</tr>
<tr>
<td>ACCN 6040</td>
<td>Financial Reporting II (if no equivalent course has been</td>
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</tr>
<tr>
<td></td>
<td>taken in the past)</td>
<td></td>
</tr>
<tr>
<td>BUSN 7150</td>
<td>Empirical Rsh in Acctg Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 7210</td>
<td>Empirical Finance Research I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7130</td>
<td>Spec Prob In Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>BUSN 7020 Investments and Asset Pricing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(*depending on faculty availability)</td>
<td></td>
</tr>
<tr>
<td>BUSN 7141</td>
<td>Empirical Research Paper II</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 7220</td>
<td>Empirical Finance Research II</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>Third Year Paper &amp; Presentation</td>
<td></td>
</tr>
<tr>
<td>BUSN 9990</td>
<td>Dissertation Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students must successfully complete one teaching assistantship and attend the CELT class for graduate teaching assistants before they teach a class independently.
Elective Details

Students who want to pursue a career in financial accounting but who lack a financial accounting background must take at least two graduate-level accounting courses, to be determined by the PhD faculty director. Students are encouraged to take these classes early in the program if possible.

Students who want to pursue a career in finance but who lack a finance background must take at least two graduate-level finance courses, to be determined by the PhD faculty director. Students are encouraged to take these classes early in the program if possible.

Doctoral electives are available in the Economics Department. For example, Advanced Price Theory III which covers general equilibrium models is offered in the fall semester every other year (even years).

Additional doctoral electives in business may be offered depending on staffing availability and support.

Executive Master of Finance at Houston, MFN

The Tulane Executive Master of Finance (MFIN) is an accelerated alternate-weekend program designed for experienced professionals to earn the MFIN degree in 14 months. The 32-credit hour, lockstep curriculum offers basic to advanced finance knowledge and skills that professionals need to rise to higher challenges, improve career opportunities, and drive corporate growth.

Pre-Program

In the months immediately before the MFIN curriculum begins, prep courses in accounting, spreadsheet modeling and quantitative skills help to align student skills with the requirements of the early courses in the curriculum. The subsequent orientation familiarizes new students with policies and procedures, and introduces faculty, classmates, and study teams.

Alternate Weekends

Classes are held on an alternate weekend structure, wherein students attend classes on Friday evenings and Saturdays. Each set of two courses, a module, is typically completed in 7 weeks.

Requirements

To earn the Master of Finance degree, students must complete the 32-credit hour, lockstep curriculum with a minimum GPA of 3.0.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFIN 6200</td>
<td>Decision Models</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 6300</td>
<td>Financial Management I</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 6310</td>
<td>Financial Management II</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 6110</td>
<td>Accounting for Managers</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 6120</td>
<td>Fincl Statement Analysis</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7160</td>
<td>Corporate Risk Management</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7110</td>
<td>Portfolio Theory</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7100</td>
<td>Options</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7200</td>
<td>Game Theory &amp; Finance</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7140</td>
<td>International Finance</td>
<td>2</td>
</tr>
<tr>
<td>EFIN 7220</td>
<td>Financial Modeling</td>
<td>2</td>
</tr>
</tbody>
</table>
Finance Major

The financial services industry demands enthusiastic, skilled professionals with a penchant for quantitative analysis. If this description sounds like you, you can gain the skills you need as a Freeman School finance major.

Finance graduates go on to secure jobs they love — in corporate finance, commercial banking, financial intermediation, or as analysts at investment banks or equity research firms. Many Freeman finance majors also choose to attend graduate school.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required non-Business Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following Calculus options:</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>MATH 1150 &amp; MATH 1160</td>
<td>Long Calculus I and Long Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Stats For Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
<tr>
<td>TIDB 1010</td>
<td>More Than Just Busn I</td>
<td>1.5</td>
</tr>
<tr>
<td>or TIDB 1020</td>
<td>Law and Order, Pre-Law</td>
<td></td>
</tr>
<tr>
<td>TIDB 1110</td>
<td>More Than Just Business II</td>
<td>1.5</td>
</tr>
<tr>
<td>Required Business Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 2010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCN 3010</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CDMA 1201</td>
<td>Career Dvlp &amp; Mgmt I</td>
<td>1.5-2</td>
</tr>
<tr>
<td>FINE 3010</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>INFO 1010</td>
<td>Intro to Business Computing</td>
<td>1.5</td>
</tr>
<tr>
<td>LGST 3010</td>
<td>Legal/Ethical/Regul Busn</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 3010</td>
<td>Management Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 3010</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 3010</td>
<td>Intro to Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 3010</td>
<td>Marketing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4010</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4900</td>
<td>Busn Integratin Capstone</td>
<td>1</td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 3100</td>
<td>Intermed Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FINE 4100</td>
<td>Adv. Financial Managemnt</td>
<td>3</td>
</tr>
<tr>
<td>FINE 4110</td>
<td>Investments In Equities</td>
<td>3</td>
</tr>
<tr>
<td>FINE 4120</td>
<td>Analysis of Fixed Income Secur</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ENRG 4730</td>
<td>Energy Investment Banking</td>
<td></td>
</tr>
<tr>
<td>FINE 4130</td>
<td>Venture Cap &amp; Privt Eqty</td>
<td></td>
</tr>
<tr>
<td>FINE 4140</td>
<td>Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINE 4145</td>
<td>Advanced Trading</td>
<td></td>
</tr>
<tr>
<td>FINE 4150</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>FINE 4160</td>
<td>Equity Analy/Burkenroad</td>
<td></td>
</tr>
<tr>
<td>FINE 4170</td>
<td>Financial Modeling</td>
<td></td>
</tr>
<tr>
<td>FINE 4190</td>
<td>Commercial Bank Mgmt</td>
<td></td>
</tr>
<tr>
<td>FINE 4250</td>
<td>Applied Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>FINE 4260</td>
<td>Financial Intermediaries</td>
<td></td>
</tr>
<tr>
<td>FINE 4350</td>
<td>Aaron Selber Jr on Hedge Funds</td>
<td></td>
</tr>
<tr>
<td>FINE 4411</td>
<td>Aaron Selber Jr - Alt Investest</td>
<td></td>
</tr>
<tr>
<td>FINE 4600</td>
<td>Cases In Valuation &amp; Financing</td>
<td></td>
</tr>
<tr>
<td>FINE 4610</td>
<td>Darwin Fenner Mangd Fund</td>
<td></td>
</tr>
<tr>
<td>FINE 4620</td>
<td>Invest Banking-Financial Firms</td>
<td></td>
</tr>
<tr>
<td>LGST 4140</td>
<td>Insurance &amp; Risk Mgmt</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>76-78.5</td>
<td></td>
</tr>
</tbody>
</table>

1 Completion of both MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) or MATH 1210 Calculus I (4 c.h.) is required for students admitted Fall 2014 and later.

2 Beginning for students admitted Fall 2019.

Career Track Recommendations

The following tracks are designed to guide students in choosing finance electives based on possible careers.

Corporate Finance Track

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a minimum of three of the following electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>FINE 4130</td>
<td>Venture Cap &amp; Privt Eqty</td>
<td></td>
</tr>
<tr>
<td>FINE 4150</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>FINE 4160</td>
<td>Equity Analy/Burkenroad</td>
<td></td>
</tr>
<tr>
<td>FINE 4600</td>
<td>Cases In Valuation &amp; Financing</td>
<td></td>
</tr>
</tbody>
</table>

Investments Track

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a minimum of three of the following electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>FINE 4140</td>
<td>Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINE 4150</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>FINE 4160</td>
<td>Equity Analy/Burkenroad</td>
<td></td>
</tr>
<tr>
<td>FINE 4610</td>
<td>Darwin Fenner Mangd Fund</td>
<td></td>
</tr>
<tr>
<td>LGST 4140</td>
<td>Insurance &amp; Risk Mgmt</td>
<td></td>
</tr>
</tbody>
</table>

Finance Minor (Freeman School of Business)

At the undergraduate level, we offer a finance minor in business for students who are enrolled as Business majors. A finance minor can give the student a general understanding of how finance works in all areas of business. The Freeman school limits BSM Students to two Business majors or to one Business major and one Business
minor. Typically, a minor consists of three or four courses. If a student chooses to pursue a major and a minor within the Freeman School, the student cannot double count courses and must select how the courses will apply to each major/minor. BSM students must earn a grade point average of at least 2.0 in courses that count towards each major and minor.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Required Accounting Course (3 credits)</td>
<td>ACCN 3100 Intermed Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCN 4130 Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>Three Required Finance Courses (9 credits)</td>
<td>FINE 4100 Adv. Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FINE 4110 Investments In Equities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FINE 4120 Analysis of Fixed Income Secur</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Finance, MFN

Developed in conjunction with industry professionals, the Tulane Master of Finance (MFIN) program prepares college graduates for successful careers in finance. The rigorous and specialized MFIN curriculum (http://freeman.tulane.edu/programs/graduate/master-finance/curriculum), which requires 34 credit hours, provides students with a solid foundation in the fundamentals of finance and the use of financial analysis tools. Students are taught by internationally-recognized faculty known for high-impact research published in the top academic journals.

Students will study a curriculum centered on providing real-world experiences and designed around an industry specialization (analytics, banking and financial services, or energy) so they can apply what they learn in a real setting as a financial analyst.

The program is a CFA Program Partner of the CFA Institute (https://www.cfainstitute.org/community/university/Pages/cfa_program_partners_overview.aspx) and the Freeman School is an AACSB-accredited institution. The MFIN program is also STEM-designated.

The MFIN program offers an 11-month option and an 18-month option, which allows time for a summer finance internship.

### Requirements

#### Master of Finance

The Master of Finance (https://freeman.tulane.edu/programs/graduate/master-finance) (MFIN) curriculum was designed by a team of faculty members who teach in the program, and it reflects input from industry professionals about the types of skills they want potential employees to possess. The program focuses on developing strong fundamental analysis skills and uses practical applications to reinforce the technical expertise developed in the classroom. Students experience real-world finance through analyzing cases, completing projects, and building financial models. Communication skills are enhanced through a financial communications class, written projects, and presentations of student financial analysis. These courses provide hands-on experience and career-building skills. The MFIN curriculum consists of 34 credit hours and begins in the summer. It can be completed in 11 months or spread out over 18 months to allow for a summer internship.

#### 11 Month Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6030</td>
<td>Financial Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>FINE 6050</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>PERS 6010</td>
<td>Career Development I</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6040</td>
<td>Financial Reporting II</td>
<td>4</td>
</tr>
<tr>
<td>FINE 7160</td>
<td>Investments &amp; Asset Pricing</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7640</td>
<td>Valuation</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7650</td>
<td>Fixed Income Analytics &amp; Model</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 6130</td>
<td>Financial Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINE 7630</td>
<td>Equity Analysis/Freeman Report</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7660 or FINE 7670</td>
<td>Risk Mgmt and App Finan Firms or Risk Mgmt and App to Enrg Firm</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7900</td>
<td>Assessment of Program Learning</td>
<td>0</td>
</tr>
<tr>
<td>Select two graduate electives from a list of finance, accounting, and energy classes</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

#### 18 Month Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6030</td>
<td>Financial Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>FINE 6050</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>PERS 6010</td>
<td>Career Development I</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6040</td>
<td>Financial Reporting II</td>
<td>4</td>
</tr>
<tr>
<td>FINE 7160</td>
<td>Investments &amp; Asset Pricing</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7640</td>
<td>Valuation</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 6130</td>
<td>Financial Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINE 7630</td>
<td>Equity Analysis/Freeman Report</td>
<td>3</td>
</tr>
<tr>
<td>FINE 7660 or FINE 7670</td>
<td>Risk Mgmt and App Finan Firms or Risk Mgmt and App to Enrg Firm</td>
<td>3</td>
</tr>
<tr>
<td>Select one graduate elective from a list of finance, accounting, and energy classes</td>
<td></td>
<td>3</td>
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</tbody>
</table>
Assessment of Program Learning 0

Year 2

Summer Session

Provides time for a summer internship

Credit Hours 0

Fall

FINE 7650 Fixed Income Analytics & Model 3
Select one graduate elective from a list of finance, accounting, and energy classes 3

Credit Hours 6

Total Credit Hours 34

Master of Finance Specializations

Analytics Specialization

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 7660</td>
<td>Risk Mgmt and App Finan Firms or FINE 7670</td>
<td>3</td>
</tr>
<tr>
<td>Select at least two courses from the following:</td>
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<td></td>
</tr>
<tr>
<td>ACCN 7290</td>
<td>Accounting Analytics</td>
<td></td>
</tr>
<tr>
<td>ENRG 7200</td>
<td>Energy Fund &amp; Trading</td>
<td></td>
</tr>
<tr>
<td>FINE 7180</td>
<td>Financial Modeling</td>
<td></td>
</tr>
<tr>
<td>FINE 7510</td>
<td>Econometrics and Forecasting</td>
<td></td>
</tr>
<tr>
<td>MGMT 7010</td>
<td>Org Rsh Methods &amp; Analytics</td>
<td></td>
</tr>
<tr>
<td>MGSC 7310</td>
<td>Modeling and Analytics</td>
<td></td>
</tr>
<tr>
<td>MKTG 7280</td>
<td>Research and Analytics</td>
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</table>

Total Credit Hours 9

Banking and Financial Services Specialization

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 7660</td>
<td>Risk Mgmt and App Finan Firms</td>
<td>3</td>
</tr>
<tr>
<td>Select at least two courses from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ACCN 7270</td>
<td>Acctg for Business &amp; Fin Risk</td>
<td></td>
</tr>
<tr>
<td>FINE 7140</td>
<td>Venture Cap &amp; Private Equity</td>
<td></td>
</tr>
<tr>
<td>FINE 7150</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>FINE 7180</td>
<td>Financial Modeling</td>
<td></td>
</tr>
<tr>
<td>FINE 7210</td>
<td>Real Estate Pln,Finc,Dev</td>
<td></td>
</tr>
<tr>
<td>FINE 7340</td>
<td>A Selber Jr on Distressed Debt</td>
<td></td>
</tr>
<tr>
<td>FINE 7350</td>
<td>Aaron Selber Jr on Hedge Funds</td>
<td></td>
</tr>
<tr>
<td>FINE 7610</td>
<td>Darwin Fenn C Student Fund</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Energy Specialization

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 7670</td>
<td>Risk Mgmt and App to Enrg Firm</td>
<td>3</td>
</tr>
<tr>
<td>Select at least two courses of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENRG 7100</td>
<td>Energy Mrks, Inst &amp; Pol</td>
<td></td>
</tr>
<tr>
<td>ENRG 7110</td>
<td>Energy Modeling</td>
<td></td>
</tr>
<tr>
<td>ENRG 7130</td>
<td>Energy &amp; Environ Economics</td>
<td></td>
</tr>
<tr>
<td>ENRG 7200</td>
<td>Energy Fund &amp; Trading</td>
<td></td>
</tr>
</tbody>
</table>

Requirements

Students in the International MFIN program must complete the 34 or 36-credit hour curriculum with a minimum of a 3.0 overall GPA. Students take 16-18 credit hours at the partner institution and 18 credit hours from among the following Tulane courses as part of the double degree curriculum.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMBA 7430</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>GFIN 7050</td>
<td>Options, Futures &amp; Deriv</td>
<td>3</td>
</tr>
<tr>
<td>GFIN 7030</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>GFIN 7020</td>
<td>Intl Financial Management</td>
<td>1-3</td>
</tr>
<tr>
<td>GFIN 7060</td>
<td>Valuation &amp; Finc Enterp</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 7320</td>
<td>Executive Leadership</td>
<td>1.25-3</td>
</tr>
<tr>
<td>GFIN 7040</td>
<td>Fixed Income Analytics</td>
<td>3</td>
</tr>
<tr>
<td>GFIN 7140</td>
<td>Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 7620</td>
<td>Corp Risk Management</td>
<td>2</td>
</tr>
</tbody>
</table>

Global Management Overview

The Alliance Global MBA program offers qualified MBA, PMBA, and EMBA students and graduates from the Alliance partner schools...
access to a unique global strategy curriculum and experience. Participants may earn a second degree, the Tulane Master of Global Management (MGM), or a certificate, the Alliance Certificate in Global Management (CGM), offered by the Alliance partner schools jointly.

**Programs**

**Graduate**

- Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MGM (p. 70)

The Alliance Global MBA is a double degree program wherein participants receive an MBA degree from their home institution, plus a Master of Global Management (MGM) degree from Tulane University. Students and alumni of partner MBA, Executive MBA, and Professional MBA programs enroll in six modules focused on global strategy to complete the double degree requirements. Modules are held in five different countries with a cohort of classmates from Latin America, Asia, and the US. Each of the five modules are offered in a one-week, intensive executive format. The consulting project module continues over 5 months.

To be considered for admission, candidates must have a minimum of 6 years of work experience and must be alumni of or currently enrolled students at one of the Alliance universities.

The Alliance partners are top business schools from around the world including the Baltic Management Institute in Lithuania, IESA in Venezuela, ITAM in Mexico, Shanghai Jiao Tong University and Xiamen University in China, Tulane University in the United States, and the University of the Andes in Colombia.

**Requirements**

To earn the Tulane Master of Global Management degree students must complete 6 modules (19 semester credit hours), which includes a global consulting project, in addition to a minimum of 18 credits in MBA core coursework from their home institution.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMBA 7310</td>
<td>Global Strategy &amp; Compet</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7510</td>
<td>International Finance</td>
<td>2-3</td>
</tr>
<tr>
<td>GMBA 7960</td>
<td>Global Business Project</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7420</td>
<td>Global Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7610</td>
<td>Global Supply Chains</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 6160</td>
<td>Managing People</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7520</td>
<td>Leadership and Ethics</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Takes place at Tulane University in New Orleans as part of the EMBA International Intensive week.

**Legal Studies in Business**

Whether you envision yourself in the courtroom as counsel for a corporate enterprise or you’re simply intrigued by the intersection of business and law, Freeman’s legal studies in business major will give you the skills to launch a rewarding career. You can apply your knowledge to various career possibilities in human resources, insurance, real estate, government, contract negotiations, and global operations.

**Programs**

**Undergraduate**

**Major**

- Legal Studies in Business Major (p. 70)

**Minor**

- Legal Studies in Business Minor (p. 71)

**Legal Studies in Business Major**

Whether you envision yourself in the courtroom as counsel for a corporate enterprise or you’re simply intrigued by the intersection of business and law, Freeman’s legal studies in business major will give you the skills to launch a rewarding career. You can apply your knowledge to various career possibilities in human resources, insurance, real estate, contract negotiations, global operations, as well as government careers at the State Department, FBI or CIA to name a few.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Calculus options: 1  4-6

| MATH 1150 & MATH 1160 | Long Calculus I and Long Calculus II |         |
| MATH 1210 | Calculus I                        |         |
| MATH 1230 | Stats For Scientists              | 4       |
| TIDB 1010 or TIDB 1020 | More Than Just Busn I & Law and Order: Pre-Law | 1.5   |
| TIDB 1110 | More Than Just Business II        | 1.5     |

**Required Business Core Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCN 2010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCN 3010</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CDMA 1201</td>
<td>Career Dvlp &amp; Mgmt I</td>
<td>1.5-2</td>
</tr>
<tr>
<td>FINE 3010</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>INFO 1010</td>
<td>Intro to Business Computing</td>
<td>1.5</td>
</tr>
<tr>
<td>LGST 3010</td>
<td>Legal/Ethical/Regul Busn</td>
<td>3</td>
</tr>
</tbody>
</table>
Legal Studies in Business Minor

At the undergraduate level, Freeman offers a legal studies minor in business for students who are enrolled as Business majors. The legal studies minor gives a student a broad understanding of legal issues present in managerial decisions. The Freeman school limits BSM Students to two Business majors or to one Business major and one Business minor. Typically, a minor consists of three or four courses. If a student chooses to pursue a major and a minor within the Freeman School, the student cannot double count courses and must select how the courses will apply to each major/minor. BSM students must earn a grade point average of at least 2.0 in courses that count towards each major and minor.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Required Course (3 credits)</td>
<td></td>
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</tr>
<tr>
<td>LGST 4100</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Two Electives (6 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGST 4110</td>
<td>Legal Writing &amp; Research</td>
<td></td>
</tr>
<tr>
<td>LGST 4120</td>
<td>Internatl Business Law</td>
<td></td>
</tr>
<tr>
<td>LGST 4140</td>
<td>Insurance &amp; Risk Mgmt</td>
<td></td>
</tr>
<tr>
<td>LGST 4150</td>
<td>Real Estate Law</td>
<td></td>
</tr>
</tbody>
</table>

Management

At the undergraduate level, Freeman offers a management major and a management minor within the Bachelor of Science in Management (BSM) program.

At the graduate level, students may pursue the Master of Management (MMG) program.

Programs

Undergraduate

Major

- Management Major (p. 71)

Minor

- Management Minor (p. 72)

Graduate

- Management, MMG (p. 72)
- Master of Management with Universidad Francisco Marroquin, MMG (p. 73)

Management Major

From entrepreneurial startups to established corporations, organizations rely on excellent management. With a management major from Freeman, you’ll graduate with the knowledge and skills for making strategic decisions, managing people and bringing new technologies and innovations to market. In doing so, you’ll be well prepared for work as a consultant, entrepreneur or manager.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Non-Business Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
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<tr>
<td>Select one of the following Calculus options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1150 &amp; MATH 1160</td>
<td>Long Calculus I and Long Calculus II</td>
<td>4-6</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Stats For Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
<tr>
<td>TIDB 1010</td>
<td>More Than Just Busn I</td>
<td>1.5</td>
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</table>
or TIDB 1020  Law and Order: Pre-Law
TIDB 1110  More Than Just Business II  1.5

Required Business Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCN 2010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCN 3010</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CDMA 1201</td>
<td>Career Dvlp &amp; Mgmt I</td>
<td>1.5-2</td>
</tr>
<tr>
<td>FINE 3010</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>INFO 1010</td>
<td>Intro to Business Computing</td>
<td>1.5</td>
</tr>
<tr>
<td>LGST 3010</td>
<td>Legal/Ethical/Regul Busn</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 3010</td>
<td>Management Communication</td>
<td>3</td>
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<tr>
<td>MGMT 3010</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 3010</td>
<td>Intro to Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 3010</td>
<td>Marketing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4010</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4900</td>
<td>Busn Integratn Capstone</td>
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</table>

Select a track:  12

Consulting

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 4120</td>
<td>Corporate &amp; Coopertv Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4170</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4180</td>
<td>Mgmt of Tech &amp; Innovatn</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4600</td>
<td>Strategic Consulting</td>
<td>3</td>
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</tbody>
</table>

Select two additional electives

Total Credit Hours  18

Entrepreneurship

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 4150</td>
<td>Enviro, Society&amp;Capitlsm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4180</td>
<td>Mgmt of Tech &amp; Innovatn</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4610</td>
<td>Management of New Ventures</td>
<td>3</td>
</tr>
<tr>
<td>FINE 4130</td>
<td>Venture Cap &amp; Privt Eqty</td>
<td>3</td>
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</table>

Select two additional electives

Total Credit Hours  18

Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 4130</td>
<td>Venture Cap &amp; Privt Eqty</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 3380</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4110</td>
<td>Cases In Entrepreneurshp</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4120</td>
<td>Corporate &amp; Coopertv Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4130</td>
<td>Dimensions in HR Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4140</td>
<td>Entrepreneurial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4150</td>
<td>Enviro, Society&amp;Capitlsm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4160</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4170</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4600</td>
<td>Strategic Consulting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4610</td>
<td>Management of New Ventures</td>
<td>3</td>
</tr>
</tbody>
</table>

1  If not taken as a requirement for one of the management tracks.

Additional Recommended Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 4100</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 4220</td>
<td>Sales Force Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 4110</td>
<td>Research and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>ACCN 3100</td>
<td>Intermed Accounting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Management Minor

The management minor provides BSM students with an introduction to the world of general business management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 4120</td>
<td>Corporate &amp; Coopertv Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4150</td>
<td>Enviro, Society&amp;Capitlsm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 4180</td>
<td>Mgmt of Tech &amp; Innovatn</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  9

Management, MMG

The Master of Management (MMG) degree, an intensive 10-month, 36-credit hour program, is designed to give students a broad knowledge of business fundamentals.

The Freeman School’s world-renowned faculty help students develop market-relevant skills and stand out from their peers in a competitive job market.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Year 1
| Summer Session  |
| MCOM 6020 | Business Communications        | 3            |
| MGMT 6030 | Strategic Management           | 3            |
Quantitative Reasoning

A hallmark of the Master of Management (MMG) program is strengthening quantitative reasoning skills. Whether choosing which projects to fund or achieving sustainability for a social enterprise, an ability to evaluate and apply quantitative data is critical.

Master of Management with Universidad Francisco Marroquin, MMG

The International Master of Management program is a double degree curriculum designed for executives recruited by partner institutions in Latin America. The participants are those who wish to pursue a double degree, the MMG from Tulane University and the MBA from Universidad Francisco Marroquin. This program is offered at two locations: Panama City, Panama and Guatemala City, Guatemala. The International MMG program enables students to expand cross-cultural leadership and teamwork skills and understand the dynamics of global markets while having the opportunity to study in other countries.

The 36-hour curriculum includes seventeen (17) credit hours of foundation courses taught by partner institutions and nineteen (19) credit hours of course work delivered by Tulane faculty in Panama and Guatemala. Students attend an on-campus business module in New Orleans as part of their program curriculum.

Requirements

Students in the International Master of Management with Universidad Francisco Marroquin (UFM) must complete the 36-hour curriculum with a minimum of a 3.0 overall GPA. Students take 17 credit hours at UFM and 19 credit hours from the following Tulane courses as part of the double degree curriculum.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMBA 7730</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 7320</td>
<td>Executive Leadership</td>
<td>1.25-3</td>
</tr>
<tr>
<td>GMBA 7430</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7610</td>
<td>Global Supply Chains</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 7460</td>
<td>Entrepreneurship Mgmt.</td>
<td>2</td>
</tr>
<tr>
<td>GMBA 7510</td>
<td>International Finance</td>
<td>2-3</td>
</tr>
<tr>
<td>GMBA 7960</td>
<td>Global Business Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing

Marketing expertise is essential for every business to maintain a competitive edge. As a marketing major, you’ll master analyzing marketing problems from an evidence-based perspective and generate well-thought-out solutions. Freeman graduates launch marketing careers both domestically and abroad in areas including brand management, sales, advertising, analytics and public relations, and in industries including consumer products, business-to-business selling, nonprofits, hospitality and entertainment.

Programs

Undergraduate

Major

• Marketing Major (p. 73)

Minor

• Marketing Minor (p. 74)

Marketing Major

Marketing expertise is essential for every business to maintain a competitive edge. As a marketing major, you’ll master analyzing marketing problems from an evidence-based perspective and generate well-thought-out solutions. Freeman graduates launch marketing careers both domestically and abroad in areas including brand management, sales, advertising, analytics and public relations, and in industries including consumer products, business-to-business selling, nonprofits, hospitality and entertainment.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following Calculus options:¹</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Long Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MATH 1160</td>
<td>and Long Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Stats For Scientists</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
<tr>
<td>TIDB 1010</td>
<td>More Than Just Busn I</td>
<td>1.5</td>
</tr>
<tr>
<td>or TIDB 1020</td>
<td>Law and Order: Pre-Law</td>
<td></td>
</tr>
<tr>
<td>TIDB 1110</td>
<td>More Than Just Business II</td>
<td>1.5</td>
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</table>

Required Business Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCN 2010</td>
<td>Financial Accounting</td>
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</tr>
<tr>
<td>ACCN 3010</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CDMA 1201</td>
<td>Career Dvlp &amp; Mgmt I</td>
<td>1.5-2</td>
</tr>
</tbody>
</table>
Marketing Minor

At the undergraduate level, we offer a marketing minor in business for students who are enrolled as Business majors. This minor can provide BSM students with an understanding of sales and marketing principles used in business and how they relate to other aspects of the business world. The Freeman school limits BSM Students to two Business majors or to one Business major and one Business minor. Typically, a minor consists of three or four courses. If a student chooses to pursue a major and a minor within the Freeman School, the student cannot double count courses and must select how the courses will apply to each major/minor. BSM students must earn a grade point average of at least 2.0 in courses that count towards each major and minor.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 4100</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 4110</td>
<td>Research and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 4120</td>
<td>Advanced Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>or MKTG 4220</td>
<td>Sales Force Management</td>
<td></td>
</tr>
<tr>
<td>MKTG 4100</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or MKTG 4250</td>
<td>Social and Online Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Choose three of the following:

- MKTG 4100: Consumer Behavior
- MKTG 4105: Customer Relationship Mktg
- MKTG 4117: Business to Business Mktg
- MKTG 4120: Advanced Marketing Strategy
- MKTG 4137: Pricing
- MKTG 4145: New Products Marketing
- MKTG 4155: Brand Management
- MKTG 4165: Retailing
- MKTG 4220: Sales Force Management
- MKTG 4230: Global Marketing
- MKTG 4240: Relationship Marketing
- MKTG 4250: Social and Online Marketing
- MKTG 4260: Advertising and Promotions
- MKTG 4275: Law in Marketing
- MKTG 4280: Sports Marketing
- MKTG 4290: Service Marketing

Total Credit Hours: 9

MBA

At Tulane, students may earn the Master of Business Administration (MBA) through one of four options: Executive MBA (https://freeman.tulane.edu/programs/graduate/executive-mba-program), Fast-Track MBA (https://freeman.tulane.edu/programs/graduate/fast-track-mba), Full-Time MBA (https://freeman.tulane.edu/programs/graduate/full-time-mba), or Professional MBA (https://freeman.tulane.edu/programs/graduate/professional-mba).

Programs

Graduate

- International EMBA with University of Chile, Centrum, & ICESI (p. 75)
- Business, Executive MBA (p. 75)
- Business, Fast Track MBA (p. 76)
- Business, Full-Time MBA (p. 77)
- Business, Professional MBA (p. 78)
International EMBA with University of Chile, Centrum, & ICESI

The International Executive MBA program is a double degree curriculum designed for executives recruited by partner institutions in Latin America who wish to pursue a double EMBA degree from Tulane University and their home institution. Programs are offered at University of Chile in Santiago, CENTRUM in Lima, Peru, and ICESI in Cali, Colombia. The International EMBA program enables students to expand cross-cultural leadership and teamwork skills and understand the dynamics of global markets while having the opportunity to study in other countries.

Requirements

Students in the International MBA programs with University of Chile, Centrum, and ICESI must complete the 48-hour curriculum with a minimum of a 3.0 overall GPA. Students take a minimum of 23 credit hours at the partner institution and 25 credit hours from among the following Tulane courses as part of the double degree curriculum.

### Course ID Title Credits

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMBA 7450</td>
<td>Managemnt Communications</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 6260</td>
<td>Financial Management I</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7570</td>
<td>Global Business Environmt</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7320</td>
<td>Negotiations</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7630</td>
<td>International Finance</td>
<td>1-3</td>
</tr>
<tr>
<td>EMBA 7960</td>
<td>Global Business Project</td>
<td>1</td>
</tr>
<tr>
<td>EMBA 7430</td>
<td>Global Strategy</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 6160</td>
<td>Managing People</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7520</td>
<td>Leadership and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>GMBA 7730</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7210</td>
<td>Global Environmt of Busn</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7510</td>
<td>International Finance</td>
<td>2-3</td>
</tr>
<tr>
<td>GMBA 7720</td>
<td>New Venture Creations</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7710</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7410</td>
<td>Intl Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>GMBA 7960</td>
<td>Global Business Project</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 7620</td>
<td>Corp Risk Management</td>
<td>2</td>
</tr>
<tr>
<td>GMBA 7310</td>
<td>Global Strategy &amp; Compet</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 6230</td>
<td>Marketing Management</td>
<td>2</td>
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<tr>
<td>GMBA 7610</td>
<td>Global Supply Chains</td>
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<td>GFIN 7010</td>
<td>Corporate Finance</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 7380</td>
<td>Intl Business Management</td>
<td>1-3</td>
</tr>
</tbody>
</table>

1. Taken in New Orleans by students from U. of Chile and ICESI as part of the EMBA International Intensive Week.

Business, Executive MBA

The Tulane Executive MBA (EMBA) is an accelerated alternate-weekend MBA program designed for experienced professionals to earn an MBA in 17 months. The 48-credit hour, lockstep curriculum offers the advanced business knowledge and management skills managers need to rise to higher challenges, improve career opportunities and drive corporate growth. All students earn a concentration in global strategy, and students may earn a second concentration in finance or management by choosing electives in those areas. The Executive MBA program is offered with an identical curriculum in New Orleans and in Houston with students taking combined classes for the intensive modules and international seminar.

Requirements

Pre-Program

In the months immediately before the EMBA (https://freemantulane.edu/programs/graduate/executive-mba-program) curriculum begins, prep courses in accounting and quantitative skills help to align student skills with the requirements of the early courses in the curriculum. The subsequent orientation and team building sessions will familiarize new students with policies and procedures, and introduce faculty, classmates, and study teams.

Intensive Weeks

The EMBA program begins in January with a week-long session, Intensive Week I. Students complete two courses, including exams, in this 8-day intensive. Here students are reintroduced to academic life, and begin to practice time-management, balancing work, home, and school responsibilities.

A multi-cultural intensive week is held on the New Orleans campus in January of the second year. During this Intensive Week II, students form new global study teams, collaborating and sharing a classroom with their EMBA counterparts from Tulane’s Houston program, along with EMBA participants from partner universities in Asia, Europe and Latin America.

Alternate Weekends

After Intensive Week I, classes then move to an alternate weekend structure, where students attend classes on Fridays and Saturdays of alternate weekends. Each set of two courses, a module, is typically completed in 7 weeks.

Electives

In the second half of the curriculum, elective courses are introduced. Students can earn finance or management concentrations by selecting the elective course tracks in those areas.

International Seminar

The international business seminar abroad brings a global depth to the program, giving students firsthand knowledge of global business and management practices and focuses on the strategic and operational issues of doing business abroad. Today's markets and their economic interdependence demand that managers understand global strategic imperatives. This essential management knowledge makes the international business experience a critical and required component of the EMBA curriculum.
During the international seminar:

- Students explore the economic, technological, and political environments that influence global business initiatives and discover global business opportunities specific to the host country.
- Students develop a keen understanding of global business challenges and management strategies for meeting those challenges.
- Students gain firsthand knowledge of global business culture and practice through face-to-face interaction with international business leaders.
- Students learn the specific challenges these companies face and the strategies employed to meet these challenges.
- Students often work directly with these global companies to solve real business problems.

For the seminar, we handle all academic and logistical planning, including airfare, ground transportation, logistics, accommodations, group meals, and company visits. These seminar costs are included in the total program cost.

The seminar destination is usually determined eight to twelve months in advance. In past years, seminars have been held in Beijing, Cape Town, and Paris, each presenting students a distinct and culturally unique business environment.

 CURRICULUM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REQUIRED COURSES</td>
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<tr>
<td>EMBA 7160</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
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<td>EMBA 7120</td>
<td>Managerial Perspective</td>
<td>1-2</td>
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<td>EMBA 6220</td>
<td>Decision Models</td>
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<td>EMBA 7450</td>
<td>Management Communications</td>
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<td>EMBA 6310</td>
<td>Strategy Formulation</td>
<td>2-2.5</td>
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<td>EMBA 6460</td>
<td>Legal Environ/Business</td>
<td>2</td>
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<td>EMBA 6280</td>
<td>Business Analytics</td>
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<td>Managerial Accounting</td>
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<td>EMBA 6260</td>
<td>Financial Management I</td>
<td>2-3</td>
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<td>Marketing Management</td>
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<td>EMBA 6270</td>
<td>Financial Management II</td>
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<td>EMBA 6240</td>
<td>Operations Management</td>
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<td>EMBA 7460</td>
<td>Entrepreneurship Mgmt.</td>
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<tr>
<td>EMBA 7390</td>
<td>Financial Statement Analys</td>
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</tr>
<tr>
<td>EMBA 6160</td>
<td>Managing People</td>
<td>2-3</td>
</tr>
<tr>
<td>EMBA 6420</td>
<td>Leadership &amp; Ethics</td>
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<tr>
<td>EMBA 7320</td>
<td>Negotiations</td>
<td>2-3</td>
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<tr>
<td>EMBA 7430</td>
<td>Global Strategy</td>
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<td>EMBA 7090</td>
<td>Managing The Global Entr</td>
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<td>ELECTIVES</td>
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<td>Finance</td>
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<td>EMBA 7510</td>
<td>Portfolio Theory</td>
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<td>EMBA 7610</td>
<td>Options</td>
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<td>EMBA 7620</td>
<td>Corp Risk Management</td>
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<tr>
<td>EMBA 7370</td>
<td>Cases In Finance</td>
<td></td>
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</tbody>
</table>

Business, Fast Track MBA

Prospective students who have both an undergraduate degree in a business-related field and post-graduate work experience may expedite their education with the one-year Fast-Track MBA at Freeman. Students can complete the 35 credit-hour MBA program in nine months from an internationally-recognized university and a business school held in high regard by leading employers. The Fast-Track MBA minimizes the time students spend away from their careers while obtaining an MBA degree from a prestigious program.

Requirements

Fast-Track MBA Curriculum

The Tulane Fast-Track MBA, a two-semester program, begins in August and includes:

- 35 credit hours consisting of a combination of core and elective courses, many with experiential components.
- Concentration and specialization opportunities to support career goals.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 7000</td>
<td>MBA Practicum</td>
<td>9</td>
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<tr>
<td>PERS 6050</td>
<td>Job of The Executive</td>
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<td>Select 2 Electives*</td>
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<td></td>
<td>Credit Hours</td>
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<td>Spring</td>
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<tr>
<td>MGMT 7050</td>
<td>Global Strat Capstone</td>
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<td>Select 5 Electives*</td>
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*One elective total must come from the following set of analytics courses.

Offered in the fall:

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSC 7310</td>
<td>Modeling and Analytics</td>
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<tr>
<td>MGSC 7320</td>
<td>Advanced Spreadsheet Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 7250</td>
<td>Social Media &amp; Online Mkts</td>
<td>3</td>
</tr>
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</table>

Offered in the spring:
Fast-Track MBA Concentrations & Specializations

The Freeman School offers a variety of concentrations and specializations for fast-track MBA students. While no concentration or specialization is required, this option allows students to create a program of study that meets more specific academic and career goals. Students may declare up to two concentrations and/or specializations while earning their MBA.

Available concentrations and specializations include:

• Analytics
• Energy
• Entrepreneurial Hospitality
• Entrepreneurship
• Finance
• Real Estate
• Strategic Management and Innovation

Business, Full-Time MBA

Earn a Master of Business Administration (MBA) from an internationally-recognized university and business school held in high regard by leading employers throughout the world.

Through the full-time MBA program, students complete a 61 credit-hour curriculum over 21 months. Students acquire broad-based knowledge in all areas of business and develop financial and analytical skills essential for leaders in an increasingly interconnected world. With an extensive elective set, students can focus on specific areas of interest through concentrations and specializations. Opportunities to participate in experiential learning, a hallmark of Freeman's program, exist throughout the MBA curriculum. In a one-of-a-kind global leadership module, students gain a global perspective on business while earning a supporting concentration in international business. Freeman is the only business school in the nation that features program-based travel to Latin America, Europe, and Asia as part of its MBA curriculum.

Requirements

MBA Curriculum & Courses

The Tulane MBA degree, completed in two years over four semesters, includes:

• 20 credits of knowledge core - classes that teach business fundamentals including finance, management, operations, accounting, statistics, and marketing

• 11 credits of global leadership - classes that combine classroom instruction in New Orleans with international travel and hands-on consulting projects

• 30 credits of electives - classes that enable students to pursue specific career interests

Course  Title  Credit Hours

Year 1  Fall
ACCN 6050  Acctg Measurement, Report & Ct  3
FINE 6020  Analysis for Financial Mgmt  3
MCOM 6010  Management Communication  2
MGMT 6030  Strategic Management  3
MGMT 6510  Global Leadership I  2
MGSC 6090  Ops and Supply Chain Mgmt  3
MKTG 6020  Marketing  3
Select 2 Electives  6
Credit Hours  16

Spring
MGMT 6620  Euro Union-Global Leadership II  3
MGSC 6090  Ops and Supply Chain Mgmt  3
MKTG 6020  Marketing  3
Select 2 Electives  6
Credit Hours  15

Year 2  Fall
MGMT 6630  Latin Amer-Global Ldrshp III  3
Select 4 Electives  12
Credit Hours  15

Spring
MGMT 6540  Asia - GI IV  3
Select 4 Electives  12
Credit Hours  15
Total Credit Hours  61

Full-Time MBA Concentrations & Specializations

The Freeman School offers a variety of concentrations and specializations for full-time MBA students. While no concentration or specialization is required, this option allows students to create a program of study that meets more specific academic and career goals. Students may declare up to two concentrations and/or specializations while earning their MBA.

Available concentrations and specializations include:

• Analytics
• Energy
• Entrepreneurial Hospitality
• Entrepreneurship
• Finance
• International Business
The Tulane Professional MBA (PMBA) program is for rising professionals with at least two years of work experience seeking to increase their effectiveness and fast-track their careers in a flexible environment.

This three-year, part-time MBA program, comprised of 54 credit hours, is taught by faculty members from Freeman’s prestigious full-time MBA program. In small classes, MBA students acquire expertise through experience—how to analyze problems critically, how to set smart goals, and how to be both a team player and an effective manager.

### Requirements

#### Professional MBA Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
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<tr>
<td>FINE 6470</td>
<td>Managerial Economics</td>
<td>3</td>
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<tr>
<td>MCOM 6020</td>
<td>Business Communications</td>
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<td>Credit Hours</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>MGMT 6030</td>
<td>Strategic Management</td>
<td>3</td>
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<tr>
<td>MGSC 6020</td>
<td>Business Stats and Models</td>
<td>3</td>
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<tr>
<td></td>
<td>Credit Hours</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
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</tr>
<tr>
<td>ACCN 6050</td>
<td>Acctg Measurement, Report &amp; Ct</td>
<td>3</td>
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<tr>
<td>MKTG 6020</td>
<td>Marketing</td>
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<td><strong>Year 2</strong></td>
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<td><strong>Summer Session</strong></td>
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<td>MGMT 6150</td>
<td>Global Business Projects</td>
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<tr>
<td>MGMT 6160</td>
<td>New Venture Planning</td>
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<td>Credit Hours</td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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<tr>
<td>FINE 6020</td>
<td>Analysis for Financial Mgmt</td>
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<td>MGMT 6080</td>
<td>Managing People in Orgs</td>
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<td></td>
<td>Credit Hours</td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
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</tr>
<tr>
<td>MGMT 6040</td>
<td>Business Ethics &amp; Leadership</td>
<td>3</td>
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<td>MGSC 6090</td>
<td>Ops and Supply Chain Mgmt</td>
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</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
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<td></td>
</tr>
<tr>
<td>Select 2 Electives</td>
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<td>6</td>
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<tr>
<td></td>
<td>Credit Hours</td>
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</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td>54</td>
</tr>
</tbody>
</table>

### Professional MBA Concentrations & Specializations

In addition to developing a common body of knowledge in practical business matters, students in the PMBA program are able to complete a concentration or specialization in select fields. While no concentration or specialization is required, these options provide students the opportunity to create a program that meets more specific academic and career goals. Students may declare up to two concentrations and/or specializations while earning their MBA.

Available concentrations and specializations include:

- Analytics
- Energy
- Entrepreneurial Hospitality
- Entrepreneurship
- Finance
- International Management/Business
- Real Estate
- Strategic Management and Innovation

### Global MBA Options for PMBAs

#### Program Description

The Tulane Global MBA (GMBA) is a special graduate program focused on global business strategy. It offers current students and recent graduates of MBA programs access to a unique global strategy curriculum, an international network, and the option to receive a second degree: the Master of Global Management (MGM). It is available to MBA, Professional MBA, and Executive MBA students at Tulane and its affiliated business schools around the globe.

GMBA courses and locations:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global Strategy and Competition (Bangalore, India)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>International Finance (Mexico City, Mexico)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross Cultural Management (New Orleans, USA)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Global Consulting Project (USA/Europe)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Negotiations (Brussels, Belgium)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global Supply Chains (Shanghai, China)</td>
<td>3</td>
</tr>
</tbody>
</table>

To participate in the GMBA program, there are three options:

#### Option One — Electives

PMBA students can take one or more of the above six GMBA courses on a space-available basis to count as electives in the PMBA program.
Option Two — Concentration in International Management or Specialization in International Business
PMBA students can take four of the six GMBA courses to earn a concentration in International Management or take three of the six GMBA courses to earn a specialization in International Business.

Option Three — Degree — Master of Global Management (MGM)
PMBA students can take all six GMBA courses to earn the MGM degree in addition to the MBA degree.

Minor for Non-Business Students
Freeman’s Business Minor Summer Institute is an accelerated program that provides students with the fundamental business skills needed to shine in the corporate world. In just 10 weeks, you’ll earn up to 23.5 credits and acquire a business minor. In the process, you’ll gain the business knowledge, professionalism, connections and confidence to jump start your career.

Make connections with Freeman’s most distinguished faculty members. Diversify your academic portfolio. Open doors for employment opportunities along your career path.

The Business Minor Summer Institute will equip you with the additional knowledge and skills you need to start your career with confidence.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<td><strong>Summer Session 1</strong></td>
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<td>ACCN 2010</td>
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<td>INFO 1010</td>
<td>Intro to Business Computing</td>
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<td>MCOM 3010</td>
<td>Management Communication</td>
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<td>MGMT 3010</td>
<td>Organizational Behavior</td>
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<td>ACCN 3010</td>
<td>Managerial Accounting</td>
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<tr>
<td>CDMA 1110</td>
<td>Career Dvlp &amp; Mgmt II</td>
<td>0.5</td>
</tr>
<tr>
<td>FINE 3010</td>
<td>Financial Management ¹</td>
<td>3</td>
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<tr>
<td>or FINE 3000</td>
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</tr>
<tr>
<td>LGST 3010</td>
<td>Legal/Ethical/Regul Busn</td>
<td>3</td>
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<tr>
<td>MKTG 3010</td>
<td>Marketing Fundamentals</td>
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<td><strong>Total Credit Hours</strong></td>
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<td>23.5</td>
</tr>
</tbody>
</table>

¹ Either FINE 3010 or FINE 3000, but not both.
Tulane University

SCHOOL OF LAW

Overview

Mailing Address

Weinmann Hall
6329 Freret Street
New Orleans, LA 70118

Administrative Office

Dean: David D. Meyer
Vice Dean: Onnig H. Dombalagian
Phone: 504-865-5937
Web Site: https://law.tulane.edu/

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

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

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

Yet, Tulane Law pairs that global perspective with a deep commitment to its own community and to equipping students with the practical skills and judgment they need to make a difference in their careers. The first law school in the nation to require pro bono service of all students, Tulane is a leader in preparing students for practice through service to others.

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

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

Academic Policies

A full description of academic policies for all students in the School of Law can be found in the Law Student Handbook located at https://law.tulane.edu/policies. Students should review these policies thoroughly.

Degree Requirements

Juris Doctor

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

Master of Laws

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

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

Doctor of Juridical Science

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

Master of Jurisprudence

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

Juris Doctor

Our Curriculum

Tulane’s first-year program emphasizes developing core analytic and legal writing skills. Faculty teach required first-year courses in classes of approximately 75 students to encourage close participation in the give-and-take of Socratic discussion. Using the case method, students dissect judicial decisions, respond to professors’ and classmates’
questions and carefully consider competing arguments. First-year legal research and writing professors also teach small-section courses, in which students develop the writing strategies and skills to succeed in practice.

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

Areas of Study

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

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

Civil Law Program

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

Requirements

1. General Degree Requirements for the JD Program

To be eligible for graduation, a JD student must have spent six full-time semesters in academic residence and complete 88 semester hours at the Law School with at least a 2.0 or C average. Transfer students must earn at least 59 of the 88 semester hours at Tulane and must have spent at least four full-time semesters in academic residence at Tulane to receive the JD degree. The credit-hour and residency requirements for students enrolled in approved joint degree programs are set forth in Section II.B of the Student Handbook (https://law.tulane.edu/policies).

A full-time semester is one in which a student has registered for a minimum of 10 law credits and satisfactorily completed 9 credits. Attendance and accumulation of credits at a summer school in law will not reduce the number of full-time semesters for which a student must be in academic residence.

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

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

To graduate, all JD students must successfully complete (pass) all of the courses in Tulane's first year curriculum and the Legal Profession course. The Professional Responsibility Seminar does not substitute for Legal Profession. Transfer students who completed their first year at another law school must take and successfully complete (pass) any Tulane first year course for which they did not take and complete a comparable course in their first year. These required first year courses and the Legal Profession course must be taken for a letter grade and may not be taken on a Pass/D/Fail basis. If, however, a student transfers from an ABA-Accredited law school that requires a two-hour rather than three-hour Legal Profession course, successful completion of the two-hour course at the student's home institution will satisfy the Legal Profession requirement under this Section. Further, all students must successfully complete one rigorous writing project after the first year of law school, the experiential learning requirement and the pro bono service requirement. See Section V.D.2-4 of the Student Handbook (https://law.tulane.edu/policies).

2. Upper-Class Writing Requirement

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

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

In all cases, to satisfy this requirement, the student must do all of the following:
• develop a topic, individualized research plan, and written proposal in consultation with the supervising faculty member;
• present at least one draft of the paper to the supervising faculty member for the faculty member's critique; and
• complete at least one revision of the paper taking into account the comments and critique provided by the supervising faculty member.

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

3. Experiential Learning Requirement
Professional skills are necessary for effective and responsible participation in the legal profession. Therefore, starting with students matriculating in Fall 2016, JD candidates must successfully complete (pass) courses providing a minimum of six experiential learning credits.

In order to qualify for experiential credits, an approved course must be designated as an "experiential course" as provided in Section V.I of the Student Handbook. The courses that fulfill this requirement are designated and separately listed in the registration materials.

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

For students to receive credit towards the Pro Bono requirement, the student cannot receive remuneration or academic credit. Students may choose to contribute any number of hours in excess of the minimum required and should report all pro bono hours via the electronic time reporting mechanism provided by the Office of Experiential Learning and Public Interest Programs. All pro bono hours will be reflected on the student’s transcript. In order to receive credit towards the Pro Bono requirement, time records and the Supervisory Form must be received by the Office of Experiential Learning and Public Interest Programs on or before the relevant deadline, which typically occurs at the end of the semester in which the work was completed. Students who contribute exemplary pro bono service are recognized annually at the Pro Bono Luncheon. Additionally, each Spring, qualifying 3Ls are eligible for induction into the Pro Bono Krewe, an honorary community/society of distinguished pro bono volunteers.

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

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

Qualifying pro bono work must be law-related. Qualifying tasks include client interviewing, document drafting and review, case planning and preparation, legal research and writing, drafting of legislation or regulations, formulation of legal policy, and participation in legal education programs in the public schools. Training time (up to 5 hours in a 50-hour placement) and limited administrative tasks, pertinent to the legal assignment, are viewed as law-related work counting toward the fulfillment of the requirement.

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

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

Third year students must submit their time records and/or report on progress towards the requirement before they will be permitted to register for spring classes. Third-year students failing to complete the Pro Bono requirement by the April 15 deadline are subject to an administrative assessment of $75.00. In addition to payment of the fee, the late student must then complete the Pro Bono requirement by April 25 to be eligible for graduation at the end of the spring semester. As there is ample opportunity to complete the Pro Bono requirement any time between matriculation and April 15 of the third year, there will be no extension of this deadline, absent truly extraordinary circumstances approved by the Assistant Dean of Students. Students not completing the requirement within that period will have the opportunity to complete
it thereafter and then be eligible to graduate at the end of a subsequent term (provided all other graduation requirements are also met).

**JD Certificates**

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

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

- Maritime Law
- Civil Law
- Environmental Law
- European Legal Studies
- International & Comparative Law
- Sports Law

**Requirements**

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

**Civil Law Certificate**

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

**Requirements**

To earn the Civil Law Certificate, students must complete and pass a total of 15 credits in courses chosen from the following three basic groups: Fundamental Principles, Obligations, and Special Contracts; Persons and Family Property; and Property and Procedure. An additional 3 hours may be taken from these groups or from a list of civil law enrichment courses provided each year.

**Environmental Law Certificate**

As a leader in environmental legal education since 1979, Tulane is one of a relatively small number of national law schools offering a certificate in Environmental Law for JD students. The certificate program is designed to prepare students for the legal problems they will confront in practice, whether on behalf of government agencies, industrial clients, private litigants, or public interest groups.

**European Legal Studies Certificate**

Tulane’s commitment to opportunities for international and comparative study led to the development of a certificate of specialization in European Legal Studies. By enrolling in elective courses in European Union law and related areas, JD students can receive this certificate along with the Juris Doctor diploma.

**Requirements**

The Certificate requires completion of 15 credit hours of electives, such as European Legal Systems, European Union: Business Law & European Union: Constitutional Law, International Business Transactions, Transnational Litigation, and Obligations.

**International and Comparative Law Certificate**

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

**Requirements**

To earn a certificate in International and Comparative Law, students must complete and pass two foundation courses in comparative law, public international law, or transnational litigation and an additional nine credits of international and comparative law courses.

**Maritime Law Certificate**

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

**Requirements**

Candidates may use a portion of their elective hours during the second and third years of law school to obtain the Certificate of Concentration in Maritime Law. Students must complete and pass Admiralty I and Admiralty II, plus additional full-semester admiralty courses, for a total of 12 credit hours.

**Sports Law Certificate**

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

Students must complete a prescribed curriculum of subjects critical to a comprehensive understanding of the field, including two sports law courses covering professional and amateur sports, Antitrust, Labor Law and Intellectual Property. Recommended courses include Income Tax, Business Enterprises and additional skills electives.

Master of Laws

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

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

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

LLM candidates may pursue one of the following degree programs:

- General LLM
- LLM in Admiralty
- LLM in American Law
- LLM in Energy & Environment
- LLM in International & Comparative Law

Requirements

Coursework

Each LLM program requires completion of 24 semester hours of coursework. Most students complete the degree requirements during a single academic year. Although there is no thesis requirement, LLM students are required to write at least one paper in connection with a seminar in their field of interest or in connection with a directed research project.

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

Length of Study

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

Residency Requirements

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

Summer Abroad Option

Tulane LLM students admitted to any of our full-time programs may begin the LLM program in the summer by attending one of Tulane’s summer abroad programs. Up to 3 of the 24 credits required for the LLM program may be completed in a Summer Abroad Program. Tuition is included in the academic year costs, leaving students who proceed immediately into the LLM program responsible only for their living expenses during the summer abroad program. International students must arrive in New Orleans by the start of the Introduction to US Law course in mid-July.

Admiralty, LMA

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

Requirements

To qualify for the degree of LLM in Admiralty, the student must complete at least 13 of the 24 hours required for the degree in admiralty courses. A list of admiralty courses from the current and past two academic years may be found here. Additional admiralty courses, including mini courses, are offered each year by visiting professors from throughout the world.

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

American Law, AML

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

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

Requirements

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

Energy & Environment, MEL

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

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

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

Requirements

The LLM in Energy & Environment requires, in addition to the general degree requirements for LLM candidates, completion of 16 credit hours of coursework in energy and environmental law courses. Students must enroll in the Graduate Seminar in Energy & Environment as well as two of the following three courses: Natural Resources, Pollution Control, and Energy Law, Regulation and Policy. A list of additional energy and environmental law electives from the current and past two academic years may be found here. Not all of these courses are offered every year. In appropriate circumstances and with the concurrence of the faculty, other courses may be substituted.

General Law, LLM

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

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

Requirements

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

• Students interested in intellectual property might take Intellectual Property, Copyright & Trademarks, Patent Law, one or more specialized courses in the area, a Directed Research project supervised by a faculty member who is an expert in the area, and even one or two unrelated courses.

• Students interested in international trade might take such courses as: International Trade, Finance & Banking; Financial Institutions; International Tax; International Business Transactions; and a variety of related courses.

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

International and Comparative Law, LMI

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

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

Requirements

All candidates for the LLM in International & Comparative Law must fulfill the General Degree Requirements. In conjunction with those requirements, candidates for this specialty degree are required to enroll in a total of 13 semester hours of international and comparative law courses. All students who have not already taken a public international law course are required to take Public International Law (https://law.tulane.edu/courses/public-international-law). A list of international and comparative law electives from the current and past two academic years may be found here (https://law.tulane.edu/course-descriptions?field_academic_area_value=14).

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

Master of Jurisprudence

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

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

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

Requirements

The Online MJ-LEL program requires students to complete a total of 30 credits, allowing students to graduate in as few as two years. The curriculum is organized as follows:

Semester 1

Students must take both of these required courses:

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

Semester 2

Students must take both of these required courses:

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

Semester 3

Students must take both of these required courses:

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

Semester 4

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

- Employee Medical Leaves of Absence (3 credits)

Semester 5

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

- Social Media Issues in the Workplace (3 credits)

Semester 6

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

- Capstone (3 credits)

Elective Courses

- Investigating, Mediating and Arbitrating Employee Complaints (2 credits)
- Privacy in the Workplace (2 credits)
- Developing and Managing the Workforce: Recruitment, Retention, Termination, Retirement and Turnover (2 credits)
- Sex and Gender Issues in the Workplace (2 credits)
- Negotiating Skills (2 credits)

Doctor of Juridical Science

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

Eligibility
An applicant for the SJD program must hold an LL.M. degree or its equivalent either from Tulane University or other accredited American universities or foreign universities that the Law School Graduate Affairs Committee (the faculty admissions committee) has ascertained have good standing among the higher education community in the home country.

Admission

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

Course of Study

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

Requirements

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

a. Students admitted to the SJD program with a Tulane Law School Master’s degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.

b. Students admitted to the SJD program with a Tulane Master’s degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.

c. Students admitted to the SJD program with a Master’s degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.

(2) All SJD students, including those exempt from some or all further coursework requirements, must be in residence for at least one year but are only required to pay full-time tuition and fees for at least one semester, typically the first semester of enrollment in the program. Students wishing to enroll in courses outside that one semester may do so on the understanding that they must pay tuition for each additional course they take.

(3) Every SJD candidate must write and defend successfully a dissertation which makes an original and significant contribution to legal scholarship. Unless specifically exempted from this requirement for very exceptional circumstances by the Graduate Programs Committee, the dissertation must be complete and the defense must take place within four years from the initial enrollment in the SJD program.

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

(5) Lengths of dissertations vary depending on the subject matter and the writing style of the authors, but as a general matter the length of a dissertation ranges between 200-300 pages, including appendix and bibliography. After the dissertation committee has approved the dissertation, the supervisor shall set up a meeting at which the candidate shall present an oral defense of the doctoral thesis. The dissertation committee will conduct the oral examination. The meeting for the oral defense is open to members of the Law School faculty.

(6) Clinical programs, the Trial Advocacy course and externships are not open to SJD students.
The School of Liberal Arts at Tulane encompasses the arts, humanities, and social sciences through sixteen departments and nineteen interdisciplinary programs as well as the Carroll Gallery, Shakespeare Festival, Summer Lyric Theatre, and the Middle American Research Institute. Our small classes allow students to be active learners directly engaged with their courses. With a broad array of majors, minors, Master’s and Ph.D. programs, students can choose to specialize in a wide number of fields, developing long-standing interests or discovering new passions. Engaged in the liberal arts, students not only learn key skills of writing, analysis, and communication but come to understand better both themselves and the world beyond.

Academic Policies
A full description of academic policies for all students in Newcomb-Tulane College (p. 18) can be found in the college's section of this catalog. Students should review these policies thoroughly.

Degree Requirements
Undergraduate

Newcomb-Tulane College Requirements
General Education Curriculum

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

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

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

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

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

Proficiency Requirements
Writing Skills (2 courses and 6 credits)
Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

- Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3 of the grade based upon writing (excluding in class exams), but no revision required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3 of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

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

Formal Reasoning (1 course and 3 credits)
One course in mathematics or symbolic logic (PHIL 1210)

Foreign Language (0-3 courses)
The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

Distribution Areas (A course can satisfy only one of the distribution areas.)
Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)
Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

Social and Behavioral Sciences (2 courses and 6 credits)
Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

Textual and Historical Perspectives (2 courses and 6 credits)
Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.
Aesthetics and the Creative Arts (3 credits)

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

Additional Core Requirements

The First Year Seminar

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

Public Service

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

Race and Inclusion

One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

Global Perspectives

One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

School of Liberal Arts Requirements

A liberal arts education helps students develop and improve necessary skills of critical thought and analysis, while learning to express complex analytical arguments clearly, concisely, and coherently in written prose and oral presentations. The essence of a liberal arts education is that it combines both breadth and depth. Breadth assures that students have a basic exposure to the diverse subjects of the humanities, social sciences, and sciences, with their distinctive ways of defining issues, thinking about problems, assessing evidence and reaching conclusions. Breadth also ensures that students have some understanding of the fine arts and how such works might be understood. Depth requires students to gain a deeper understanding of a discipline and its modes of thought, with all the subtleties and complexities that this entails, while learning how difficult it is to attain anything approaching true mastery.

Students completing a BA or BFA degree in the School of Liberal Arts must complete a minimum of 120 credits, 66 of which are above the 1000-level with a cumulative grade point average of at least 2.000 and a major GPA of at least 2.000. Students completing majors in Anthropology, Economics, or Linguistics may elect to complete a BS or BA degree. For information on the BS requirements, consult the relevant departmental section of this catalog.

School of Liberal Arts Writing Intensive Requirement

Writing is the most important skill that a student masters in a liberal arts education. In order to assure that all of its students have achieved a high level of writing proficiency by the time they graduate, the School of Liberal Arts requires them to complete the Tier II writing requirement of the general core curriculum via a writing-intensive course within the School. Students may satisfy this requirement by taking a course that is designated “writing-intensive” in the course schedule. If a course is to satisfy the writing-intensive requirement, it must require

1. At least 5000 words (20 pages) of expository, analytical writing, whether distributed among a number of short assignments or fewer, longer papers. Creative and technical writing assignments do not qualify for inclusion. Only School of Liberal Arts courses may be used to fulfill this requirement. Creative writing theses may count as long as they include an analytic component of at least 20 pages.
2. Sole authorship by an individual student.
3. Regular, detailed evaluation by the instructor of the written work for organization, content, grammar and technical presentation.
4. Revision of at least one project totaling 2500 words, with re-evaluation by the instructor.

Students are encouraged, but not required, to satisfy the writing-intensive requirement with a course in their major. Students may satisfy this requirement with a capstone course in the major, as long as the writing requirements of the course achieve the defined minimum for a writing-intensive course, or with a senior honors thesis. The S/U option may not be used to satisfy the writing requirement.

Majors

A major field of study gives each student the opportunity to explore a single area of inquiry in depth and to gain the self-confidence derived from mastery of a subject. Majors must be selected no later than the beginning of a student’s fourth semester of college study. Students may elect to complete more than one major. They must complete all courses for each major and a total of at least 18 different courses in the two majors. At least half of the course work required for majors must be completed at Tulane University.

Coordinate Majors

Some coordinate major programs also are available. These coordinate majors require a primary undergraduate major. Some coordinate majors restrict the choice of primary major. Students must complete all courses for each major and a total of at least 18 different courses in the two majors.

Self-Designed Majors

A student with a 3.5 cumulative grade-point average may construct a major program by grouping courses from different academic departments. Such self-designed majors must include at least 10 courses, more than half of which must be at the 3000-level or above; no more than two courses below the 3000-level may be taken in any one department. A self-designed major cannot be a student’s primary major. A student wishing approval of a self-designed major must prepare a proposal including the title of the major, proposed list of courses, rationale, and appropriate departmental approval. This proposal must be submitted for review to the school’s Committee on Undergraduate Academic Requirements before the end of the student’s sixth semester. As these proposals often require revision and resubmission, they should be submitted earlier than this deadline. Detailed instructions for
preparing the proposal can be found here (https://tulane.box.com/s/jmr1clkopqjph62t6j18r99ip44vtzz).

**Internships**

Some departments offer internships for academic credit as part of the major. An internship combines a relevant academic component with experiential learning. The academic component may, for example, consist of a term paper, a number of short papers, or discussions of a number of books. Internships ordinarily are open only to those students completing a major in the department that will award the credit. Students participating in internships register for Internship Studies (course numbers 4560, 4570) within the appropriate department after having made initial arrangements with a professor who will sponsor the internship. Registration is completed in the academic department sponsoring the internship. A student may not take a salaried position outside the university while earning credit for an internship, except where such an arrangement is required by the cooperating organization for insurance purposes. If a student must take a salaried position for this reason, a letter to this effect from the cooperating organization must be filed with the chair of the sponsoring department prior to the end of the add period.

Only one internship may be completed each semester. Students may earn a maximum of six credits toward the degree from internships. The sponsoring professor will assign a grade for the internship at the close of the semester after evaluating its academic and experiential aspects. Internships offered through departments in the School of Liberal Arts are open only to juniors and seniors in good standing.

An alternative internship experience is offered to students through the office of the Dean of Newcomb-Tulane College. This internship was created to accommodate students seeking internships with organizations requiring that interns earn credit for their experience. INTR 1990 carries one credit, which will apply toward the degree but will not apply toward any proficiency, distribution, major, or minor requirement. Only one credit of INTR 1990 may be applied toward the degree. INTR 1990 must be taken on a satisfactory/unsatisfactory (S/U) basis and will count as one of the ten allowable (S/U) credits. Students who have completed fewer than 30 credits may not register for INTR 1990. Students desiring to register for INTR 1990 must receive approval from the associate dean of Newcomb-Tulane College.

**Academic Departments**

- Department of Anthropology (p. 92)
- Department of Art (p. 97)
- Department of Classical Studies (p. 100)
- Department of Communication (p. 102)
- Department of Economics (p. 102)
- Department of English (p. 105)
- Department of French and Italian (p. 108)
- Department of Germanic and Slavic Studies (p. 114)
- Department of History (p. 116)
- Department of Jewish Studies (p. 119)
- Department of Music (p. 120)
- Department of Philosophy (p. 126)
- Department of Political Science (p. 132)
- Department of Sociology (p. 136)
- Department of Spanish and Portuguese (p. 136)
- Department of Theatre and Dance (p. 140)
- Interdisciplinary Programs and Coordinate Majors (p. 146)

**The School of Liberal Arts Academic Awards**

The Ann Royal Arthur Memorial Award in German was established in 1987 in memory of Professor Ann Arthur of the Department of Germanic and Slavic Languages. It is awarded to a student who has demonstrated a commitment to the study of German.

The Sidney Beyer Prize for Excellence in American History was established in 1976 by Joel Beyer in memory of his father and is awarded to a superior student of American History.

The Purvis E. Boyette Memorial Freshman Essay Award was established in 1988 in memory of Professor Purvis E. Boyette of the Department of English.

The Brazilian-American Cultural Institute Award for Excellence in Portuguese is given by the Portuguese government, on recommendation of the faculty, to a student who has excelled in the study of Portuguese.

The Victoria R. Bricker Award for Excellence in Linguistics

The Almir Bruneti Award for Excellence in Luso-Brazilian Studies

The Glendy Burke Medal was established in 1848 by Glendy Burke. This award is given for excellence in the field of speech.

The Louis Bush Medal

The Classical Studies Prize awarded for excellence in Latin, Greek, or the study of ancient history, culture or archaeology.

The Premio Clavileno is awarded for excellence in Spanish.

The Alice Raymond Scudder Coates Scholarship in Art is awarded to a student in any area of concentration in art.

The Rusty Collier Memorial Award in Studio Art is awarded to an art major.

The Charles Till Davis Prize for Excellence in European History.

The Charles E. Dunbar, Jr. Fellowships in Political Science are awarded each year to two political science majors who have demonstrated academic excellence and an interest in public affairs.

The France-Amerique Award is given for exceptional achievement in the study of the French language.

The French Government Prize is given by the French government, on recommendation of the faculty, to a student who has excelled in the study of French.

The Juanita Gonzalez Prize in Ceramics is awarded to the outstanding undergraduate ceramist in the Department of Art.

The Bodo Gotzkowsky Award for Research and Travel in Germany.
The Shirley Weil Greengus Memorial Award for Achievement in Political Science is awarded to the senior majoring in political science who has the highest scholastic average in the major.

The Henry Award recognizes outstanding achievement in the study of French.

The Jose Hernandez Award in Spanish-American Literature, established in 1985, is awarded to a graduating senior for excellence in Hispanic studies. The student must have excelled in at least one advanced course in Spanish-American literature.

The Anne Butler Hess Award, established in 1964 by Mrs. Robert D. Hess in memory of her daughter, is awarded to the graduating senior who has shown the greatest proficiency in philosophy.

The Italian Government Prize is given by the Italian government, on recommendation of the faculty, to a student who has excelled in the study of Italian.

The Japan-Tulane Friendship Award was established in 1987 by Jack Aron and Japan Air Lines for the best dissertation, thesis, or research paper on Japanese affairs.

The Arden King Award for Excellence in Anthropology.

The Elizabeth H. and Frederick "Fritz" Krauss Award is awarded to the outstanding undergraduate student majoring in Jewish Studies

The T. Krumpelmann Award for Achievement in German.

The Jonathon Lorino Memorial Award

The Ephraim Lisitzky Memorial Award, established in 1989, is granted to a student of exceptional achievement in the study of Hebrew language and Jewish history, culture, and religion.

The Dan W. Mullin Memorial Award, established in 1970 by Mr. Albert Salzer, is awarded for excellence in technical theater production.

The Charles H. Murphy Prize in Political Economy was established by the Murphy Institute to recognize an outstanding student majoring in political economy.

The Ashton Phelps Award in Communication Studies is given on recommendation of the faculty for excellence in communication studies.

The Pi Sigma Alpha Award, established in 1963 by the Tulane chapter of Pi Sigma Alpha, is awarded annually to the senior who has done most to stimulate scholarship and intelligent interest in the subject of government.

The Russian Book Prize is presented by the Department of Germanic and Slavic Languages for excellence in Russian.

The Henry Stern Prize in Art History is awarded to the student who produces the best paper in the field of art history.

The Elizabeth Watts Award for Excellence in Physical Anthropology.

The Robert Wauchope Award for Excellence in Anthropology.

Majors and Minors
School of Liberal Arts Majors and Minors

Majors

- Africana Studies (p. 147)
- Altman Program in International Business (p. 150)
- Anthropology (BA) (p. 92)
- Anthropology (BS) (p. 93)
- Art History (p. 97)
- Art Studio (BA) (p. 99)
- Art Studio (BFA) (p. 99)
- Asian Studies (p. 151)
- Classical Studies (p. 100)
- Communication (p. 102)
- Dance (BFA) (p. 141)
- Economics (BA) (p. 103)
- Economics (BS) (p. 104)
- English Major (p. 105)
- Environmental Studies (p. 154)
- Film Studies (p. 156)
- French (p. 109)
- Gender and Sexuality Studies (p. 157)
- German Studies (p. 114)
- Greek (p. 101)
- History (p. 116)
- Italian (p. 113)
- Jazz Studies (p. 120)
- Jewish Studies (p. 119)
- Latin (p. 101)
- Latin American Studies (p. 159)
- Linguistics (BA) (p. 165)
- Linguistics (BS) (p. 166)
- Medieval and Early Modern Studies (p. 169)
- Music (BA) (p. 120)
- Music (BFA) (p. 121)
- Musical Composition (BFA) (p. 125)
- Musical Performance (BFA) (p. 123)
- Musical Theatre (BFA) (p. 124)
- Philosophy (p. 126)
- Political Economy (p. 172)
- Political Science (p. 132)
- Political Science/International Relations (p. 133)
- Political Science/International Development (p. 133)
- Russian Language and Literature (p. 115)
- Sociology (p. 136)
- Spanish (p. 138)
- Spanish and Portuguese (p. 137)
Department of Anthropology
Programs
Undergraduate
Majors
- Anthropology, BA (p. 92)
- Anthropology, BS (p. 93)

Graduate
- Anthropology, MA (p. 94)
- Anthropology, PhD (p. 94)

Anthropology, BA
Anthropology, the study of humanity in its broadest sense, was called by Alfred Kroeber “the most humanistic of the sciences and the most scientific of the humanities.” At Tulane anthropology is divided into four subdisciplines: anthropological archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. These subdisciplines are not silos, however; anthropologists at Tulane often straddle the boundaries of the subdisciplines, and we collaborate with scholars from other departments and schools. Anthropology is perhaps the world’s oldest cross-disciplinary discipline, and at Tulane anthropologists study topics as seemingly disparate as two million year-old fossil hominins, the impact of Islam in West Africa, Mayan hieroglyphic texts, political movements in Mexico, and variations in spoken New Orleans English.

The roots of Tulane’s Department of Anthropology date back to 1924, when the Department of Middle American Research (now the Middle American Research Institute [MARI]) was founded. Anthropology courses were first offered at Tulane during the 1938-1939 academic year, and by 1947, anthropologists were employed in the Department of Sociology and Anthropology until a separate Department of Anthropology was established in 1967. From the early 1990s to today the Department more than doubled in size, and in 2010, the Department and MARI moved into newly-renovated space in Dinwiddie Hall.

Tulane’s Department of Anthropology’s traditional strength has been in the archaeology, cultural anthropology, and linguistics of Mesoamerica (that region from Central Mexico to Nicaragua). However, today the teaching and research interests of our faculty have a much more global reach: North America, especially the southeastern United States and the Gulf South, South America and other parts of Central America, the Caribbean, Africa, East, South and Southeast Asia, and Europe.

Requirements
Thirty credit hours of approved coursework are required for a major in anthropology. Typically, this requirement can be satisfied by ten anthropology courses. Within the 30 credit hours (or 10 courses) required for a major in anthropology, students must fulfill the following requirements for a degree in anthropology.

Coordinate Majors
Coordinate majors require a primary undergraduate major. Some coordinate majors restrict the choice of primary major. Students must complete all courses for each major and a total of at least 18 different courses in the two majors.

- Cognitive Studies (p. 153)
- Digital Media Production (p. 153)
- Musical Cultures of the Gulf South (p. 171)
- Portuguese (p. 136)
- Social Policy and Practice (p. 177)
At least one course above the 1000 level in each of the four major subdivisions of anthropology: biological anthropology, cultural anthropology, linguistic anthropology, and archaeology.

Five or six elective courses in anthropology.

Please note the following:

- Students may take no more than two 1000-level courses (six credit hours) as electives to be counted towards the 30 credit hours required for degrees in anthropology.
- Newcomb-Tulane College requires all undergraduates to take a writing practicum or a writing-intensive course to fulfill its undergraduate writing requirement. Some anthropology courses may have writing-intensive sections, but the additional credit hours earned through writing-intensive courses are not counted towards the 30 hours necessary for degrees in anthropology.

Given the diversity of topics of interest to anthropologists, anthropology majors are encouraged to take a variety of courses in the different anthropological subfields and in related disciplines, and they are encouraged to integrate anthropology coursework within pre-professional programs of study. Upon consultation with anthropology faculty advisors, students may count up to six credits (two courses) as electives towards the anthropology major from approved courses in other departments.

The subject matter of anthropology is such that most of the curriculum is not an explicitly ordered sequence. Few anthropology courses at Tulane have specific prerequisites (exceptions, mostly linguistic courses, are noted in the catalog), and anthropology majors are expected to choose their courses from among all those with numbers less than 7000. The 6000-level courses are specifically designed for undergraduate as well as graduate students, and all junior and senior majors should choose freely from among these offerings.

Anthropology majors are eligible to apply for the 4+1 program in anthropology, based on consultation with advisors and other mentors. Students in the 4+1 program can earn B.A. or B.S. degrees in anthropology within four years, and M.A. degrees in anthropology based on an additional year of graduate coursework in anthropology taken during their fourth and fifth years. Requirements for this program are outlined on the departmental web site and in the anthropology majors handbook.

The anthropology department administers the Kenneth J. Opat Fund in Anthropology, reserved for the support of undergraduate research in anthropology. Students majoring in anthropology are encouraged to seek further information from their anthropology advisors about the use of this research fund.

**Anthropology, BS**

Anthropology, the study of humanity in its broadest sense, was called by Alfred Kroeber "the most humanistic of the sciences and the most scientific of the humanities." At Tulane anthropology is divided into four subdisciplines: anthropological archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. These subdisciplines are not silos, however, anthropologists at Tulane often straddle the boundaries of the subdisciplines, and we collaborate with scholars from other departments and schools. Anthropology is perhaps the world's oldest cross-disciplinary discipline, and at Tulane anthropologists study topics as seemingly disparate as two million year-old fossil hominins, the impact of Islam in West Africa, Mayan hieroglyphic texts, political movements in Mexico, and variations in spoken New Orleans English.

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**Requirements**

Thirty credit hours of approved coursework are required for a major in anthropology. Typically, this requirement can be satisfied by ten anthropology courses. Within the 30 credit hours (or 10 courses) required for a major in anthropology, students must fulfill the following requirements for a degree in anthropology:

- At least one course above the 1000 level in each of the four major subdivisions of anthropology: biological anthropology, cultural anthropology, linguistic anthropology, and archaeology.
- Five or six elective courses in anthropology.
- Student who choose to receive the B.S. degree must have credit for two mathematics courses.
  - One calculus course, MATH 1210 Calculus I (4 c.h.) or equivalent; and
  - One statistics course MATH 1230 Stats For Scientists (4 c.h.), or a higher level class in statistics, such as ANTH 6010 Quantitative Methods in ANTH (3 c.h.).

Please note the following:

- Students may take no more than two 1000-level courses (six credit hours) as electives to be counted towards the 30 credit hours required for degrees in anthropology.
- Newcomb-Tulane College requires all undergraduates to take a writing practicum or a writing-intensive course to fulfill its undergraduate writing requirement. Some anthropology courses may have writing-intensive sections, but the additional credit hours earned through writing-intensive courses are not counted towards the 30 hours necessary for degrees in anthropology.

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**Anthropology, MA**

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Tulane’s Department of Anthropology’s traditional strength has been in the archaeology, cultural anthropology, and linguistics of Mesoamerica (that region from Central Mexico to Nicaragua). However, today the teaching and research interests of our faculty have a much more global reach: North America, especially the southeastern United States and the Gulf South, South America and other parts of Central America, the Caribbean, Africa, East, South and Southeast Asia, and Europe.

We offer an M.A. degree to our current Tulane undergraduate students who by taking an extra two 6000-level anthropology classes over and above what they need to earn their B.A./B.S. degrees, are able to spend a fifth year taking 24 hours of anthropology classes to earn their M.A. degrees.

We also offer an M.A. degree to our Ph.D. students midway through their training for the doctorate.

**Requirements**

**MA Degrees for both "4+1" and PhD Students**

**General Requirements for MA Degrees**

The requirements for MA degrees in anthropology for students in the PhD program are the following.

- The completion of 30 hours of graduate coursework, or 24 hours for students doing an MA thesis. Note that for "4+1" students, 6 hours (2 courses) are taken in the student’s fourth year, before admittance to the MA program. A minimum of 6 credit hours must be taken at the 7000 level. Students must earn grades of “B-” or better to receive graduate credit, but the department generally expects PhD students to earn grades of "B" or better in graduate coursework.
- Certification in one foreign language by the Department (see Foreign Language Requirement in PhD Requirements section). This must be completed before the student is admitted to the program or as soon thereafter as is possible.
- Demonstration of competence in basic statistics (see Quantitative Methods Requirement in PhD Requirements section).

Comprehensive exams and advancement to PhD candidacy are not requirements for MA degrees in anthropology.

A student intending to defend a thesis must inform the Chair of the Department, in writing, of that intention during the first 2 weeks of the semester in which he or she wishes the defense to be scheduled. When the thesis has been completed to the satisfaction of the Chair of the thesis committee and approval of the committee has been given, the director will then recommend it to the faculty for acceptance and the candidate will be advised to complete the preparation of the manuscript in accordance with the rules of the Graduate School as set forth in the Graduate Handbook.

Students wishing to receive an MA degree with a thesis at May graduation must submit complete copies of their theses to their committee members by February 1.

Students wishing to receive an MA degree at August graduation must submit complete copies of their theses to their committee members by the last Monday in March.

To receive an MA degree in December, students must submit complete copies of their theses to all committee members by November 1.

**Anthropology, PhD**

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The Ph.D. program at Tulane is highly competitive; all students admitted to the program receive a stipend and a tuition waiver for four years. If you are interested in applying to the program, please contact the faculty member(s) with whom you are interested in working.

Requirements
General Requirements for Graduate Degrees
Requirements for the degree of Doctor of Philosophy and for the degree of Master of Arts are specified by the graduate faculty and the Department. The regulations discussed on this website include both sets of requirements. In general, the steps for admission to PhD candidacy are:

1. Certification of foreign language competence
2. Completion of coursework
3. Passing of comprehensive examinations
4. Demonstration of competence in basic statistics
5. Passing the oral examination
6. Acceptance of the prospectus for the dissertation

Foreign Language Requirement
The foreign language requirements for the master’s and doctoral degrees may be fulfilled in the following ways:

1. By coursework: The student must present evidence of attaining an average of B or better grades in a one-year foreign language course taken at the junior or equivalent level (i.e. 5th and 6th undergraduate semesters) within 3 years of the date of first registration in the Anthropology Graduate Program or by earning a B or better in the summer language courses sponsored by the Tulane Graduate Programs Office.

2. By examination: Departmental language examinations are administered once each semester, on a preannounced date. Students wishing to take a Departmental examination must submit a written request to the Department Chair by a specific date.

3. By native fluency: Native speakers of languages other than English may petition the Anthropology Department to count either English or their native language as satisfying a foreign language requirement.

Doctoral (PhD) Program in Anthropology
The Department enrolls qualified students in programs of study specializing in archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. The formal requirements for the PhD in anthropology are:

1. Completion of a minimum of 48 hours of coursework beyond the BA degree, at least 15 hours of which must be at the 700 level. Students specializing in biological anthropology must complete 54 hours of coursework beyond the BA degree; those specializing in archaeology must complete 60 hours of coursework beyond the BA degree.

2. Demonstration of competence in basic statistics. This requirement must be completed before advancement to candidacy for the PhD or before the award of the MA degree. It is expected that most students would fulfill this requirement before the end of their coursework residency. The statistics requirement may be satisfied by three options:
   a. Satisfactory completion of a college-level course in basic statistics no more than 5 years prior to entering the Graduate Program in Anthropology at Tulane. A student wishing to pursue this option should petition the Department, providing bulletin copy and other relevant documentation in support of the petition.
   b. Satisfactory completion for graduate credit of a course in statistical methods at Tulane. A grade of B or better in ANTH 6010 Quantitative Methods in ANTH (3 c.h.) or a preapproved course in another department satisfies this option. A student wishing to use other graduate level courses should petition the Department, in advance, for approval.
   c. A student seeking certification in basic statistics without proper course credit may petition the Department for special examination in basic statistics. The Department administers such an examination only once during each academic year, pertaining to all petitions approved during the preceding 12 months.

3. Within biological anthropology, students specializing in skeletal biology or human paleontology must take a course in (ANAT 6090 Gross Anatomy/Embryology (11 c.h.)) and one additional course in a related field outside the Anthropology Department, in addition to 48 hours of coursework within the Department. Students specializing in Primatology must take 3 courses in related field outside the Department in addition to 45 hours of coursework in the Department. Related fields include Ecology and Evolutionary Biology, Biomedical Engineering, Cell and Molecular Biology, Earth and Environmental Sciences, Epidemiology, Biostatistics, and Psychology. The selection of courses taken outside of the Department is to be agreed upon by the student and his or her faculty advisor.
4. Certification in one foreign language (see Foreign Language Requirement, above). It is desirable that the foreign language requirement be met within 18 months of matriculation. The requirement must be fulfilled before admission to candidacy.

5. An 8-hour written comprehensive examination will be administered over two consecutive days before the conclusion of the 6th semester of residency. This comprehensive examination will cover the subdiscipline of Anthropology in which the student is specializing.

6. An oral examination of one hour will be required of students in archaeology, linguistic anthropology, and cultural anthropology. These oral exams must be taken before the end of the 6th semester of residency. In archaeology and cultural anthropology, the oral exam will cover the anthropology of the geographic area of the student's specialization. In linguistics, the exam will cover the topic of the student's specialization. Biological anthropology does not require an oral exam. Students must petition the Department Chair in writing for the formation of an oral examination committee. Usually, the student's advisor will chair his/her committee. Other members will be chosen by the Department.

7. Submission of a brief prospectus outlining the subject of the dissertation and approval of this by the Department and the Graduate Council. Guidelines for the preparation of prospectuses are available in the Department office. Students must petition the Department Chair in writing for the formation of a dissertation prospectus committee. Usually, the student's advisor will chair his/her committee. Other members will be chosen by the Department. Normally, prospectus committees will be formed only after the student has passed the comprehensive and oral examinations. However, grant application deadlines may make it necessary for some students to define their dissertation research ahead of schedule. In such instances, a student may petition the Department Chair in writing for the formation of an advisory committee. Usually, the student's advisor will chair his/her advisory committee. The Department will select other members. This advisory committee will automatically become the student's dissertation prospectus committee upon successful completion of the oral and comprehensive examinations.

   a. All students must give each and every member of the Departmental faculty, including Dr. Canuto at MARI, a copy of the prospectus at least 3 business days before the prospectus defense is to take place. For example, if the defense is scheduled for Tuesday at 3:00pm, then copies are due in the hands of the faculty before 3:00pm the preceding Tuesday.

8. Completion of approximately 1 year of approved anthropological field work. Data collected are usually used in the doctoral dissertation.

9. Presentation of a dissertation on the approved topic and an oral defense of the dissertation before the faculty of the Department. Students who intend to defend a dissertation must inform the Chair of the Department, in writing, of that intention during the first 2 weeks of the semester in which they wish the defense to be scheduled. Students wishing to receive the PhD degree at May graduation must have a complete copy of their dissertation in the hands of their committee members by February 1. Students wishing to receive the PhD degree in December must give their committee members their complete dissertations by October 15.

10. All doctoral students are expected to receive some teaching experience. This teaching will be, to the extent feasible, mentored and monitored by the Department, primarily through its Graduate Student Teaching Oversight Committee (GSTOC). Eligibility for teaching ANTH 1010 Intro to Biological Anth (3 c.h.) (Human Origins) includes qualification in the areas of archaeology and biological anthropology. Qualification in archaeology can be accomplished by satisfactory completion of ANTH 6250 Old World Paleolithic Pre (3 c.h.) or ANTH 7150 Prehistory of Africa (3 c.h.) or by passing the archaeology comprehensive examination. Qualification in biological anthropology can be accomplished by satisfactory completion of ANTH 6500 Human Evolution (3 c.h.) or by passing the biological anthropology comprehensive examination. Eligibility for teaching ANTH 1020 Cultural Anthropology (3 c.h.) includes qualification in cultural anthropology, which can be accomplished by satisfactory completion of a theory course from List A, below, and an ethnography course from List B, or by passing the cultural anthropology comprehensive examination. Eligibility for teaching ANTH 1030 Languages of The World (3 c.h.) can be accomplished by satisfactory completion of ANTH 7290 Linguistic Analysis (3 c.h.) or equivalent and one of the following: ANTH 7310 Prehistory of Languages (3 c.h.), ANTH 7590 Syntactic Theory (3 c.h.), ANTH 7630 Linguistic Phonetics (3 c.h.), ANTH 7640 Phonology (3 c.h.), ANTH 7650 Morphology (3 c.h.) or by passing the comprehensive exam in linguistic anthropology.

### List A (Theory Courses in Cultural Anthropology)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 6210</td>
<td>Devel of Anth Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6350</td>
<td>Culture and Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6510</td>
<td>Ethnicity, Nationalism</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7190</td>
<td>Economic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7330</td>
<td>Anthropology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7360</td>
<td>Anthropology of Cities</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7700</td>
<td>Ecological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7850</td>
<td>The Four-Field Model</td>
<td>3</td>
</tr>
</tbody>
</table>

### List B (Ethnography Courses in Cultural Anthropology)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 6050</td>
<td>North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6060</td>
<td>South American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6710</td>
<td>Hist Ecology of Amazonia</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7110</td>
<td>Cultra Sub-Saharan Africa</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7370</td>
<td>Locating Southeast Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

### Transfer Credit Approval

Students may request transfer credit for graduate coursework done at other institutions, as indicated in the Graduate Programs Handbook. Because approval of the request for the transfer of courses has the effect of decreasing the course residency requirement, students receiving such approval will decrease by one or two semesters their ability for financial aid.
Department of Art
Programs
Undergraduate
Majors
- Art History Major (p. 97)
- Studio Art, BA (p. 99)
- Studio Art, BFA (p. 99)

Minors
- Art History Minor (p. 97)
- Studio Art Minor (p. 98)

Graduate
- Art History, MA (p. 97)
- Art Studio, MFA (p. 98)

Art History Major

The major in art history is designed to impart an understanding of the historical development and context of art, primarily in western Europe and the Americas. Majors are required to take 33 credits in art history, which must include a two-semester survey (ARHS 1010 Art Survey I: Prehist-Mid Ages (3 c.h.) and ARHS 1020 Art Sur II: Renaiss to Present (3 c.h.)) and a minimum of nine advanced classes or 27 credits distributed among three broad areas. At least two courses should be in two of the following fields and at least one course in the other:

1. Ancient, Pre-Columbian, African, Asian (before 1300), Medieval;
2. Renaissance, Baroque, colonial Latin American, and Asian (early modern period);
3. American, African Diaspora, and modern/contemporary art.

At least three other courses must be seminars at the 6000-level. Students are also encouraged to take a foundations course in studio art for the insight provided into the making of works of art. A limited number of internships in local museums are available for academic credit. A one-credit writing practicum that satisfies the college intensive writing requirement is available with art history courses at the 6000-level.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1020</td>
<td>Art Sur II: Renaiss to Present</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>At least nine advanced level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least three of which should be at the 6000 level</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>33</td>
</tr>
</tbody>
</table>

Five of the nine advanced level courses should come from the following fields (two each from two fields and one from the third field):

- Ancient, Pre-Columbian, African, Asian (before 1300), and Medieval
- Renaissance, Baroque, colonial Latin America, and Asian (early modern period)
- American, African Diaspora, and modern/contemporary art

Art History Minor

A minor in the History of Art consists of at least 21 credit hours of art history, in which ARHS 1010 Art Survey I: Prehist-Mid Ages (3 c.h.) and ARHS 1020 Art Sur II: Renaiss to Present (3 c.h.) are required.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1020</td>
<td>Art Sur II: Renaiss to Present</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Additional 15 credits of art history</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>21</td>
</tr>
</tbody>
</table>

Art History, MA

Since 1960, the MA program in the history of art at Tulane has prepared outstanding students for careers in research, teaching, and museum work. About a third of our graduates have continued toward their doctoral degrees either at Tulane or elsewhere. The program welcomes students who have majored in fields other than art history. The MA stipend is about $18,100 a year.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eight 6000 or 7000 level courses</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Three of which should be with the student's faculty advisor</td>
<td></td>
</tr>
<tr>
<td>ARHS 9980</td>
<td>Master's Research</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>24</td>
</tr>
</tbody>
</table>

Curriculum:

The MA requires 24 credit hours (8 courses) at the 6000 and 7000 levels, plus a thesis.

According to their specialization, students will fall into one of the following two tracks: ancient and early modern studies (track I), or modern and contemporary studies (track II). Distribution requirements call for students in both tracks to take one class in each of the following three areas: 1) Classical, Byzantine, Medieval, Pre-Columbian; 2) Renaissance, Baroque, Colonial Latin American; 3) American; Modern Europe, US, Caribbean, and Latin America. Students in each track are also expected to take three classes with the regular faculty teaching in the area that most closely relates to their own research, and who will most likely be in their theses committees.

The 7000-level courses are for graduate students only and are sometimes taught in tandem with 3000-level courses for undergraduates. The 6000-level courses are taken by juniors and seniors as well as graduate students. Both include seminars on special topics. With the permission of their graduate advisor, students may take two courses outside the art history program.
Language Requirement:
Reading proficiency in at least one foreign language relevant to the student’s work is required. French, German, Italian, Latin, and Spanish are especially useful for research in art history. The requirement is satisfied by passing a reading exam. Because reading knowledge of foreign languages is necessary for research in most art-historical fields, students are urged to take their language exam early.

Thesis:
An important step in the MA program is the writing of a thesis and its subsequent oral defense. The thesis may be the outgrowth of a seminar paper, or it may focus on a special interest of the student insofar as it falls within the area of competency of the faculty. Students work with their graduate advisors in selecting the appropriate topic, establishing the thesis committee, and preparing the thesis prospectus by the end of the first year. A member of the thesis committee may be from another department or school in the university. While moderate in length and considerably more limited in scope than a doctoral dissertation, the MA thesis should demonstrate the student’s ability to do research of publishable quality. The defense usually takes place a month before the end of the last semester.

Art Studio, MFA
Through the School of Liberal Arts, the Newcomb Art Department offers the MFA degree in an intensive, two-year residency program that emphasizes close interaction with faculty and peers, with concentrations in Ceramics, Digital Art, Glass, Painting, Photography, Printmaking, and Sculpture. Degree requirements focus on studio work but include two graduate level courses in the history of art, and four MFA seminar courses that rotate in theme: Pedagogy, Professionalism, Studio Practice and Art Theory.

Requirements

Sample Schedule, Master of Fine Arts, Studio Art
The Master of Fine Arts requires sixty (60) hours of graduate level courses. Two courses in Art History (6 hours) at the graduate level are required, as is attendance in the MFA seminar courses (12 hours) that are held each semester and rotate in theme (Pedagogy, Professionalism, Studio Practice, Art Theory). Of the remaining courses (42 hours) 30 hours must be in studio disciplines and are designed to meet individual needs and interests. These are mainly of a “workshop” or “atelier” nature. During the second year, all students are required to present a thesis exhibition in the Carroll Gallery and complete a written thesis contextualizing the exhibition. In addition, an oral examination is conducted by an appointed faculty thesis committee.

Sample Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARST 7010</td>
<td>Graduate Art Studio (Studio work)</td>
<td>3</td>
</tr>
<tr>
<td>ARST 7020</td>
<td>Graduate Art Studio (Studio work)</td>
<td>6</td>
</tr>
<tr>
<td>Art History</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Applications for Fall 2019 admission to the MFA program (https://liberalarts.tulane.edu/departments/art/academics/graduate/studio-art) will be accepted in all disciplines.

Frequently Asked Questions (https://liberalarts.tulane.edu/departments/art/academics/graduate/studio-art/faqs) about applying to the MFA Program.

Studio Art Minor
A minor in studio art consists of five studio courses: Drawing 1050, one 1000 level two-dimensional course (painting, digital art, drawing, photography, printmaking), one 1000 three-dimensional course (sculpture, ceramics, glass), and two additional courses: one course at the 2000 level and one course at the 3000 level. Also required are two art history courses, 1020 recommended. The minor requires a total of 21 credit hours. No more than half of required studio and art history courses can be transferred into the minor program.

Requirements
A minor in studio art consists of eight courses:
The minor requires a total of 21 credit hours. No more than half of required studio and art history courses can be transferred into the minor program.

**Studio Art, BA**

The major in studio art incorporates a comprehensive exploration into studio art practices. Students learn formally, conceptually, and technically how to create art through the various disciplines of ceramic, drawing, digital art, glass, painting, photography, printmaking and sculpture.

**Requirements**

For a B.A. in studio art, the student must fulfill all general requirements as described in the liberal arts curriculum including those of the Newcomb-Tulane College core. In addition, the B.A. in studio art program requires a total of 39 credits. The B.A. requires 30 credits in studio courses including three courses from among six in the Foundations of Art Series. (If two foundations courses are taken in two-dimensional areas, the third must be taken in a three-dimensional area or vice-versa.) Also required are ARST 1050 Beginning Drawing I (3 c.h.) and ARST 1060 Beginning Drawing II (3 c.h.). Of the remaining studio credits, at least 9 credits must be in one area beyond the 1000-level, three credits may be in any other studio area above the 1000-level, and the remaining three must be fulfilled with the department capstone course (ARST 4930 Senior Capstone Studio (3 c.h.) offered only in the spring semester). Also 3 courses in art history are required, these include ARHS 1010 Art Survey I: Prehist-Mid Ages (3 c.h.) and ARHS 1020 Art Sur II: Renaiss to Present (3 c.h.), and one additional course which must be a contemporary or modern art history course, 19th century - present. No more than half of required studio and art history courses can be transferred into the degree program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARST 1050</td>
<td>Beginning Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARST 1060</td>
<td>Beginning Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARST 4930</td>
<td>Senior Capstone Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1020</td>
<td>Art Survey II: Renaiss to Present (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>ARST 1050</td>
<td>Beginning Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARST 1060</td>
<td>Beginning Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARST 4930</td>
<td>Senior Capstone Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1020</td>
<td>Art Survey II: Renaiss to Present (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>ARST 4930</td>
<td>Senior Capstone Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 39

1 ARHS 1010 Art Survey I: Prehist-Mid Ages (3 c.h.) and ARHS 1020 Art Sur II: Renaiss to Present (3 c.h.) are recommended

The Bachelor of Fine Arts provides a pre-professional introduction to the visual arts with a greater degree of concentration on courses in the studio area. It incorporates a comprehensive exploration into studio art practices. Students learn formally, conceptually, and technically how to create art through the various disciplines of ceramic, drawing, digital art, glass, painting, photography, printmaking and sculpture. For the B.F.A. in studio art, the student must fulfill all general requirements as described in the liberal arts curriculum including those of the Newcomb-Tulane College core with the following exceptions: two courses required in the sciences and mathematics category instead of three; and two courses required in the social science category instead of three.

**Requirements**

The B.F.A. requires at least 54 art credits, of which a minimum of 45 must be in studio courses, including three courses from among six in the Foundations of Art series. (If two foundation courses are taken in two-dimensional areas, the third must be taken in a three dimensional area or vice versa.)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARST 1050</td>
<td>Beginning Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARST 1060</td>
<td>Beginning Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>Select one drawing courses at the 2000-level or higher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select at least six electives at the 2000-level or higher, four of which must be in an area of concentration</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Three Foundations of Art Classes, one required 2D art, one required 3D art, one in either 2D or 3D art</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BFA Thesis</td>
<td>Major Project</td>
<td>3</td>
</tr>
<tr>
<td>ARST 5010</td>
<td>Major Project</td>
<td>3</td>
</tr>
<tr>
<td>ARST 5020</td>
<td>Major Project</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 1020</td>
<td>Art Sur II: Renaiss to Present (3 c.h.)</td>
<td>3</td>
</tr>
<tr>
<td>Select one additional course which must be a contemporary or modern art history course, 19th century - present</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio Capstone Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARST 4930</td>
<td>Senior Capstone Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 54

No more than half of required studio and art history courses can be transferred into the degree program.

Transfer students wishing advanced standing in studio courses toward the B.F.A. are required to submit representative examples of the work done for which credit has been received at another institution.

Incoming first-year students who expect to be art majors are advised to take ARST 1050 Beginning Drawing I (3 c.h.) and three foundations courses during their first year. At the end of the sophomore year, the art department studio faculty will assign an adviser. Candidates for the
B.F.A. are allowed to take only one level of a studio course sequence in summer school.

Declaration of the B.F.A. major is contingent on the acceptance by the faculty and must be done at least one year before graduation. Review of applications will take place once at the end of each semester. Applications must include:

1. major declaration form;
2. current degree audit sheet;
3. portfolio of 5-10 pieces of artwork in any medium.

The faculty strongly suggests that the student meet with his/her major studio professor before initiating this process. Accepted candidates will then be reviewed and evaluated during the spring semester of their junior year and late in the fall semester of their senior year.

In the senior year, each candidate for the B.F.A. develops a substantial body of studio work in ARST 5010 Major Project (3 c.h.) and ARST 5020 Major Project (3 c.h.) and ARST 4930 Senior Capstone Studio (3 c.h.) which constitute the capstone experience. The art studio faculty will review each project at the end of the fall and spring semester. A grade of (B) or higher is mandatory for continuation in the B.F.A. program. The studio faculty will review the completed B.F.A. thesis show. If in the judgment of the faculty in the Art Department, the work demonstrates sufficient evidence of artistic accomplishment, the student will be recommended for graduation.

Department of Classical Studies

Programs
Undergraduate
Majors
• Classical Studies Major (p. 100)
• Greek Major (p. 101)
• Latin Major (p. 101)

Minors
• Classical Studies Minor (p. 100)
• Greek Minor (p. 101)
• Latin Minor (p. 102)

Graduate
• Classical Studies, MA (p. 101)

Classical Studies Major

The study of the cultures of ancient Greece and Rome is inherently valuable, and it also offers an opportunity for critical reflection on our own society and its values. The field of classical studies combines history, literature, archaeology, art history, law, and linguistics, and so is fundamentally interdisciplinary in character. The study of Greece and Rome thus provides students with an historical perspective on and better understanding of the institutions, values, and intellectual traditions of the world in which we live. Our students gain an understanding not only of various aspects of the ancient world but also of the methodologies of classical studies can work separately and together to widen and deepen our comprehension of human cultures in all periods.

Through the major program in Classical Studies, we aim to educate students in the cultures of the ancient Mediterranean world through the study of Greek and Roman texts in translation and ancient material culture. In addition, since we emphasize research and writing in all of our classes, we seek to foster our students’ intellectual curiosity and to develop their research and writing skills.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

Classical Studies (CLAS) Majors need 30* credits in CLAS, GREK, and/or LATN courses

• at least 9 credits of which must be at the 4000 level

*27 credits, if the student has multiple majors

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Classical Studies Minor

The study of the cultures of ancient Greece and Rome is inherently valuable, and it also offers an opportunity for critical reflection on our own society and its values. The field of classical studies combines history, literature, archaeology, art history, law, and linguistics, and so is fundamentally interdisciplinary in character. The study of Greece and Rome thus provides students with an historical perspective on and better understanding of the institutions, values, and intellectual traditions of the world in which we live. Our students gain an understanding not only of various aspects of the ancient world but also of the methodologies of classical studies can work separately and together to widen and deepen our comprehension of human cultures in all periods.

Through the minor program in Classical Studies, we aim, first, to introduce students to the ancient history and culture of the Mediterranean world through the study of ancient texts in translation and ancient material culture, and, second, to foster our students’ desire and ability to analyze critically the evidence on which our knowledge of the ancient Mediterranean is based.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

Classical Studies (CLAS) Minors need 15 credits in CLAS, GREK, and/or LATN courses.

• at least 9 credits must be at or above the 3000 level
• at least 3 credits of those must be at the 4000 level
Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Classical Studies, MA

The study of the cultures of ancient Greece and Rome is inherently valuable, and it also offers an opportunity for critical reflection on our own society and its values. The field of classical studies combines history, literature, archaeology, art history, law, and linguistics, and so is fundamentally interdisciplinary in character. The study of Greece and Rome thus provides students with an historical perspective on and better understanding of the institutions, values, and intellectual traditions of the world in which we live. Our students gain an understanding not only of various aspects of the ancient world but also of the methodologies of classical studies can work separately and together to widen and deepen our comprehension of human cultures in all periods.

The MA in Classics serves two primary purposes: (1) to prepare students for entry into a PhD program in Classics or a related field, and (2) to prepare students for teaching Latin, Greek, and the history and culture of the ancient Mediterranean world in secondary schools.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

The requirements for the M.A. degree are:

- A minimum of 30 semester hours of graduate-level courses completed with a minimum grade of B.
- Two qualifying papers or an M.A. thesis defended before a committee of three faculty members.
- Satisfactory completion of a reading exam in a modern language (German, French, or Italian). We encourage students without preparation in a modern language (excluding English) to enroll in undergraduate language courses as part of their M.A. coursework.

Greek Major

The acquisition of ancient Greek provides first-hand access to the literature of the ancient Mediterranean world and the early medieval period. In addition, the study of these ancient languages provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning. Reading Greek literature in the original languages enables students to engage deeply with the intellectual world of ancient cultures and so to reflect on our own in a more informed fashion.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

Greek (GREK) Majors need 30* credits in CLAS, GREK, and/or LATN courses.

- at least 15 credits must be in Greek
- at least 6 credits must be at the the 4000 level
- no more than 6 credits in GREK at the 3000 level

*27 credits, if the student has multiple majors

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Greek Minor

The acquisition of ancient Greek provides first-hand access to the texts of the ancient Mediterranean world and the early medieval period. In addition, the study of these ancient languages provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

Greek (GREK) Minors need 15 credits in CLAS, GREK, and/or LATN courses.

- at least 9 credits in GREK must be at or above the 3000 level
- at least 3 credits of those must be at the 4000 level

Latin Major

The acquisition of ancient Latin provides first-hand access to the literature of the ancient Mediterranean world and the early medieval period. In addition, the study of these ancient languages provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning. Reading Latin literature in the original languages enables students to engage deeply with the intellectual world of ancient cultures and so to reflect on our own in a more informed fashion.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies) please visit our website.

Requirements

Latin (LATN) Majors need 30* credits in CLAS, GREK, and/or LATN courses.

- at least 15 credits must be in Latin
- at least 6 credits must be at the 4000 level
- no more than 6 credits in LATN at the 3000 level

*27 credits, if the student has multiple majors
Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Latin Minor

The acquisition of ancient Latin provides first-hand access to the texts of the ancient Mediterranean world and the early medieval period. In addition, the study of these ancient languages provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies), please visit our website.

Requirements

Latin (LATN) Minors need 15 credits in CLAS, GREK, and/or LATN courses.

- including at least 3 LATN courses at or above the 3000 level
- of which 1 LATN course must be at the 4000 level

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Department of Communication

Programs

Undergraduate

Major

- Communication Major (p. 102)

Communication Major

The Department of Communication offers a major which seeks to produce theoretically informed graduates with the necessary practical and analytical skills for successful professional careers, including the ability to: think critically and express ideas clearly and creatively; perform close textual analysis of various forms of communication (written, visual, nonverbal); analyze historical and contemporary forces behind cultural identities and relationships; and, finally, analyze the structures and institutions that inform the relationship between media, technology and society.

Requirements

The major consists of ten courses with a minimum of 30 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2900</td>
<td>Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identities and Relationships:</td>
<td></td>
</tr>
<tr>
<td>COMM 3140</td>
<td>Cross-Cultural Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Department of Economics

Programs

Undergraduate

Majors

- Economics, BA (p. 103)
- Economics, BS (p. 104)

Minor

- Economics Minor (p. 103)

Graduate

- Economics Analysis and Policy, PhD (p. 102)
- Policy Economics, MA (p. 104)

Economics Analysis and Policy, PhD

Tulane University's Economics Department offers a Ph.D. program in Economic Analysis and Policy. This Ph.D. program gives students distinctive training designed to make them attractive candidates for employment in universities, government, multilateral organizations, the private sector, and the non-profit sector. Our program is distinguished by three features:
**Economics Minor**

A minor in economics is to consist of a minimum of five economics classes. Students who complete ECON 1010 and ECON 1020 to fulfill a requirement in their major must take five additional economics courses to be eligible for a minor in economics, for a total of seven courses — i.e., 1010 and 1020, plus any five economics courses of their choice.

Those students whose major does not specifically require ECON 1010 and ECON 1020 must take a total of five economics courses: 1010 and 1020, plus any three courses offered in the department except ECON 3010, 3020, and 3230. The completion of ECON 3010 is strongly recommended even though it does not count toward the minor. In both cases certain other courses may count toward the minor; check with the department.

**Requirements**

A minor in economics consists of a minimum of five economics classes as follows:

Students who complete ECON 1010 Intro to Microeconomics (3 c.h.) and ECON 1020 Intro to Macroeconomics (3 c.h.) to fulfill a requirement in their major must take five additional economics courses to be eligible for a minor in economics, for a total of seven courses - i.e., ECON 1010 and ECON 1020, plus any five economics courses of their choice.

Those students whose major does not specifically require ECON 1010 Intro to Microeconomics (3 c.h.) and ECON 1020 Intro to Macroeconomics (3 c.h.) must take a total of five courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Select any three courses offered in the department</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1 Except ECON 3010 Intermed Microeconomics (3 c.h.), ECON 3020 Intermed. Macroeconomics (3 c.h.), and ECON 3230 Econometrics (3 c.h.). The completion of ECON 3010 is strongly recommended even though it does not count toward the minor for these students.

**Economics, BA**

The B.A. in economics combines economic science with broad liberal arts training, providing an excellent background for postgraduate work in business, public policy, or law, and also for the student who will enter the labor force upon graduation.

**Requirements**

Students pursuing one of the economic majors are strongly encouraged to complete ECON 1010 Intro to Microeconomics (3 c.h.) and ECON 1020 Intro to Macroeconomics (3 c.h.) in their freshman year. They are also encouraged to complete ECON 3010 Intermed Microeconomics (3 c.h.) and ECON 3020 Intermed. Macroeconomics (3 c.h.) by the end of their second year. Finally students are encouraged to complete an introductory course in statistics offered by the Department of Mathematics.
Course Work for the B.A. Degree

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3010</td>
<td>Intermed Microeconomics (passed with a grade no lower than C-)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3020</td>
<td>Intermed. Macroeconomics (passed with a grade no lower than C-)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3230</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Select five additional Economics Courses at the 3000 level or above</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 30

1 Of these, at least two must be at the 4000 level or above.
ECON 3880 Writing Intensive: ECON 3890 (1 c.h.), ECON 3890 Service Learning: ECON 3100 (1 c.h.), ECON 4570 Internship (1-3 c.h.), ECON 4880 Writing Intensive ECON 4961 (1 c.h.), and ECON 5000 Honors Thesis (4 c.h.) do not count toward this requirement.

Note(s):
We recommend that students who wish to pursue graduate studies in economics take additional courses in mathematics, including MATH 2210 Calculus III (4 c.h.), MATH 3070 Intro To Probability (3 c.h.), and MATH 3090 Linear Algebra (4 c.h.).

Policy Economics, MA

The Master of Arts in Policy Economics at Tulane University integrates economic analysis and quantitative methods in a program of study designed for practitioners. Successful students will be prepared to enter the job market with a set of analytical skills designed for economic policy analysis. Whereas a Ph.D. in economics is a research degree, the M.A. in Policy Economics provides a curriculum of applied analysis and quantitative techniques better suited for the practitioner of economics.

This program provides students with a deep and broad exposure to the analytical methods of modern economics that can be applied to policy settings, without requiring the advanced mathematics training that is only essential to academic researchers. The program builds on the strengths of the bachelor's degrees in Economics at Tulane by increasing the required number of economics courses and expanding their rigor and depth. In courses offered jointly with the undergraduates, M.A. students are held to higher academic standards and are generally assigned supplementary research work. Successful students can expect to complete at least seven applied projects in the course of earning the M.A. degree.

Requirements

Masters Program Sample Course Schedule

Internal Applicants (4 + 1)
Internal applicants (4 + 1) must satisfy all remaining bachelor's degree requirements in their senior year in the undergraduate program. In satisfying these requirements, they may take at most 4 6000-level courses in economics (12 credit hours) that will also count towards the degree of M.A. in Policy Economics. The remaining 24 credit hours must be taken after graduation from their undergraduate program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 6230</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Select three Masters Electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Note(s):
We recommend that students who wish to pursue graduate studies in economics take additional courses in mathematics, including MATH 2210 Calculus III (4 c.h.), MATH 3070 Intro To Probability (3 c.h.), and MATH 3090 Linear Algebra (4 c.h.).
**Department of English**

**Programs**

**Undergraduate**

**Major**
- English Major (p. 105)

**Minor**
- English Minor (p. 106)

**Graduate**

- Documentary Literary Studies Certificate (p. 108)
- English, MA (p. 106)

**English Major**

The English Major (https://liberalarts.tulane.edu/departments/english/english-major) at Tulane University offers a rich curriculum in which students learn to read, write, and think creatively and critically. In addition to coursework in diverse literatures, the English Department (https://liberalarts.tulane.edu/departments/english) offers classes in such areas as film, television, graphic novels, hip hop, standup comedy, new media, environmental studies, queer studies, cultural studies, gender studies, critical race studies, postcolonialism, digital humanities, archival research, philosophy, creative writing, and theory.

Our majors receive extensive training in writing, speaking, and critical thinking throughout the curriculum and become adept at close reading, argumentation, complex and inventive thinking, interpretation, analysis, and research. The courses we offer also invite students to approach their world with a sense of empathy, civic engagement, inclusion, and justice, both through reading literature and through service-learning experiences that allow students to collaborate with local community members, such as those in schools and prisons.

The course of study for the Major provides our students with experience in textual analysis, substantial instruction in writing, an understanding of literary history, and the freedom to tailor coursework according to individual interests. As an English major, you can aim for breadth of study, taking courses in a variety of fields, or you can aim for depth of study, taking a number of courses within a particular field. Students may also opt for a Creative Writing Concentration (https://liberalarts.tulane.edu/departments/english/creative-writing-concentration) by taking at least 4 creative writing courses among their electives.

**Requirements Required**

The course of study for the Major provides students with training in literary analysis and critical thinking, substantial instruction in writing, an understanding of literary history, and the freedom to tailor coursework according to individual interests.

Majors complete a minimum of 10 courses, which must include:

- **THE GATEWAY COURSE** (ENLS 2000 Literary Investigations): This course introduces majors to the discipline of literary studies, with an emphasis on close reading and analysis, theoretical approaches, research, and writing.

- **1 SURVEY COURSE** (ENLS 2010 Intro To British Literature I, ENLS 2020 Intro To British Literature II, or ENLS 2030 Intro To American Literature): Our survey courses provide our majors with some understanding of literary and cultural history. By covering hundreds of years of literature, the courses make larger movements and shifts visible and provide a crucial context for understanding content in 4000- and 5000-level courses.

- **1 CAPSTONE SEMINAR** (ENLS 5010 Capstone Seminars): Usually taken during the senior year, capstones are seminar-style courses (small class size; discussion-driven) that focus on a specialized field of study and culminate in a substantial research paper. Students who complete an English honors thesis do not need to take the Capstone, though they are welcome to do so for elective credit toward the Major. Students in the 4+1 Masters (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/4-plus-one-ma-program) program take graduate courses during their senior year that substitute for the Capstone; 4+1 students are still welcome to take Capstones for elective credit toward the Major. The Capstone also satisfies the SLA/Newcomb-Tulane Writing Intensive requirement.

- **7 ELECTIVES**: In consultation with their major advisors, majors use electives to design their own course of study. Some majors opt for breadth, taking a variety of courses; others aim for depth, focusing on writing or a particular field of literature. There are some guidelines—see below for information about course level and distribution requirements. Students may also use electives to earn a Creative Writing Concentration (https://liberalarts.tulane.edu/departments/english/creative-writing-concentration).

- 6 of these electives must be upper division courses (any ENLS course at the 3000, 4000, or 5000 level)
- 1 elective may be at the 2000 level or higher
- Students may take more than one Capstone Seminar, in which case the additional Capstone would count as an elective.
- Students may complete an Internship (approved by the Department) for elective credit.
DISTRIBUTION REQUIREMENTS: At least one of the courses above (survey, elective, or capstone) must be in literature before 1800, and one must be in American or Anglophone literature (i.e., not British).

Course ID  Title                  Credits  
---  --------------------------  -------
Gateway Course  
ENLS 2000  Literary Investigations  3
Survey Course  
Select one of the following:  3
ENLS 2010  Intro To British Literature I  
ENLS 2020  Intro To British Literature II  
ENLS 2030  Intro To American Literature  
Electives  
Select six upper division electives (any ENLS courses at the 3000 level or higher)  18
Select one additional elective (any ENLS course at the 2000 level or higher)  3
Capstone Seminar  
ENLS 5010  Capstone Seminars 1  4
Total Credit Hours  31

1  Typically taken in the senior year

Distribution requirements that can be satisfied by surveys, electives, or capstone:

• 1 course in literature before 1800 (British or American literature)
• 1 course in American or Anglophone literature (i.e., not British)

English Minor

The English Minor (https://liberalarts.tulane.edu/departments/english/english-minor) is a flexible minor available to all Tulane undergraduates who are keen to develop their writing, reading, and critical thinking skills and to explore literature and its historical and cultural contexts. The English Minor is excellent preparation for the many career (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program) that require effective writing, nimble communication, and critical and inventive thinking.

Requirements

Minors complete a minimum of 5 courses, which must include:

THE GATEWAY COURSE (ENLS 2000 Literary Investigations): This course introduces majors and minors to the discipline of literary studies, with an emphasis on close reading and analysis, theoretical approaches, research, and writing.

4 ELECTIVES: English Minors use 4 electives to design their own course of study.

• 3 of these electives must be upper division courses (any ENLS course at the 3000, 4000, or 5000 level)
• 1 elective may be at the 2000 level

English, MA

M.A. Programs

Introduction

The Department of English offers two Master’s degree programs: a two-year 4+1 M.A. program (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/4-plus-one-ma-program) for Tulane undergraduate English majors, and a three-semester external M.A. program (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/external-ma) for English or Literature majors with B.A. degrees from Tulane or from other institutions. Each has its own admission requirements and its own timetable to completion.

Both programs offer a Certificate in Documentary Literary Studies (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program).

Students who have earned M.A. degrees in our programs have gone on to doctoral programs and law schools. They have embarked on careers as journalists as well as editors at magazines and publishing houses. Several of our graduates now teach in public and private secondary schools. We have graduates who work on staff as museum curators and in rare book libraries. But some of our graduates go on to careers not directly related to the degree. They chose to pursue the M.A. in order to challenge themselves, to continue the study of literature they enjoy, and to acquire a credential that adds value to their employment profile.

4+1 M.A. Program

The 4+1 M.A. program in English serves Tulane English majors who are interested in pursuing careers or further education in literary studies, museum studies, library science, secondary teaching, and publishing, to name a few of the areas to which our students gravitate. The program begins in the student’s senior year and continues for one additional year (the “+1” year) towards completion of the M.A. degree.

During the “+1” year, tuition is approximately one-third the cost of regular undergraduate tuition, not including fees. Regular tuition applies to the senior year. More information on “+1” year tuition is available on the School of Liberal Arts’ Applying to an SLA Graduate Program (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students) page.

Undergraduate scholarships do not transfer to the “+1” year.

How to Apply to the 4+1 Program

Applications are made online at https://applygrad.tulane.edu/apply. Consult the Director of Graduate Studies about the deadline.

Application check list:

1. Completed online application and a $50 application fee, payable online
2. 10-20 page writing sample on a topic in literary studies
3. Unofficial transcript from Tulane University
4. Two recommendations from English Department faculty (not Creative Writing)

**External M.A. Program**

We accept highly qualified students with B.A.s in English or Literary Studies from excellent undergraduate institutions. The external M.A. Program has the same curricular requirements and opportunities as the 4+1 program, including the Certificate in Documentary Literary Studies (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program). The external M.A. is designed for students who are enhancing their education for eventual application to a doctoral program.

We accept up to four courses of graduate work completed at other universities for transfer credit toward the M.A. degree. Although the program is designed to be completed in three semesters, students are permitted to complete it in four semesters.

The tuition for the program is approximately one-third of undergraduate tuition, not including fees. More information on tuition is available on the School of Liberal Arts’ Applying to an SLA Graduate Program (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students) page.

**How to Apply to the External M.A. Program**

The application deadline is February 1, 2019. Application forms are available online through the School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students).

Via the form, please submit the following materials:

1. Statement of purpose
2. Names and electronic contact information of two persons who will electronically submit letters of academic recommendation on your behalf
3. Self-reported GRE scores in Verbal and Quantitative (All applicants are also required to submit official GRE scores. They should direct ETS to send official GRE scores to Tulane’s School of Liberal Arts, Code 6183.)
4. An unofficial transcript from each university attended
5. A 10-20 page research paper on a topic in literary studies

Applicants will be notified of the department’s decision on their application by the Office of Graduate Programs in Tulane’s School of Liberal Arts.

Joel Dinerstein, Director of Graduate Studies
Department of English
Phone: (504)862-8168
E-mail: jdinerst@tulane.edu

**Requirements**

**The 4+1 M.A. Course of Study**

The program is designed so that students can complete the program in two years by taking two required graduate courses in their senior year, ENLS 7890 Fundamentals: Literary Theory in the fall term, and ENLS 7050 Bibliography & Research Method in the spring term.

These two courses count as a 4000- or 5000-level elective course in the undergraduate English major, and they count as well toward the credit hour total for undergraduate graduation. **Students must fill out and submit to their academic advisor a Degree Audit Substitution Form supplied by the Director of Graduate Studies to obtain undergraduate credit for these courses.** This form must be signed for approval by the English Department’s Director of Graduate Studies or Director of Undergraduate Studies. (Of course, both courses concurrently count toward the graduate degree.)

In the second, "+1" year, students are expected to take four courses in each semester.

Students taking the Certificate in Documentary Literary Studies (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program) enroll in ENLS 7920 Independent Study in the Fall term of their "+1" year, in addition to three graduate seminars/proseminars. In the Spring term of their "+1" year, they take four seminars/proseminars, and complete a certificate portfolio under the supervision of a departmental mentor.

A typical course of study for an entering student in the 4+1 program would be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENLS 7890</td>
<td>Fundamentals: Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENLS 7050</td>
<td>Bibliography &amp; Research Method</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Select one of the following:</td>
<td>12</td>
</tr>
<tr>
<td>Four seminars/proseminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENLS 7920</td>
<td>Independent Study (+ 3 seminars/proseminars, if pursuing the certificate)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>12</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four seminars/proseminars</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

Students may take up to two graduate courses in other departments, by direct petition to the Director of Graduate Studies (to receive credit for such coursework, students are required to submit a Degree Audit Substitution Form (http://tulane.edu/advising/forms.cfm)). No graduate courses are offered during the summer term.

**The External M.A. Course of Study**

The external M.A. program requires 10 courses. No M.A. thesis is required. Students typically take three or four courses per term. There are two required methodology courses, which students usually
complete in their first year: ENLS 7890 Fundamentals: Literary Theory (usually offered in fall) and ENLS 7050 Bibliography & Research Method (usually offered in spring).

A typical course of study for an entering student in the external M.A. program would be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENLS 7890</td>
<td>Fundamentals: Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select two graduate seminars/proseminars</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENLS 7050</td>
<td>Bibliography &amp; Research Method</td>
<td>3</td>
</tr>
<tr>
<td>Select two graduate seminars/proseminars</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four graduate seminars/proseminars</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

1 If students are pursuing the Certificate in Documentary Literary Studies (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program), they would take the internship course ENLS 7920 Independent Study (3 c.h.) in the first or second of the three semesters, and complete their portfolio in the following semester.

**Documentary Literary Studies Certificate**

The Department of English offers a certificate in Documentary Literary Studies (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs/certificate-program) in its M.A. programs in order to further instruct students in the importance of book history and to enhance students’ success in post-M.A. education and employment. The program instructs students in basic archival techniques for processing and handling a variety of types of documents and artifacts held in museums, rare book libraries, and special collections as well as standard formal apparatuses used in preparing editions, referencing, and cataloging. Students are trained in electronic technologies for online archiving, finding aids, retrieval, and presentation. In addition, students receive some instruction in virtual technologies and software technologies.

Certification requirements include coursework, an internship course (ENLS 7920 Independent Study), and an individual portfolio developed under the direction of a faculty mentor. The completion of the internship and individual portfolio earns a total of three credit hours, while a positive evaluation of the portfolio earns certification. The certificate program begins in the spring Bibliography and Research Methods course. During the final year of the M.A. program, each student pursuing the certificate serves as an intern in an approved collection on campus, whenever possible one that is relevant to the student’s own interests, such as the Amistad Research Center, the Hogan Jazz Archive, the Howard-Tilton Library special collections division, the Newcomb Art Museum, and others. The student then develops a portfolio that reflects her or his training and internship to demonstrate proficiency in the certification area. Portfolios are evaluated by the Certification Committee with the assistance of staff and faculty from special collections at Tulane.

Each interested student will choose a faculty member in the English Department to direct his/her project. Ideally, this faculty mentor should be in a research field that aligns with or complements the student’s archival interests. Students will find a faculty mentor for their projects during the Spring semester before their final year in the program.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLS 7050</td>
<td>Bibliography &amp; Research Method</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 7920</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>Individual Certificate Portfolio</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 This course includes a unit on archival studies and electronic technologies as well as editorial and bibliographic practices.

2 Students work for 3-5 hours per week for one semester in one of the major collections at Tulane University as archival/curatorial/exhibition/digitization assistants. Collections include the Amistad Research Center, Nadine Vorhoff Library, the Hogan Jazz Archive, the Louisiana Collection, the Newcomb Art Museum, and the Rare Book library. The aim of the internship is to give students hands-on experience with the handling, cataloguing, and curating of archives and the role that electronic technologies increasingly play in these activities.

Final awarding of the certificate depends upon an evaluation of the certificate portfolio, by a committee consisting of the Director of the Certificate Program, Director of the Graduate Studies, and Faculty Mentor.

Students interested in pursuing the certificate should contact the Director of the DLS Certificate Program, Professor Melissa Bailes (mbailes@tulane.edu).

**Department of French and Italian Programs**

**Undergraduate Majors**

- French Major (p. 109)
- Italian Major (p. 113)

**Minors**

- Arabic Studies Minor (p. 109)
- French Minor (p. 110)
- Italian Minor (p. 114)
Graduate

- French Studies, MA (p. 110)
- French Studies, PhD (p. 111)

Arabic Studies Minor

Standard Arabic has an estimated 206 million speakers, while colloquial Arabic is spoken by a total of over 400 million, which makes it the fifth most widely spoken language in the world. Arabic classes at Tulane highlight the richness of Arabic culture and literature, as well as its practical applications in the global political economy.

Requirements

The Arabic minor consists of 5 courses for a minimum of 15 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC 2030</td>
<td>Intermediate Arabic</td>
<td>4</td>
</tr>
<tr>
<td>ARBC 3150</td>
<td>Advanced Arabic</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select three or four of the following:  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC 3060</td>
<td>Business Arabic</td>
<td>3</td>
</tr>
<tr>
<td>ARBC 3170</td>
<td>Media Arabic</td>
<td>3</td>
</tr>
<tr>
<td>ARBC 3220</td>
<td>Intro to Arabic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ARBC 3250</td>
<td>Arab Modern Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARBC 3300</td>
<td>Arabic Intl Rela &amp; Diplomacy</td>
<td>3</td>
</tr>
</tbody>
</table>

1 ARBC 2030 Intermediate Arabic (4 c.h.) will count toward the minor provided students do not use it to fulfill the SLA language requirement. If students wish to count ARBC 2030 Intermediate Arabic (4 c.h.) toward the SLA language requirement, they will need to take 5 courses beyond ARBC 2030 Intermediate Arabic (4 c.h.).

2 Select three if ARBC 2030 Intermediate Arabic (4 c.h.) will count toward the minor. Select four if ARBC 2030 Intermediate Arabic (4 c.h.) will be used to fulfill your SLA language requirement.

If a student wishes to complete two or more minors, no courses counting toward the student’s one minor will count toward the student’s other minor(s). Courses taken abroad that the student wishes to count toward the minor will be evaluated on a case-by-case basis.

French Major

The major in French is designed to provide students with the necessary skills to communicate effectively in French both orally and in writing. The French program further seeks to familiarize students with the most influential literary, philosophical, critical, and cinematographic works in French, properly understood within their cultural and historical context; to introduce them to the major social and political developments that have shaped the Francophone world, including North Africa, Sub-Saharan Africa, Asia, and the Caribbean; and to provide them with an understanding of the structure of the French language, attitudes towards its use, and the variation it displays across time, geographical space, and social groups.

Students may also explore Creole and Cajun languages in linguistics classes and fieldwork. The junior year and semester abroad programs are integral to the majors in French and are also encouraged for non-majors.

Placement

Entering freshmen are placed at the appropriate level by assessment of their high school records and their performance on a placement test. Successful completion of French 2030, a passing score on the French proficiency test, a score of 4 or 5 on the Advanced Placement examination, or a score of 640 or better on the College Board examination fulfills the language requirement for graduation.

Requirements

A total of 10 or 11 courses, 31 or 34 credit hours, is required.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five required courses:</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>FREN 3150</td>
<td>Adv French Through Media I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3160</td>
<td>Adv French through Media II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3210</td>
<td>Intro To Lit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FREN 4010</td>
<td>French Short Story (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>FREN 5950</td>
<td>Senior Seminar (capstone course requiring a final paper/ Fall only)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3060</td>
<td>Business French</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3140</td>
<td>French Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3170</td>
<td>Francophone Visual Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3250</td>
<td>Fren Society &amp; Inst</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Four electives at the 4000 or 6000 level (12 credit hours) are required for single majors.

Three electives at the 4000 or 6000 level (9 credit hours) are required for double majors.

1 The Senior Seminar is offered in the fall semester only. It is required of all French majors, even those who are double majors. In other words, the Capstone experience is a requirement of the major.

Electives

- Two of the advanced electives must be literature courses.
- For one of the advanced electives, students may substitute a 3000-level course taught in English by the Department (e.g. FREN 3110 The French Cinema (3 c.h.) ) OR an advanced course in a related field (e.g. a course in French Art, French History, French Politics).
- A senior thesis written for Honors in French can count as one of these electives.
- 5000-level courses taken abroad that have been approved as counting toward the FREN major are generally included among the Group III electives.

Nota Bene

- FREN 4560/4570 (Internship Studies) does not count toward the major. The typical Internship involves 60 hours of work, carries 1 credit hour and is graded on an S/U basis.
French Minor

The minor in French is designed to provide students with the necessary skills to communicate effectively in French both orally and in writing. The French program further seeks to familiarize students with the most influential literary, philosophical, critical, and cinematographic works in French, properly understood within their cultural and historical context; to introduce them to the major social and political developments that have shaped the Francophone world, including North Africa, Sub-Saharan Africa, Asia, and the Caribbean; and to provide them with an understanding of the structure of the French language, attitudes towards its use, and the variation it displays across time, geographical space, and social groups.

Students may also explore Creole and Cajun languages in linguistics classes and fieldwork. The junior and semester abroad programs are integral to the majors in French and are also encouraged for non-majors.

Placement

Entering freshmen are placed at the appropriate level by assessment of their high school records and their performance on a placement test. Successful completion of French 2030, a passing score on the French proficiency test, a score of 4 or 5 on the Advanced Placement exam, or a score of 640 or better on the College Board examination fulfills the language requirement for graduation.

Requirements

A total of 6 courses, 19 credits, is required.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3150</td>
<td>Adv French Through Media I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3160</td>
<td>Adv French through Media II</td>
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<tr>
<td>FREN 3210</td>
<td>Intro To Lit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FREN 4010</td>
<td>French Short Story (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FREN 3140</td>
<td>French Phonetics</td>
<td></td>
</tr>
<tr>
<td>FREN 3170</td>
<td>Francophone Visual Cultures</td>
<td></td>
</tr>
<tr>
<td>FREN 3250</td>
<td>Fren Society &amp; Inst</td>
<td></td>
</tr>
<tr>
<td>Select one elective of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>One course at the 4000/6000-level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature in translation course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cinema at the 3000-level course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 19

French Studies, MA

In New Orleans and Louisiana, French is a living language. In no other state in the Union – in no other city – is French culture so integrally built into the social fabric and its heritage still so vitally in play. The strong appeal of our program both nationally and internationally demonstrates that place matters: students who choose Tulane understand the compelling logic of pursuing their passion in a city so thoroughly steeped in its Francophone past. Located in what is often referred to as “the northernmost city of the Caribbean,” Tulane is at the crossroads of the two Americas and the larger Atlantic world, and in proximity to Haiti and the French Antilles. With the cultural history of French in our city and region, a living tradition of Francophonie, and the presence and activities of the French Consul General, our city remains an ideal place for French study.

As a student in Tulane’s 4+1 M.A. in French, you will be part of the recovery of New Orleans’s French-speaking world. You will be contributing to the preservation of the cultural memory of French colonization and immigration from France, Canada, and the Caribbean, and of the city’s historic linguistic and ethnic diversity.

The 4+1 M.A. in French is designed to establish a comprehensive knowledge of French and Francophone literature as well as an acquaintance with linguistics, literary theory, and the techniques of literary scholarship.

The 4+1 M.A. in French may also be combined with a DIPLOÔME DE FRANÇAIS PROFESSIONNEL awarded by the Paris Chamber of Commerce in the following fields:

- AFFAIRES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-business)
- RELATIONS INTERNATIONALES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-international-relations)

Requirements

Undergraduate Tulane Students who major in French are eligible to apply for the 5-year combined B.A. and M.A. program in French if they maintain a grade point average of at least 3.0. The M.A. in French may be combined with a DIPLOÔME DE FRANÇAIS PROFESSIONNEL awarded by the Paris Chamber of Commerce in the following fields:

- AFFAIRES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-business)
- RELATIONS INTERNATIONALES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-international-relations)

Students may apply to enter this program beginning in the Fall semester of their senior year, and applications will be accepted through the Fall semester of their senior year.

Coursework

Students in the 4+1 M.A. program will complete the normal undergraduate French major comprising 33 hours (15 hours of core courses and 18 hours of advanced courses). In their senior year (4th year), students will take 12 credits in French (four 6000-level classes or three 6000-level plus one 7000-level seminar). These 12 credits will
then also be counted towards the 33 hours required for the M.A. in French.

**BA Degree with Major in French**
33 hours of course work

- 15 hours of core courses
- 18 hours of advanced courses, of which 12 will be taken during the senior year. (In exceptional cases, and depending on the rotation of course offerings, one or more courses taken in the junior year may be counted among these 12 hours.)

Note: French majors doing the regular B.A. are not required to take 6000-level courses. 4+1 candidates will take 4 courses at the 6000 or 7000 level in their 4th year.

**MA in French**
In their fifth year, students will take 4 courses in the Fall semester and 3 courses in the Spring semester. All course work should be taken within the Department of French and Italian.

**The M.A. Paper**
Students will write and defend an original research paper written under supervision of a faculty member and a second reader. It may be an expanded version of a course paper, and in its final form should be from 20 to 30 pages in length. At least one member of the M.A. committee must be a tenure-line faculty member. In the event that neither of the first two readers is a tenure-line faculty member, a third, tenure-line faculty member will be added to the committee. In all cases the first reader will be a faculty member whose institutional appointment includes the expectation of research. The revised paper is to be submitted to the first reader by March 1st. The defense must take place no later than the first week of April. The supervising professor and a second faculty reader will participate with the student in an oral defense of the paper. The defense will be open to the departmental faculty.

**Language Requirement**
Before the end of the Spring semester of their fifth year, all students in the M.A. program will be expected to demonstrate reading competence in one of the following languages: Arabic, Creole (both taught within the department), Spanish, Italian, Latin, German, or Old Occitan. The department will consider students’ petitions to have other languages accepted, but acceptance will depend upon the student making a case for the usefulness of this language to his or her research.

**Diplôme de Français Professionnel**
If an MA in French will open the door to increased career prospects, the Diplômes de français professionnel will give you the accreditation necessary to make these prospects a reality.

Recognized by companies and organizations worldwide and adapted to the modern business and cultural world, the Diplômes de français professionnel will enable you to demonstrate the level of competency required by your future employers. They will also allow you to connect with international and French-speaking professionals and will help you, therefore, on your path to becoming a successful global citizen.

Designed and offered by the Paris Ile-de-France Chamber of Commerce and Industry, the Diplômes de français professionnel are calibrated to coincide with the different levels of the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe, with diplomas ranging from level elementary (A2) to proficient (C2).

Candidates obtain a diploma upon completion of an exam, which is conceived based on real-life professional situations and is adapted to today’s economy. To prepare for the exam, students will be offered, depending on interest expressed, study skill workshops or individual sessions. They will also be given practice exams to take.

In order for the department to gauge student interest in each particular diplôme, please declare your interest early during the semester by sending an email to Professor Sojic: asojic@tulane.edu (cmignot@tulane.edu).

**Filing for the Degree**
Students must inform the School of Liberal Arts of their desire to participate in graduate ceremonies. The Graduate Director will be asked to confirm, by audit, that candidates have completed their degree requirements. Students must also complete a departmental form available from the Graduate Director, called the 4+1 M.A. Checklist (see Graduate Handbook appendix).

To apply, please go to: https://applygrad.tulane.edu/apply/

**French Studies, PhD**
From Occitan to Louisiana Creole, from codex to hypertext, graduate study at Tulane fosters a comprehensive and integrative approach to French Studies. With an international faculty covering a broad range of research and teaching interests, our program allows students to choose from a rich array of courses and encourages them to approach the study of language, literature and civilization through transhistorical and cross-cultural perspectives. This kind of comparative engagement provides students with intellectual depth and interdisciplinary dynamism.

Students at Tulane have unique opportunities for exploring the French, Creole and Cajun cultures of Louisiana. Our location affords us a privileged vantage point from which to observe other situations of localized or marginalized languages and cultures in their relationship to broader, often hegemonic forces: France’s regional languages (Occitan, Breton, Alsatian, etc.) in conflict with the official language revered as an inviolable symbol of national unity; immigrant cultural practices (such as the wearing of the veil) in conflict with French cultural norms; creole languages stigmatized as corrupt forms of the standard, etc. In our various fields of research, a focus on the local provides both a revealing lens through which to view the global and a healthy check on universalizing theories of culture and language.

The program’s areas of strength include Francophone, Afro-Caribbean and Mediterranean studies, medieval and early modern studies, cultural studies and cultural history, critical theory, political theory, gender studies, film theory, creole linguistics, European and African philosophy, performance studies and poetics.

Financial support includes full tuition remission and a stipend for up to five years of Ph.D. study (four years for students entering with the M.A. degree). The stipend is approximately $21,500.

To apply, please go to: https://applygrad.tulane.edu/apply/
Requirements

The Ph.D. builds on a solid core of course work in French Studies and includes as well a concentration in an interdisciplinary subfield that may be fulfilled entirely or in part through courses taken in other departments or programs. The degree is interdisciplinary and integrative, drawing on diverse fields for a broad methodological base.

Coursework

Students must complete a minimum of 54 credit hours, including transfer work and work already presented for the M.A. degree. For students entering with a B.A., it is expected that course work will be completed by the beginning of the third year of study. Students will graduate with a Ph.D. in French Studies and a concentration in one of five integrated areas:

- **Visual cultures and technologies** – Courses in film, urbanism, new media, performance
- **European studies** – Courses in human rights; political, cultural and institutional histories; Islam in Europe; medical anthropology and ethno-psychiatry
- **Francophone colonial and post-colonial studies** – Courses in Atlantic, Caribbean and African area studies; Creole(s) and creolization; Arabic and Islamic studies
- **Language and identity** – Courses in theory, philosophy, ethics and law, minority languages and identities, world languages and literatures
- **Linguistics** – Courses to include Survey of French Linguistics (FREN 6070), History of the French Language (FREN 6210), Field Research on French in Louisiana (FREN 6110), Special Problems in French Linguistics (FREN 6910), Translation Theory and Practice (FREN 6160), and courses in the Linguistics program (any course with an LING prefix).

Students entering the program with the M.A. should declare their concentration at the end of their second semester on campus. B.A. students who will be continuing on to the Ph.D. should inform the Graduate Director of their choice of concentration when completing the M.A. degree.

Concentration in one of the four subfields will be constituted by successful completion of two graduate courses on topics related to the subfield. Students are also expected to demonstrate knowledge of their chosen field of concentration in the Ph.D. qualifying exams. One or both of the required courses may be taken in correlate departments or programs. Each semester, students at the Ph.D. level are allowed to take at most one course outside the Department of French and Italian.

French 6050 (“Teaching French”) and French 6150 (“Critical Theory”) are required of all students and must be taken in the first semester that they are offered after the student enters the program.

Beyond the 3 credits of 7000-level courses required for the M.A., doctoral candidates who begin the program with a B.A. must complete two additional 7000-level courses (that is, 6 credits of seminar-level courses). Students entering the program with an M.A. from another institution must complete two 7000-level courses in the Tulane program.

During the course of their graduate study, Ph.D. students cannot take more than 3 hours (1 course) in independent study. Independent studies courses are approved only in exceptional cases; students are encouraged to fulfill their course requirements through regularly scheduled courses.

Ph.D. Qualifying Exams

For students entering the program with a B.A., two of three written Ph.D. preliminary exams will be taken in the Spring semester of the student’s third year, no later than two weeks before the end of classes. The specific date will be determined on an annual basis by the Graduate Advisor. The third, self-designed, exam will be taken in the second full week of classes of the Fall semester of the student’s fourth year.

Students entering the program with an M.A. will take their first two exams in the Spring semester of their second year, no later than two weeks before the end of classes. The specific date will be determined on an annual basis by the Graduate Advisor. These students will take the third, self-designed, exam in the second full week of classes of the Fall semester of their third year.

In the first week of the Fall semester prior to the semester in which the student plans to take the first two exams, s/he must notify the Director of Graduate Studies. The Director of Graduate Studies will then contact the student’s prospective dissertation advisor, who will serve as head of the examining committee and will select two additional readers.

Students will sit for three written examinations and an oral examination. The oral examination will normally take place in the week following the first two written exams. All three written exams are take-home and open-book. The questions for the written exams normally will be made available to the student on a Friday morning at 9:00 a.m., and the answers must be submitted electronically to the examining committee by 5:00 p.m. of the following Monday. It is expected that the answers be both synthetic and analytical, and that they demonstrate familiarity with the primary and secondary texts on the reading list independently of recourse to lengthy quotation and paraphrase. All sources consulted must be duly cited.

For each written exam, the student will answer either one or two questions. Students will normally write from 3500 to 4200 words (i.e., 10 to 12 pages in 12-point Times New Roman font with one-inch page margins) for each exam. If an exam consists of two separate questions, the 10 to 12 pages should be divided more or less evenly between them.

The first written examination will cover a particular century. The second written examination will cover either a century or one of the four subfields listed above. The third, self-designed, written examination will be based on a reading list composed by the student in close consultation with his or her prospective dissertation director. The reading list for the self-designed exam should not significantly overlap with the reading list for either of the other two written exams, and should be considered a blueprint for the dissertation bibliography.

The oral examination will last for approximately one hour, the first twenty minutes of which will consist of the student’s analysis of a literary text. The analysis should not be read but presented extemporaneously from a copy of the primary text along with an outline or notes prepared ahead of time by the student. The remainder of the
oral exam will cover the same material that was initially tested on the two written exams.

The passage for textual analysis is chosen by the committee head in a conversation with the student in the semester prior to the examination semester. The student will not know ahead of time the precise work from which the text for analysis will be drawn, but will be provided with the text immediately upon his or her completion of the written exams.

For all preliminary exams, the language of examination will be alternately French and English. The first exam will be written in one of those two languages and the second exam will be written in the other. The self-designed exam is to be written in the same language as the dissertation. The opening portion of the oral exam (the textual analysis and subsequent questions or comments pertaining to the analysis) will be presented in French. The remaining portion of the oral exam will be conducted primarily in French, but examiners may also ask questions in English, particularly when the reading material being tested is in English. When students announce their intention to sit for the Ph.D. exams, they should remember to inform the Director of Graduate Studies of their choice of language for each of the written exams.

All examinations will be evaluated on a Pass/Fail basis, and a failed exam may be re-taken only once, normally within two to three weeks of the original exam. Students must pass all four exams, written and oral, in order to be admitted to candidacy. They will be informed of the result of the oral examination immediately following that exam, and they will learn of the committee's decision regarding the first two written exams, including any need for re-takes, only after all sections of the exam (both oral and written) have been completed. Once the student has passed the self-designed exam, s/he will meet with the members of the examining committee to discuss the answer(s) to the exam and obtain guidance for writing the prospectus.

**Defense of the dissertation prospectus**

The dissertation prospectus should be defended by December 15 of the semester in which the student sits for the self-designed exam. The prospectus is approximately 10 to 15 pages in length, including a supporting bibliography that convincingly lays the ground for subsequent dissertation research. The student should be familiar with the works listed in the bibliography and be able to explain their relevance to the research project. After summarizing the prospectus, the student will answer questions from the faculty. The prospectus is to be approved by the dissertation director (first reader) and by two other professors serving as second and third readers. All committee members and all full-time faculty of the Department of French and Italian are invited to attend the prospectus defense, which is to be held during the academic year, but not during semester finals or between semesters. The prospectus must be submitted to readers no less than two weeks before the date of the defense, with a copy left in the conference room for other faculty to read.

Upon successful defense of the prospectus, the student should ask readers to sign the form provided by the School of Liberal Arts (http://tulane.edu/liberalarts/upload/prospectusform1.pdf).

**Reading knowledge examinations**

Students must demonstrate by examination reading competence in a second foreign language (beyond the language presented for the Master's) that is pertinent to their field of study. Students normally choose from among Arabic, Creole, Spanish, Italian, Latin, German, and Old Occitan, but they may petition to have another language accepted if they can clearly demonstrate that it will be of significant use in their research.

Language competence may be demonstrated by passing an examination administered by the department at Tulane in which the language is taught, by standardized (ETS) examination, official record of competence demonstrated elsewhere at the graduate level, or satisfactory performance in a 6000- or 7000-level course taught in the language.

In the summer, the Graduate School may offer reading-competence courses in languages for which there is adequate demand. Satisfactory performance on an exam given at the end of the course fulfills the reading-competence requirement for the degree. However, students may, if they wish, opt to take one of the external exams (as listed in the paragraph above) rather than sit for the in-course examination.

As an alternative to demonstrating competence in this second foreign language (actually a fourth language, beyond French, English, and a third language for the M.A.), students may elect to do advanced course work in the same language in which they demonstrated competence for the M.A. Successful completion of a graduate course requiring reading, speaking, writing, and lectures in that language will be accepted by the department in lieu of an examination in an additional language.

Students who wish to conduct research in the early periods, as well as those who wish to pursue topics in other fields requiring special linguistic competence, are strongly urged to consult with faculty members in the relevant fields so that they may plan which languages to study.

**Defense of the dissertation**

The oral defense of the dissertation, held after the dissertation has been approved by all three committee members (or, if necessary, by two out of the three), will be open to all members of the committee and to all full-time faculty of the Department of French and Italian.

**Italian Major**

A major in Italian consists of nine courses beyond ITAL 2030 Intermediate Italian (4 c.h.)/ITAL 2040 Introductory Roman Language (4 c.h.) and introduces students to Italian literature, culture and thought.

**Requirements**

The student is required to take the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 3000</td>
<td>Intro Italian Lit</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3130</td>
<td>Advanced Convers &amp; Comp</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3250</td>
<td>Italian Lang &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>Select four courses devoted to literature on the 4000- or 6000-level</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Select two electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 27
Additional Information
The junior year and semester abroad programs are integral to the major in Italian and are also encouraged for non-majors.

Italian Minor
A major in Italian consists of six courses beyond ITAL 2030 Intermediate Italian (4 c.h.) and introduces students to Italian literature, culture and thought.

Requirements
A minor in Italian consists of six courses above ITAL 2030 Intermediate Italian (4 c.h.), including

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 3000</td>
<td>Intro Italian Lit</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3130</td>
<td>Advanced Conves &amp; Comp</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3250</td>
<td>Italian Lang &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>Select three courses above ITAL 2030</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Department of Germanic and Slavic Studies

Programs
Undergraduate

Majors
• German Studies Major (p. 114)
• Russian Major (p. 115)

Minors
• German Studies Minor (p. 114)
• Russian Minor (p. 115)

German Studies Major
German Studies provides students with a wide range of opportunities to explore culture, literature, and language of the German-speaking countries. Such studies may fulfill the language requirement, serve as part of the general education, or lead to an in-depth course of study as a German Studies major, double major, or minor. The study of German prepares students for academic careers in fields such as history, art history, religion, philosophy, political science, literature, and music as well as for professional careers that emphasize the international aspects of business, law, economics, finance, government, science, engineering, and education.

Requirements
The major in German Studies consists of a total of 30 credits or ten courses beyond GERM 2030 Intermediate German (4 c.h.), with 4 Foundational courses (12 credits) and 6 Advanced courses (18 credits).

All German studies majors complete three advanced courses, one 4000/6000-level course, one Advanced Undergraduate Seminar and one Senior Seminar. The three advanced courses may include up to two courses taught in English at the 3000-level (providing there is a significant reading and writing requirement in German) and/or up to two electives at the advanced level in a related field outside the department, e.g., courses in German art, history, music, philosophy, and politics.

A student entering Tulane without any prior German knowledge could take beginning language classes his/her first three semesters, and then take an average of two courses for the next five semesters.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I. Foundational Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERM 3050</td>
<td>Adv Grammar &amp; Compositn</td>
<td>3</td>
</tr>
<tr>
<td>Select three courses of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>GERM 3160</td>
<td>Readings In German Lit</td>
<td></td>
</tr>
<tr>
<td>GERM 3250</td>
<td>German Lang &amp; Culture I</td>
<td></td>
</tr>
<tr>
<td>GERM 3260</td>
<td>German Lang &amp; Culture II</td>
<td></td>
</tr>
<tr>
<td>GERM 3270</td>
<td>German Lit &amp; Culture 1871-pres</td>
<td></td>
</tr>
<tr>
<td>Group II. Advanced Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERM 4800</td>
<td>Advanced Undergrad Sem</td>
<td>3</td>
</tr>
<tr>
<td>GERM 6800</td>
<td>Advanced Undergrad Sem</td>
<td>3</td>
</tr>
<tr>
<td>Select one other 4000-level or 6000-level course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select three courses of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Up to two GERM 3000-level courses taught in English 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to two electives at the advanced level in a related field outside the department 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other 4000-level or 6000-level course 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

1 Providing there is a significant reading and writing requirement in German. (e.g. GERM 3440 Representing Holocaust (3 c.h.), GERM 3510 Ger Cult & Civilization (3 c.h.), GERM 3530 Rehearsing Revolution (3 c.h.), GERM 3540 Marx, Nietzsche, & Freud (3 c.h.), GERM 3550 Germ Lit In Translation (3 c.h.), GERM 3660 Love, Death & Sexuality (3 c.h.), GERM 3670 Grimm: Devel German Fairy Tale (3 c.h.), GERM 3710 Intro To German Film (3 c.h.), GERM 3720 Weimar Cinema (3 c.h.).)

2 e.g. courses in German art, history, music, philosophy, and politics

3 e.g. GERM 4410 The German Novelle (3 c.h.), GERM 4430 German Drama (3 c.h.), GERM 4710 Special Topics (3,4 c.h.), GERM 4720 Special Topics (3 c.h.), GERM 6030 Survey of German Lit I (3 c.h.), GERM 6040 Survey of German Lit II (3 c.h.), GERM 6150 Studies In 19th Cen Lit. (3 c.h.), GERM 6180 Age of Goethe & Schiller (3 c.h.), GERM 6910 Independent Study (3 c.h.).)

German Studies Minor
German Studies provides students with a wide range of opportunities to explore culture, literature, and language of the German-speaking countries. Such studies may fulfill the language requirement, serve as part of the general education, or lead to an in-depth course of study as a German Studies major, double major, or minor. The study of German prepares students for academic careers in fields such as history, art history, religion, philosophy, political science, literature, and music as well as for professional careers that emphasize the international aspects of business, law, economics, finance, government, science, engineering, and education.
Requirements

The minor in German Studies consists of five courses above GER 2030 Intermediate German (4 c.h.).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 3050</td>
<td>Adv Grammar &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Select one 4000-level course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select the remaining three courses from advanced language, literature, or culture courses in consultation with the designated departmental advisor</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

One course taught in the department in English at the 3000-level is allowed (providing there is a significant reading and writing requirement in German).

Russian Major

Russian Studies Major

The Russian Major is housed in our Department and is designed to provide students with the necessary skills to communicate effectively in Russian both orally and in writing. The Russian program also seeks to familiarize students with influential literary, critical, and cinematographic works in Russian, studied within their cultural and historical context. Furthermore, the program introduces students to various ethnicities, their histories and roles in shaping today's Russia. Finally, it provides them with an understanding of key social and political trends and challenges defining the Soviet and the post-Soviet era.

Requirements

The Russian major requires 27 credits (nine courses) beyond Russian 2030. Courses taught in English, such as Tolstoy and Dostoevsky or courses on Russian art, count toward the major. Students may also petition for permission to use two courses outside the department (e.g., in Russian history or Russian politics) toward the major. The department generally accepts transfer credit toward the major from summer and semester study at accredited U.S. and Russian universities. No more than four courses can be counted toward major if the student spends an entire year abroad, and no more than 3 courses for one semester abroad.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS COURSES (Choose 7 Courses)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>RUSS 2040</td>
<td>Intermediate Russian II</td>
<td></td>
</tr>
<tr>
<td>RUSS 3030</td>
<td>Masterpieces Russ Lit I</td>
<td></td>
</tr>
<tr>
<td>RUSS 3040</td>
<td>Masterpieces Russ Lit II</td>
<td></td>
</tr>
<tr>
<td>RUSS 3250</td>
<td>Advanced Russian Grammar</td>
<td></td>
</tr>
<tr>
<td>RUSS 3330</td>
<td>Oral Discussion</td>
<td></td>
</tr>
<tr>
<td>RUSS 3450</td>
<td>Tolstoy/Dostoevsky-Trans</td>
<td></td>
</tr>
<tr>
<td>RUSS 3530</td>
<td>Survey of Russian Art</td>
<td></td>
</tr>
<tr>
<td>RUSS 3700</td>
<td>Russian Poetry</td>
<td></td>
</tr>
<tr>
<td>RUSS 3780</td>
<td>Soviet Jewish Experience</td>
<td></td>
</tr>
<tr>
<td>RUSS 4810</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>RUSS 4820</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses outside the Department (Choose 2 Courses) 1, 2 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 4910</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>RUSS 4920</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>RUSS 4990</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>RUSS 5000</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>RUSS 5110</td>
<td>Capstone Component: RUSS 4810</td>
<td></td>
</tr>
</tbody>
</table>

1 Russian-Related courses with department advisor approval.
2 Study Abroad courses with department advisor approval.

Russian Minor

The Russian Minor is housed in the Department of Germanic and Slavic Studies and is designed to provide students with the necessary skills to communicate effectively in Russian. The Russian program also seeks to familiarize students with influential literary, critical, and cinematographic works in Russian, studied within their cultural and historical context. Furthermore, the program introduces students to various ethnicities, their histories and roles in shaping today's Russia. Finally, it provides them with an understanding of key social and political trends as well as challenges defining the Soviet and the post-Soviet eras.

Requirements

The Russian Minor requires 15 credits (five courses) above RUSS 2030 (RUSS 2040 Intermediate Russian II (4 c.h.) is required). Courses taught in English, such as Tolstoy and Dostoevsky or courses on Russian art, count toward the minor. Students may petition for permission to use one course outside the department (e.g. in Russian history or Russian politics) toward the minor. The department generally accepts transfer credit toward the minor from summer and semester study at accredited U.S. and Russian universities. No more than two such courses can be counted toward the Russian minor.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS COURSES (Choose 4 courses)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>RUSS 2040</td>
<td>Intermediate Russian II</td>
<td></td>
</tr>
<tr>
<td>RUSS 3030</td>
<td>Masterpieces Russ Lit I</td>
<td></td>
</tr>
<tr>
<td>RUSS 3040</td>
<td>Masterpieces Russ Lit II</td>
<td></td>
</tr>
<tr>
<td>RUSS 3250</td>
<td>Advanced Russian Grammar</td>
<td></td>
</tr>
<tr>
<td>RUSS 3330</td>
<td>Oral Discussion</td>
<td></td>
</tr>
<tr>
<td>RUSS 3450</td>
<td>Tolstoy/Dostoevsky-Trans</td>
<td></td>
</tr>
<tr>
<td>RUSS 3530</td>
<td>Survey of Russian Art</td>
<td></td>
</tr>
<tr>
<td>RUSS 3700</td>
<td>Russian Poetry</td>
<td></td>
</tr>
<tr>
<td>RUSS 3780</td>
<td>Soviet Jewish Experience</td>
<td></td>
</tr>
</tbody>
</table>
majors are required to take a 3000-level seminar that has a one-credit Historical Methods laboratory co-requisite (with the number 3000). It is not sufficient to take the 3000-level seminar without the co-requisite laboratory in order to satisfy this requirement. It is preferable for the students to take this Methods seminar in the first or second year. Second, all history majors must take one of the department's 6000-level advanced seminars. Students may not complete the Advanced Seminar requirement until their Junior or Senior year. All 6000-level seminars have, as one of their central requirements, a major research paper of at least 20 pages that incorporates analytical, research and writing skills. Finally, students must take a third seminar at the 3000 or the 6000 level.

Requirements

Requirements of the History Major

- The History major consists of ten courses totaling at least 30 credits, excluding one-credit courses.
- All majors must take at least three seminars:
  * One of those must be a 3000-level Historical Methods Seminar.
  * One of those must be a 6000-level Advanced Seminar.
  * Both of these courses must be taken at Tulane.
- A maximum of two courses from other departments can count towards the major.
- No more than three 1000-level courses may count toward the major.
- Courses that do not have a letter grade cannot count toward the major with the exception of approved transfer credits.
- History majors must satisfy the following distribution requirements:
  * Students must take at least one pre-1800 course and at least one post-1800 course.
  * Students must take at least one course in four of the following six areas: Africa (HISB), Asia (HISC), Europe (HISA and HISE), Latin America (HISL), Middle East (HISM), and United States (HISU).

Advanced Seminars

Advanced seminars - numbered 6000 to 6999 - are open to sophomores, juniors and seniors, and also to graduate students. Sophomores may require permission from the course instructor to enroll in a 6000-level seminar.

Pre-1800 Courses

Ancient and Medieval History (HISA)

- All HISA courses are included under Ancient and Medieval History with the exception of HISA 3230 Great Capts Alexander-Patton (3 c.h.)
- The following courses in Classical Studies can be counted toward the history major, as European history courses prior to 1800:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 1010</td>
<td>The Rise of Rome</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 2320</td>
<td>Ancient Greek Religion</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 3090</td>
<td>Law &amp; Society In Ancient Rome</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 3140</td>
<td>Jews in the Greco-Roman World</td>
<td>3</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HISC 1300</td>
<td>African Hist To 1800</td>
<td>3</td>
</tr>
<tr>
<td>HISC 2130</td>
<td>History of Southern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 2140</td>
<td>History of Eastern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 3240</td>
<td>Human Rights/Genocide-Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 3250</td>
<td>Archiving Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 4210</td>
<td>Hist of Development in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 4250</td>
<td>The Atlantic Slave Trade</td>
<td>3</td>
</tr>
<tr>
<td>HISC 6070</td>
<td>Gender in African History</td>
<td>4</td>
</tr>
<tr>
<td>HISC 6110</td>
<td>Slavery/Emancipation in Africa</td>
<td>4</td>
</tr>
</tbody>
</table>

**Post-1800 Courses**

### African History (HISB)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIBS 1310</td>
<td>Africa Since 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 2130</td>
<td>History of Southern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 2140</td>
<td>History of Eastern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 3240</td>
<td>Human Rights/Genocide-Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 3250</td>
<td>Archiving Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 4210</td>
<td>Hist of Development in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 4250</td>
<td>The Atlantic Slave Trade</td>
<td>3</td>
</tr>
<tr>
<td>HIBS 6070</td>
<td>Gender in African History</td>
<td>4</td>
</tr>
<tr>
<td>HIBS 6110</td>
<td>Slavery/Emancipation in Africa</td>
<td>4</td>
</tr>
</tbody>
</table>

### Asian History (HISC)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISC 1300</td>
<td>African Hist To 1800</td>
<td>3</td>
</tr>
<tr>
<td>HISC 2130</td>
<td>History of Southern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 2140</td>
<td>History of Eastern Africa</td>
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</tr>
<tr>
<td>HISC 3240</td>
<td>Human Rights/Genocide-Africa</td>
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<td>HISC 3250</td>
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</tr>
<tr>
<td>HISC 4210</td>
<td>Hist of Development in Africa</td>
<td>3</td>
</tr>
<tr>
<td>HISC 4250</td>
<td>The Atlantic Slave Trade</td>
<td>3</td>
</tr>
<tr>
<td>HISC 6070</td>
<td>Gender in African History</td>
<td>4</td>
</tr>
<tr>
<td>HISC 6110</td>
<td>Slavery/Emancipation in Africa</td>
<td>4</td>
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</table>

### Modern Europe (HISE)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISE 1210</td>
<td>Eur &amp; Wide World To 1789</td>
<td>3</td>
</tr>
<tr>
<td>HISE 2160</td>
<td>Europe in the 18th Century</td>
<td>3</td>
</tr>
<tr>
<td>HISE 2240</td>
<td>Rus Rulers &amp; Tyrants, 900-1825</td>
<td>3</td>
</tr>
<tr>
<td>HISE 2320</td>
<td>Early Modern England</td>
<td>3</td>
</tr>
<tr>
<td>HISE 2410</td>
<td>Spain, 1369-1716</td>
<td>3</td>
</tr>
<tr>
<td>HISE 2420</td>
<td>The Age of Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HISE 3300</td>
<td>Death Disease Destitution</td>
<td>3</td>
</tr>
<tr>
<td>HISE 4140</td>
<td>Household Gender Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HISE 6050</td>
<td>The Italian Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HISE 6100</td>
<td>Ren &amp; Ref 1450 to1660</td>
<td>3</td>
</tr>
<tr>
<td>HISE 6330</td>
<td>Imperial Spain 1469-1659</td>
<td>3</td>
</tr>
<tr>
<td>HISE 6350</td>
<td>Crime/Punish Hanov Engln</td>
<td>3</td>
</tr>
<tr>
<td>HISE 6370</td>
<td>Seminar Early Mod Englnd</td>
<td>3</td>
</tr>
</tbody>
</table>

### Latin America (HISL)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISL 2760</td>
<td>Colonial Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HISL 2810</td>
<td>Colonial Brazil</td>
<td>3</td>
</tr>
<tr>
<td>HISL 3710</td>
<td>Colonial Latin America</td>
<td>3</td>
</tr>
</tbody>
</table>

### Middle East (HISM)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISM 2200</td>
<td>History of Islam to 1400</td>
<td>3</td>
</tr>
<tr>
<td>HISM 6140</td>
<td>Islam &amp; W Med World, 1000-1900</td>
<td>3</td>
</tr>
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</table>

### United States (HISU)

<table>
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<tr>
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<tr>
<td>HISU 1410</td>
<td>US Hist - Colonization to 1865</td>
<td>3</td>
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<tr>
<td>HISU 1800</td>
<td>Early New Orleans</td>
<td>3</td>
</tr>
<tr>
<td>HISU 2400</td>
<td>Women &amp; Gender US Hist to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HISU 2510</td>
<td>Atlantic World</td>
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<td>HISU 2520</td>
<td>Early America to 1800</td>
<td>3</td>
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<tr>
<td>HISU 6420</td>
<td>American Revolutions</td>
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<td>HISU 2100</td>
<td>History of Medicine in the US</td>
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<tr>
<td>HISU 3541</td>
<td>Reproductive Health in the US</td>
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<tr>
<td>HISU 6260</td>
<td>New Directions in Womens Hist</td>
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### Latin America (HISL)

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<tr>
<td>HISL 2790</td>
<td>Central America</td>
<td>3</td>
</tr>
<tr>
<td>HISL 2820</td>
<td>Modern Brazil</td>
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<tr>
<td>HISL 2840</td>
<td>History of Argentina</td>
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<tr>
<td>HISL 3200</td>
<td>History of Voodoo</td>
<td>3</td>
</tr>
<tr>
<td>HISL 3720</td>
<td>Mod Lat Amer. &amp; Carib.</td>
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<tr>
<td>HISL 3800</td>
<td>Caribbean Revolutions</td>
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</tr>
<tr>
<td>HISL 4740</td>
<td>Caribbean Cultural History</td>
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</table>
History Minor

In order to receive a history minor, students must complete six courses, including two seminars. Students working toward a history minor are encouraged to take a range of courses but are free to pursue their own academic interests. It is expected that by taking six history courses students will develop both research and writing skills, including working with primary and secondary sources.

Requirements

The History Minor consists of six courses distributed as follows:

- No more than one course at the 1000-level.
- At least one 3000-level seminar.
- At least one Advanced Seminar numbered 6000-6999.
- Courses that do not have a letter grade cannot count toward the major or minor.

History, MA

Please note that we do not offer a terminal M.A. degree outside of the 4+1 program and the Tulane Staff M.A.

The 4+1 Program in History

The 4+1 in History offers current Tulane students and recent grads the opportunity to earn an M.A. degree through our accelerated M.A. program. The program is designed for History majors or those who have taken at least 6 units of 6000 or 7000 level history courses that will then count towards the accelerated M.A.

The application and admissions process is fairly straightforward; students do not need to take the GRE, nor is there a language requirement once in the program. Students, however, must have a minimum GPA of 3.33 in the History courses in order to be eligible to apply, and must maintain this GPA during the program. In addition, they must have a letter of recommendation from a current Tulane History Department faculty member who will agree to work with the student through completion of the M.A.

The M.A. degree is earned with a minimum of 30 hours of coursework. At least 6 hours (2 courses) and up to 12 hours (4 courses) of applicable 6000- or 7000-level History courses taken as an undergraduate may count toward the degree. Students may choose to complete the 4+1 either with a thesis or non-thesis option. The non-thesis option requires a comprehensive exam administered by two faculty members.

Applications are accepted on a rolling basis, but priority evaluations is given to students who submit all required materials by April 1. Students have two years from the time of graduation to apply to the 4+1 program.

History, PhD

The Ph.D. in History is a highly selective program. It is both small enough to ensure plenty of faculty-student engagement and large enough to allow students to pursue research within broad chronological, geographic and thematic fields. We encourage students to develop the widest possible range of methodological skills in dealing with historical sources. The faculty in the Department of History have broad teaching and research interests, with particularly strong major fields in United States history (especially the U.S. South), Latin American history; Europe from the Renaissance to the present; and ancient and medieval Europe. In addition, minor fields are offered in a variety of geographic, transnational and thematic fields.
Requirements

Students earn their M.A. degree while working towards the Ph.D. degree. Candidates working towards the Ph.D. must complete the following requirements:

- Complete required historiography and methodology courses:
  - HIST 7001 Seminar in Historical Practice (3 c.h.) in the fall semester of their first year and HIST 7003 Historiography & Methods I (3 c.h.) before the start of their second year. HIST 7003 Historiography & Methods I (3 c.h.) is normally taken as an independent studies sequence over the spring and summer of the first year.
  - Complete at least a further twelve credits of course work, including HIST 7005 Historiography & Methods II (3 c.h.) before the start of their third year. HIST 7005 Historiography & Methods II (3 c.h.) is normally taken as independent studies over the summer.
  - Students must include in their course work at least three 7000-level seminars in addition to the required seminar HIST 7001 Seminar in Historical Practice (3 c.h.) (independent studies do not count as a seminar). Courses taken outside of the department of history require approval of the advisor.
  - Complete two required writing courses: HIST 7006 Intermediate Hist. Writing (3 c.h.) is normally taken over the summer before the second year, and HIST 7007 Advanced Hist. Writing (3 c.h.) is normally taken in the summer before the start of the third year.
  - Demonstrate proficiency in two languages (one language for students whose first field is United States or Britain from 1500).
  - Complete the following service obligations: Five semesters of TA and RA service. Depending on departmental need, students have the option to teach their own course in the fall or spring of their third year.
  - Complete HIST 7008 Prof. Deve. and Documentation (3 c.h.), leading to the successful compilation and defense of the portfolio.
  - Write an acceptable dissertation, and defend this in an oral examination.

Department of Jewish Studies

Programs

Undergraduate

Major
- Jewish Studies Major (p. 119)

Minor
- Jewish Studies Minor (p. 119)

Jewish Studies Major

The major consists of at least 30 credits in Jewish Studies courses, Hebrew courses, or courses in related fields. The major must include JWST 1010 and JWST 1020 as well as courses in each of the following periods:

- Pre-modern: At least two courses required from JWST 3100, 3120, 3220, 3330, 3340, 3440, 3750, 4150, 4210, 4300, 4420, 4670.

At least one course must be at the 4000 level or above. Courses taken to fulfill Tulane’s foreign language proficiency requirement may not count toward the major.

Additional courses require departmental approval for substitution (ex: CLAS and RLST).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWST 1010</td>
<td>Intro Jewish Civilizatn: Found</td>
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<td>JWST 1020</td>
<td>Intro to Jewish Civ:Modern Era</td>
<td>3</td>
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<tr>
<td>JWST 2100</td>
<td>Intro To Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>JWST 3140</td>
<td>Selected Readings Hebrew Bible</td>
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</tr>
<tr>
<td>JWST 3150</td>
<td>Second Temple Judaisms</td>
<td>3</td>
</tr>
<tr>
<td>JWST 3520</td>
<td>Goldn Age Span Jewry II</td>
<td>3</td>
</tr>
<tr>
<td>JWST 3600</td>
<td>Women In Hebrew Bible</td>
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<tr>
<td>JWST 4250</td>
<td>Dead Sea Scrolls</td>
<td>3</td>
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<tr>
<td>CLAS 3140</td>
<td>Jews in the Greco-Roman World</td>
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</table>

Modern (at least 2 courses):

- JWST 3100 Select Topics 1-3
- JWST 3140 Arab/Israeli Conflict 3
- JWST 3220 Early Amer. Jewish Hist. 3
- JWST 3340 Jewish Music 3
- JWST 3440 Holocaust In Film & Lit 3
- JWST 3750 Jewish ID in Modern Literature 3
- JWST 4150 Jewish ID in Modern Literature 3
- JWST 4210 American Jewish Movements 3
- JWST 4210 American Jewish Movements 3
- JWST 4300 Conflict In Cult & Lit 3
- JWST 4420 Topics Jewish Lit/Histor 3
- JWST 4670 Israeli Jewish & Arab Israeli 3

At least one course must be at the 4000 level or above. Courses taken to fulfill Tulane’s foreign language proficiency requirement may not count toward the major. Additional courses require departmental approval for substitution (ex: CLAS and RLST).

Jewish Studies Minor

A minor in Jewish Studies consists of 15 credit hours in 5 courses.

Requirements

A minor in Jewish Studies consists of 15 credit hours in 5 courses.

Requirements include:
Department of Music

Programs

Undergraduate

Majors

- Composition, BFA (p. 125)
- Jazz Studies Major (p. 120)
- Music, BA (p. 120)
- Music, BFA (p. 121)
- Musical Theatre, BFA (p. 124)
- Performance, BFA (p. 123)

Minors

- Music Minor (p. 122)
- Music Science and Technology Minor (p. 122)

Graduate

- Music, MA (p. 122)
- Music, MFA (p. 123)

Jazz Studies Major

The BFA degree in Jazz Studies, like all of our BFA degrees in Music, shares a core curriculum in musicology, performance, and composition, along with additional required courses that are specific to the area. This includes courses in theory, ear-training and harmony; courses in World Music, European art music, American music, and jazz in particular; and basic methods of jazz orchestration and arranging. The program also includes opportunities to develop performance skills in a variety of jazz combos.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1420</td>
<td>Hist European Music Since 1800</td>
<td>3</td>
</tr>
<tr>
<td>Select 2 of the following:</td>
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<tr>
<td>MUSC 1900</td>
<td>Music in New Orleans ¹</td>
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</tr>
<tr>
<td>MUSC 2410</td>
<td>American Music ²</td>
<td></td>
</tr>
</tbody>
</table>

¹ It is strongly recommended that BFA Jazz students take MUSC 1530 Jazz Theory (3 c.h.), MUSC 3340 History of Jazz (3 c.h.), and/or MUSC 1900 Music in New Orleans (3 c.h.) which are offered as part of the CORE.

² Pre-requisites and/or Co-requisites (see course descriptions)

³ Students may elect to mature within an ensemble by taking the major ensemble for his/her instrument up to 8 times for credit.

⁴ Students are encouraged to take applied lessons every semester; however, a course substitution, one semester of APMS 4910 Lect Rec Prep/Lect Rec (2 c.h.) is available for students lacking one semester of lessons.

Music, BA

The Department of Music offers both a BA and a BFA track for music majors. All students seeking music degrees will begin under the BA music track. Students may then apply to the BFA track "by audition." No audition is required for admission into the BA program. Ordinarily, BFA auditions will take place during the third semester of matriculation at Tulane.
The BA in Music is a flexible degree that gives students grounding in all three fields of music study (performance, theory, and musicology) while allowing them to cater to their particular interests. By choosing from a variety of core courses and electives, students can design their own concentrations in performance, composition, musicology, ethnomusicology, jazz, musical theatre, or other areas.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td><strong>Musicology</strong></td>
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<tr>
<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
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<tr>
<td>MUSC 1420</td>
<td>Hist European Music Since 1800</td>
<td>3</td>
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<tr>
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</tr>
<tr>
<td>MUSC 1900</td>
<td>Music in New Orleans</td>
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</tr>
<tr>
<td>MUSC 2410</td>
<td>American Music</td>
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<tr>
<td>MUSC 2420</td>
<td>World Musics</td>
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</tr>
<tr>
<td>MUSC 2450</td>
<td>Intro To Opera</td>
<td></td>
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<tr>
<td>MUSC 3310</td>
<td>Topics: Musics Latin Amr</td>
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</tr>
<tr>
<td>MUSC 3320</td>
<td>Musical Theatre In Amer</td>
<td></td>
</tr>
<tr>
<td>MUSC 3340</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUSC 3440</td>
<td>Black Music, Black Lives</td>
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<tr>
<td><strong>Theory</strong></td>
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<tr>
<td>MUSC 1510</td>
<td>Harmony</td>
<td>3</td>
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<td>MUSC 1520</td>
<td>Advanced Harmony</td>
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<td>Tonal Analysis:18/19th C</td>
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<td>MUSC 2020</td>
<td>Twentieth Century Theory</td>
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<tr>
<td><strong>Performance</strong></td>
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<tr>
<td>APMS 1100</td>
<td>Musicianship Lab II</td>
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<td>Musicianship Lab IV</td>
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<tr>
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<tr>
<td>Select eight credits in music or applied music at or above the 2000-level</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td>39</td>
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</table>

1 Pre-requisites and/or Co-requisites (see course descriptions)

2 It is strongly recommended the BA Music students take MUSC 2410 American Music (3 c.h.) and MUSC 2420 World Musics (3 c.h.) MUSC 2450 World Musics (3 c.h.) which are offered as part of the CORE.

Music Service Learning Components are available for all music majors with the following courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<td>Service Learning: APMS 2186</td>
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<tr>
<td>APMS 2893</td>
<td>Service Learning: APMS2183</td>
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</table>

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**Music, BFA**

The Department of Music offers both a BA and a BFA track for music majors. All students seeking music degrees will begin under the BA music track. Students may then apply to the BFA track "by audition." No audition is required for admission into the BA program. Ordinarily, BFA auditions will take place during the third semester of matriculation at Tulane.

The BFA in Music is a rigorous program of study with separate concentrations in Performance, Composition, Jazz, and Musical Theatre. All students share a core curriculum in musicology, performance, and composition, with additional required courses in the appropriate areas of concentration.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Hist European Music Since 1800</td>
<td>3</td>
</tr>
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<td>Select two of the following:</td>
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<td>MUSC 1900</td>
<td>Music in New Orleans</td>
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<tr>
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<td>American Music</td>
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<tr>
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<td>Harmony</td>
<td>3</td>
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<tr>
<td>MUSC 1520</td>
<td>Advanced Harmony</td>
<td>3</td>
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<tr>
<td>MUSC 2010</td>
<td>Tonal Analysis:18/19th C</td>
<td></td>
</tr>
<tr>
<td>MUSC 2020</td>
<td>Twentieth Century Theory</td>
<td></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
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<tr>
<td>APMS 1090</td>
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<tr>
<td>APMS 1100</td>
<td>Musicianship Lab II</td>
<td>1</td>
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<tr>
<td><strong>Major Requirements</strong></td>
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<td>APMS 2100</td>
<td>Musicianship Lab IV</td>
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<tr>
<td>MUSC 4800</td>
<td>Capstone for Music BA Majors</td>
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<tr>
<td>Select eight credits in music or applied music at or above the 2000-level</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

1 Pre-requisites and/or Co-requisites (see course descriptions)

2 It is strongly recommended the BA Music students take MUSC 2410 American Music (3 c.h.) and MUSC 2420 World Musics (3 c.h.) MUSC 2450 World Musics (3 c.h.) which are offered as part of the CORE.

All music majors must also successfully complete the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMS 2090</td>
<td>Musicianship Lab III</td>
<td>1</td>
</tr>
<tr>
<td>APMS 2100</td>
<td>Musicianship Lab IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 4800</td>
<td>Capstone for Music BA Majors</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select eight credits in music or applied music at or above the 2000-level | 8 |

**Total Credit Hours** 39
Pre-requisites and/or Co-requisites (see course descriptions)

It is strongly recommended the BA Music students take MUSC 2410 American Music (3 c.h.) and MUSC 2420 World Musics (3 c.h.) which are offered as part of the CORE.

Music Service Learning Components

Music Service Learning Components are available for all music majors with the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1890</td>
<td>Service Learning: MUSC 1900</td>
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<tr>
<td>APMS 2891</td>
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<td>1</td>
</tr>
<tr>
<td>APMS 2893</td>
<td>Service Learning: APMS2183</td>
<td>1</td>
</tr>
</tbody>
</table>

Music Minor

The Minor in Music is a flexible degree that gives students grounding in all three fields of music study (performance, theory, and musicology) while allowing them to cater to their particular interests. By choosing from a variety of core courses and electives, students can design their own concentrations in performance, composition, musicology, ethnomusicology, jazz, musical theatre, or other areas.

Requirements

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
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<tr>
<td>MUSC 1510</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1520</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>APMS 1090</td>
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<td>1</td>
</tr>
<tr>
<td>APMS 1100</td>
<td>Musicianship Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Electives
Select 4 credits in Music or Applied Music at or above the 2000-level

Total Credit Hours 18

Music Science and Technology Minor

Tulane’s Music Science and Technology Minor Curriculum allows students to explore intersections between music, engineering, production, and computer programming, with a focus on the creative applications of technology in the creation of music. The program encourages creativity both in technical research and in composition for various media and performance. Area objectives include developing innovative approaches to the scientific and artistic study of music composition, performance, and media, undertaking multidisciplinary research relevant to the creation and perception of music, and fostering an interdisciplinary culture between members of the fine arts, engineering, and science communities on campus.

Music, MA

The Department of Music offers the Master of Arts degree in Musicology and Composition.

M.A. in Musicology with a concentration on New Orleans Music

The M.A. program allows students to take advantage of the unique musical culture of New Orleans while pursuing a rigorous curriculum in musicology. Study is focused on music and culture of the American South, the Caribbean, Latin America, Africa, and Europe and especially their interrelation in New Orleans. Methods of historical musicology, ethnomusicology, and musical theory are utilized in the interpretation and analysis of jazz, ragtime, classical, blues, funk, hip-hop, and other forms, while emphasizing the geographic and social context in which the music has been produced. Resources include the Hogan Archive of New Orleans Jazz, the Maxwell Music Library, the Louisiana Collection, the Amistad Research Center, the Stone Center for Latin American Studies, and the seemingly limitless possibilities of interacting with local musicians and institutions.

M.A. in Composition

Music composition is about creativity, imagination, communication and collaboration. It requires highly developed multilinear critical analytical skills, excellent organizational skills and a great deal of attention to detail. Music brings people from different backgrounds and communities together, enhances creativity, develops imaginations and helps you to make emotional connections with people. Several of
our Music Composition program alumni have had highly successful and diverse careers as composers of abstract music and as faculty members and administrators at major institutions. Many others have successfully aligned their creative endeavors with interdisciplinary pursuits in areas such as multimedia, music for film, music therapy, music business, music and management, or entertainment law. Over the years, the Music Composition program has also graduated many alumni who have had highly successful careers in other diverse disciplines: from the sciences, to medicine, to finance, mathematics, and management.

If you have any questions about the following material please contact Prof. Sakakeeny (mattsak@tulane.edu).

Requirements

Musicology Candidates for the M.A. degree must complete at least 24 semester hours of course work (including MUSC 7030 Intro To Graduate Study (3 c.h.)), pass a reading knowledge examination in one modern foreign language (French, Spanish or other with approval) by the end of the first semester, write an acceptable thesis, and defend this thesis in an oral examination. Candidates for the M.A. degree in musicology with a specialization in New Orleans music must take the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 6310</td>
<td>History/Music In The US</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 6340</td>
<td>Seminar In Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 7030</td>
<td>Intro To Graduate Study</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 7060</td>
<td>Musical Cultures - New Orleans</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 7930</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>Select the other musicology requirements</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

This program accepts students every other year, and the next admission period is for Fall 2019. In addition to the requirements on the official application, applicants must submit a writing sample for consideration. The sample may be brief, and undergraduate papers are acceptable, as long as the sample demonstrates fundamental research and writing skills. Questions may be directed to Prof. Sakakeeny (mattsak@tulane.edu).

Candidates for the M.A. degree in Composition must complete at least 24 semester hours of course work (including MUSC 7010 Advanced Composition (3 c.h.), MUSC 7020 Advanced Composition (3 c.h.), MUSC 7040 Seminar Musical Analysis (3 c.h.)) and must present a recital of original works including a major, extended work (consult with Head of Composition for details).

Music, MFA

The Department of Music offers the Master of Fine Arts degree in Performance and Musical Theatre.

The Department of Music offers an M.A. in Performance for graduate students receiving training from music professors who are professional artists and scholars. Performers have the advantage of training in an intense academic environment while sharpening music techniques and performance skills. This occurs through participation in large and small ensembles, as well as through varied solo performance opportunities.

Our goal is for students to become well-rounded performers with essential instrumental or vocal technique who are able to make historically informed performance choices.

If you have any questions about the following material please contact Prof. Sakakeeny (mattsak@tulane.edu).

Requirements

Piano, Voice, Guitar, Other Instruments Candidates for the M.F.A. degree in performance must take 30 hours of course work:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 18 hours in music literature, theory, history, performance, or other appropriate areas</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Select 12 semester hours of lessons in voice or in the specialized instrument</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

In place of a thesis the candidate must perform a full-length recital of 90 minutes.

Candidates for the M.F.A. degree in Musical Theater must take 36 hours of course work and must either perform a recital or choreograph or direct a major musical theater production. Performers must submit a headshot and resume to Michael McKelvey (mmckelve@tulane.edu), head of the Musical Theatre Program. The performers will be expected to audition live or with a video. The audition will include two songs and a monologue. Dance is optional.

Performance, BFA

The Department of Music offers BA and BFA tracks for music majors with all students receiving training from music professors who are professional artists and scholars. Performers have the advantage of training in an intense academic environment while sharpening music techniques and performance skills. This occurs through participation in large and small ensembles, as well as through varied solo performance opportunities. All students study performance, theory, and musicology that enable students to become well-rounded performers with essential instrument technique who are able to make historically informed performance choices.

The performance program features balanced and comprehensive instrumental and vocal training and allows student to choose from a variety of core courses and electives designed to give students flexibility in degree coursework. Through solo recitals, master class participation, and performance in chamber music and larger ensembles, students gain practical experience and earn academic credit. Many students find it possible to double major or to obtain multiple minors while studying music.

Requirements

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td></td>
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<tr>
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<td>12</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>30</td>
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The Musical Theatre B.F.A. is a voice-focused program, with additional requirements for acting and dance. The curriculum stresses vocal training and year-round participation in our musical theatre ensemble, Musical Theatre Workshop, as well as courses in music theory, and musicology. In addition to the one or more productions staged by the department each semester and regular student-produced performances, the program is affiliated with Summer Lyric Theatre at Tulane, an Equity summer stock company which produces three full-scale musicals every summer.

### Requirements

#### Musicology

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1420</td>
<td>Hist European Music Since 1800</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1900</td>
<td>Music in New Orleans</td>
<td></td>
</tr>
<tr>
<td>MUSC 2410</td>
<td>American Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 2420</td>
<td>World Musics</td>
<td></td>
</tr>
<tr>
<td>MUSC 2450</td>
<td>Intro To Opera</td>
<td></td>
</tr>
<tr>
<td>MUSC 3310</td>
<td>Topics: Musics Latin Amr</td>
<td></td>
</tr>
<tr>
<td>MUSC 3320</td>
<td>Musical Theatre In Amer</td>
<td></td>
</tr>
<tr>
<td>MUSC 3340</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUSC 3440</td>
<td>Black Music, Black Lives</td>
<td></td>
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#### Theory

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 1510</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1520</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
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</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1530</td>
<td>Jazz Theory</td>
<td></td>
</tr>
<tr>
<td>MUSC 2010</td>
<td>Tonal Analysis:18/19th C</td>
<td></td>
</tr>
<tr>
<td>MUSC 2020</td>
<td>Twentieth Century Theory</td>
<td></td>
</tr>
</tbody>
</table>

#### Performance Required Courses

Select one of the following: (4 semesters)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMS 1090</td>
<td>Musicianship Lab I</td>
<td>1</td>
</tr>
<tr>
<td>APMS 1100</td>
<td>Musicianship Lab II</td>
<td>1</td>
</tr>
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</table>

#### Performance

Select one of the following: (4 semesters)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMS 2171</td>
<td>Vocal Ensemble</td>
<td></td>
</tr>
<tr>
<td>APMS 2173</td>
<td>Instrumental Ensemble</td>
<td></td>
</tr>
<tr>
<td>APMS 2090</td>
<td>Musicianship Lab III</td>
<td>1</td>
</tr>
<tr>
<td>APMS 2100</td>
<td>Musicianship Lab IV</td>
<td>1</td>
</tr>
<tr>
<td>APMS 2210</td>
<td>Voice/Vocal Jazz (4 semesters)</td>
<td>8</td>
</tr>
<tr>
<td>APMS 3210</td>
<td>Voice/Vocal Jazz (2 semesters)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMS 4230</td>
<td>Adv Voice/Recital Prep</td>
<td></td>
</tr>
<tr>
<td>APMS 4231</td>
<td>Adv Instrument/ Recital Prep</td>
<td></td>
</tr>
<tr>
<td>APMS 4232</td>
<td>Adv Piano/Recital Prep</td>
<td></td>
</tr>
<tr>
<td>APMS 4233</td>
<td>Adv Composition</td>
<td></td>
</tr>
<tr>
<td>APMS 4234</td>
<td>Adv Voice/Recital Prep</td>
<td></td>
</tr>
<tr>
<td>APMS 4300</td>
<td>Adv Comp/ Sr. Recital</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 50

1. Pre-requisites and/or Co-requisites (see course descriptions)
2. Students may elect to mature within an ensemble by taking the major ensemble for his/her instrument up to 8 times for credit.
3. Students are encouraged to take applied lessons every semester; however, a course substitution, one semester of APMS 4910 Lect Rec Prep/Lect Rec (2 c.h.), is available for students lacking one semester of lessons.

### Musical Theatre, BFA

The major also offers the flexibility for students to pursue courses in other fields or to double major. Admission to the Musical Theatre B.F.A. program is based on an audition, which takes place during the sophomore year.
Composition, BFA

Music composition is about creativity, imagination, communication and collaboration. It requires highly developed multilinear critical analytical skills, excellent organizational skills and a great deal of attention to detail. Music brings people from different backgrounds and communities together, enhances creativity, develops imaginations and helps you to make emotional connections with people. Several of our Music Composition program alumni have had highly successful and diverse careers as composers of abstract music and as faculty members and administrators at major institutions. Many others have successfully aligned their creative endeavors with interdisciplinary pursuits in areas such as multimedia, music for film, music therapy, music business, music and management, or entertainment law. Over the years, the Music Composition program has also graduated many alumni who have had highly successful careers in other diverse disciplines: from the sciences, to medicine, to finance, mathematics, and management.

Our Music Composition majors are expected to take composition lessons for at least six semesters, study orchestration and take classes in music theory, music history, electronic music and computer music. Graduating seniors are required to present a senior composition recital which involves 60 minutes of original music and demonstrates their ability to function as independent composers. Music Composition majors also participate in ensembles and are strongly encouraged to take instrument lessons. Piano proficiency, in particular, is generally considered as an invaluable tool for composition.

Though it is not required, composition majors are encouraged to take Composition for Electronic Media and other electronic and computer music courses through the Music Science and Technology program. Composition for Electronic Media examines theoretical and practical aspects of the study of computer and electro-acoustic music composition. Through individual composition projects, this course focuses on developing computer and electro-acoustic compositional techniques with projects in pre-recorded material manipulation, sound synthesis and analysis, music signal processing, algorithmic composition, and music performance systems design, to name a few. There are many other courses offered in the Music Science and Technology that we encourage composition majors to take in order to strengthen their foundations in composing with electronic media. These include Introduction to Computer Applications in Music, Music and Digital Signal Processing, and Algorithmic and Computer Music. For more information regarding these courses please see the Music, Science, & Technology program description.

Our music complex includes a 1,000-seat auditorium, Dixon Hall, a 200-seat recital hall, Dixon Recital Hall, a choral hall, a band room, two computer music labs, and practice rooms that are available 24/7 by student ID card access for students enrolled in music courses. At the end of Spring 2019, construction of a new state-of-the-art recording and electronic music studio will begin. This will be available for use after taking the required training for use of the studio. As the Newcomb Music Department is an All-Steinway School, all of our practice and performance spaces are equipped with Steinway pianos. The University also owns a wide range of other instruments which are available for students to borrow.

Students admitted to the University as intended music majors are eligible for Musicianship Awards. Musicianship Awards are partial scholarships offered to incoming freshmen who are selected by the Office of Undergraduate Admission based on recommendation from faculty and staff to students who have academic credentials and a history of talent and dedication to music, and is only granted to students intending to major in music.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1420</td>
<td>Hist European Music Since 1800</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MUSC 1900</td>
<td>Music in New Orleans</td>
</tr>
<tr>
<td></td>
<td>MUSC 2410</td>
<td>American Music 1</td>
</tr>
<tr>
<td></td>
<td>MUSC 2420</td>
<td>World Musics 1</td>
</tr>
<tr>
<td></td>
<td>MUSC 2450</td>
<td>Intro To Opera</td>
</tr>
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<td></td>
<td>MUSC 3310</td>
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<tr>
<td></td>
<td>MUSC 3340</td>
<td>History of Jazz</td>
</tr>
<tr>
<td></td>
<td>MUSC 3440</td>
<td>Black Music, Black Lives</td>
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</table>

Theory

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</thead>
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<td>Harmony</td>
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</tr>
<tr>
<td>MUSC 1520</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6</td>
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<tr>
<td></td>
<td>MUSC 1530</td>
<td>Jazz Theory 1</td>
</tr>
<tr>
<td></td>
<td>MUSC 2010</td>
<td>Tonal Analysis: 18/19th C 1</td>
</tr>
<tr>
<td></td>
<td>MUSC 2020</td>
<td>Twentieth Century Theory 1</td>
</tr>
</tbody>
</table>

Performance

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMS 1090</td>
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<td>Musicianship Lab II</td>
<td>1</td>
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</tbody>
</table>
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</thead>
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</tr>
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<td>Instrumental Ensemble</td>
</tr>
<tr>
<td>APMS 2218</td>
<td>Composition (2 semesters)</td>
</tr>
<tr>
<td>APMS 3213</td>
<td>Composition (2 semesters)</td>
</tr>
<tr>
<td>APMS 4233</td>
<td>Adv Composition</td>
</tr>
<tr>
<td>APMS 4300</td>
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</tr>
<tr>
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<tr>
<td>APMS 2100</td>
<td>Musicianship Lab IV</td>
</tr>
</tbody>
</table>

Total Credit Hours: 49

1. Pre-requisites and/or Co-requisites (see course descriptions)
2. Students may elect to mature within an ensemble by taking the major ensemble for his/her instrument up to 8 times for credit.
3. Students are encouraged to take applied lessons every semester; however, a course substitution, one semester of APMS 4910 Lect Rec Prep/Lect Rec (2 c.h.), is available for students lacking one semester of lessons.

Requirements

All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Standard Major

For the standard major in philosophy the specific course requirements are:

<table>
<thead>
<tr>
<th>Course ID</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2010</td>
<td>History of Ancient Phil</td>
<td>6</td>
</tr>
<tr>
<td>PHIL 2020</td>
<td>History of Modern Phil</td>
<td></td>
</tr>
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</table>

Logic

Select one of the following:  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL 1060</td>
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</tr>
<tr>
<td>PHIL 1210</td>
<td>Elementary Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 3040</td>
<td>Mathematical Logic</td>
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Ethics

Select one of the following:  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1030</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3050</td>
<td>Moral Philosophy</td>
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<tr>
<td>PHIL 3510</td>
<td>History of Ethics</td>
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<tr>
<td>PHIL 3550</td>
<td>Medical Ethics</td>
<td></td>
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<tr>
<td>PHIL 3560</td>
<td>Social &amp; Polit Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 3570</td>
<td>Ethics of Abortion</td>
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<tr>
<td>PHIL 3580</td>
<td>Ethical Theory</td>
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<tr>
<td>PHIL 3650</td>
<td>Crime and Punishment</td>
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<tr>
<td>PHIL 3750</td>
<td>Foundations of Cognitive Sci</td>
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<tr>
<td>PHIL 6050</td>
<td>Moral Philosophy</td>
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<tr>
<td>PHIL 6130</td>
<td>Moral Psychology &amp; Meta-Ethics</td>
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<tr>
<td>PHIL 6250</td>
<td>Locke’s Moral &amp;Poli Phil</td>
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<tr>
<td>PHIL 6520</td>
<td>Environmental Ethics</td>
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<tr>
<td>PHIL 6760</td>
<td>Mill’s Util Liberalism</td>
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</table>

Metaphysics/Mind/Epistemology

Select one of the following:  

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1020</td>
<td>Philosophies Of The Self</td>
<td></td>
</tr>
<tr>
<td>PHIL 1040</td>
<td>Beginning With Minds</td>
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<tr>
<td>PHIL 2030</td>
<td>Minds, Machines &amp; Experiences</td>
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<tr>
<td>PHIL 2200</td>
<td>Matter and Consciousness</td>
<td></td>
</tr>
<tr>
<td>PHIL 3120</td>
<td>Analytic Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 3410</td>
<td>Theory of Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

It is strongly recommended that B.F.A Musical Composition students take MUSC 2010 Tonal Analysis:18/19th C (3 c.h.) and MUSC 2020 Twentieth Century Theory (3 c.h.) which are offered as part of the CORE.

Department of Philosophy

Programs

Undergraduate

Major

- Philosophy Major (p. 126)
- Philosophy Major with Concentration in Language, Mind, and Knowledge (p. 127)
- Philosophy Major with Concentration in Law, Mortality, and Society (p. 128)

Minor

- Philosophy Minor (p. 128)

Graduate

- Philosophy, MA (p. 128)
- Philosophy, PhD (p. 129)

Philosophy Major

The Philosophy major provides a traditional course of study in philosophy.
PHIL 3150 Logical Empiricism
PHIL 3420 Metaphysics
PHIL 3740 Consciousness
PHIL 3760 Interpreting Minds
PHIL 3765 Imagination
PHIL 3800 Language and Thought
PHIL 6100 Skepticism
PHIL 6010 Metaphysics of Mind
PHIL 6120 Metaphysics
PHIL 6150 Freedom & The Self
PHIL 6170 Philosophy of Perception
PHIL 6180 Mental Representation
PHIL 6190 Philosophy of Mind

Additional Requirements
Four more courses beyond the above, for a total of 27 courses in the complete major. Two courses must be at the 6000 level. No more than three courses may be at the 1000 level.

Total Credit Hours 27

Additional Information
No more than three of the required nine courses can be at the 1000-level.

Philosophy Major with Concentration in Language, Mind, and Knowledge

Language, Mind & Knowledge (track)
The Philosophy Language, Mind & Knowledge (track) is designed for students primarily interested in the part of philosophy that lies on one of the most exciting of today’s interdisciplinary interfaces, cognitive science. The Department is also associated with the Cognitive Studies Coordinate Major (https://liberalarts.tulane.edu/programs/cognitive-studies).

Requirements
All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis
- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Concentration in Language, Mind, and Knowledge

Course ID Title Credits
History of Philosophy
PHIL 2010 History of Ancient Phil 3
PHIL 2020 History of Modern Phil 3

Logic
PHIL 1210 Elementary Symbolic Logic 3

Philosophy of Language, Mind, or Knowledge
Select four of the following: 12
- PHIL 1020 Philosophies of The Self
- PHIL 1040 Beginning With Minds
- PHIL 2030 Minds, Machines & Experiences
- PHIL 2200 Matter and Consciousness
- PHIL 3120 Analytic Philosophy
- PHIL 3150 Logical Empiricism
- PHIL 3410 Theory of Knowledge
- PHIL 3420 Metaphysics
- PHIL 3740 Consciousness
- PHIL 3750 Foundations of Cognitive Scien
- PHIL 3760 Interpreting Minds
- PHIL 3765 Imagination
- PHIL 3800 Language and Thought
- PHIL 3870 Mind In Evolution
- PHIL 4990 Honors Reading
- PHIL 5000 Honors Thesis
- PHIL 6010 Metaphysics of Mind
- PHIL 6090 Philosophy of Science
- PHIL 6100 Skepticism
- PHIL 6105 Philosophy of Neuroscience
- PHIL 6120 Metaphysics
- PHIL 6150 Freedom & The Self
- PHIL 6170 Philosophy of Perception
- PHIL 6180 Mental Representation
- PHIL 6190 Philosophy of Mind
- PHIL 6620 Philosophical Logic

Additional Requirements
Select one additional course at the 3000 level or above. At least two of these courses must be at the 6000 level.

Total Credit Hours 27

Additional Information
At least two of these courses must be at the 6000-level.
Philosophy Major with Concentration in Law, Mortality, and Society

The Philosophy Law, Morality & Society (track) is designed to cater to students with a specific career interest in law, public policy or politics.

Requirements

All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Concentration in Law, Morality, and Society

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2110</td>
<td>Classics Ancnt Poli Phil</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2120</td>
<td>Classics Modrn Poli Phil</td>
<td>3</td>
</tr>
</tbody>
</table>

Critical Thinking or Logic Course

Choose one of the following: 3

- PHIL 1060 Critical Thinking
- PHIL 1210 Elementary Symbolic Logic
- PHIL 3040 Mathematical Logic

Ethics, Political Philosophy or the Philosophy of Law

Select 4 of the following: 12

- PHIL 1030 Ethics
- PHIL 3050 Moral Philosophy
- PHIL 3340 Humanity's Place in Nature
- PHIL 3510 History of Ethics
- PHIL 3550 Medical Ethics
- PHIL 3560 Social & Polit Ethics
- PHIL 3580 Ethical Theory
- PHIL 3640 Philosophy of Law
- PHIL 3650 Crime and Punishment
- PHIL 3660 Anarchy
- PHIL 4990 Honors Reading
- PHIL 6050 Moral Philosophy
- PHIL 6130 Moral Psychology & Meta-Ethics
- PHIL 6150 Freedom & The Self
- PHIL 6510 Theories of Econ Justice

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Additional Requirements

Select 1 additional course at the 3000 level or above. At least two courses must be at the 6000 level. 6

Total Credit Hours 27

Additional Information

At least two courses must be at the 6000-level.

Philosophy Minor

A minor in Philosophy consists of five Philosophy courses, three of which must be above the 1000 level.

Requirements

A minor in philosophy consists of five philosophy courses, three of which must be above the 1000-level.

Philosophy, MA

Tulane offers a terminal MA degree in Philosophy. The program is intended for students who are eager to continue their study of philosophy, but do not feel ready to enter a PhD program. The MA program can help students develop a deeper and more comprehensive understanding of both contemporary issues in philosophy as well as the history of philosophy, and to prepare to seek admission into a competitive PhD program. It is also useful for students who have a strong interest in philosophy, but are unsure about whether they would like to commit to pursuing a PhD.

The philosophy department at Tulane offers a wide variety of courses, and is especially attractive for students wishing to pursue research in ethics, political philosophy, the history of philosophy, and philosophy of mind. For information about our faculty members, please see our faculty page (https://liberalarts.tulane.edu/departments/philosophy/people/fulltime-faculty).

An undergraduate major in philosophy is desirable for graduate study in philosophy, but it is not essential. However, students admitted with insufficient background in ethics or logic or the history of philosophy may be required to take courses in these areas without graduate credit.

Transfer course credit for previous graduate work in philosophy is possible.

The terminal MA program is independent of the PhD program at Tulane. Subsequent admission to the PhD program at Tulane requires application through the normal channels. The program is intended to be completed within two years.

For information about the terminal MA program at Tulane, please contact the Director of Graduate Studies, Oliver Sensen (https://
The specialty track in Moral Philosophy. The two tracks differ in the requirements for them. Students may either take the standard Ph.D. track or the specialty Ph.D. track in moral philosophy, and may opt into or out of the specialty track at any time.

Requirements
The Ph.D. Degree (Standard track and Moral Philosophy track) has three components:

• Satisfactory completion of 48 hours (16 courses) of coursework in accordance with departmental distribution requirements (see below).
• Submission of one satisfactory Qualifying Paper. Students are subject to dismissal should the qualifying paper be deemed unacceptable.
• Presentation and defense of a Doctoral Thesis.

Students in the PhD program must submit all materials for any incomplete class grades by September 1 of the following year. For example, materials for any incomplete from courses during the 2019-2020 academic year would have to be submitted by September 1, 2020.

Students in the PhD program are subject to an annual review, described below.

Deadlines for the Qualifying Paper and Dissertation Progress are described below. No student may miss a deadline without a strong excuse presented to the Director of Graduate Studies (such as a documented medical or family emergency). A failure to meet one of these deadlines is cause to bring the issue of the student's performance before the department as a whole.

Distribution Requirement for Coursework (Standard Track)
The distribution requirement for coursework in the Standard track is as follows. Students must take at least one course in three of the following areas:

• Metaphysics
• Epistemology
• Philosophy of Mind
• Philosophy of Language
• Philosophy of Science

In addition, students are required to take three courses in the history of philosophy (at least one in Ancient as well as one in Modern), one course in Moral/Political/Legal Philosophy and one in Logic.

The distribution requirement in Logic may be waived if a student demonstrates graduate-level competence by passing an examination in this subject after joining the program.

Of the remaining eight courses, two may be taken in another department, with approval of the Philosophy Department Graduate Studies Committee.
Distribution Requirement for Coursework (Moral Philosophy Track)
The distribution requirement for coursework in the specialty track in Moral Philosophy is as follows. Students must take at least one course in three of the following areas:

- Metaphysics
- Epistemology
- Philosophy of Mind
- Philosophy of Language
- Philosophy of Science

In addition, students are required to take three courses in the history of philosophy (at least one being the History of Ethics or the History of Political Philosophy), and one in Formal Methods (which may include logic, game theory, rational choice theory, or another course in the methodological tools relevant to the student’s philosophical work). The distribution requirement in Formal Methods may be waived if a student demonstrates graduate-level competence by passing an examination in this subject after joining the program. Of the remaining nine courses, six must be in moral and political philosophy, with at least one course each from four of the following subdisciplines:

- Political Philosophy
- Philosophy of Law
- Moral Psychology
- Agency and Responsibility
- Metaethics
- Normative Ethics
- Applied Ethics
- Feminist Ethics

Two of these courses may be taken in another department, with approval of the Philosophy Department Graduate Studies Committee. Students in this track are also expected to attend and participate regularly in Murphy Institute seminars and lectures in moral philosophy.

The Qualifying Paper
Purpose of the Qualifying Paper
The purpose of the project is to evaluate the student’s ability to produce a “professional” quality paper. The paper may be the result of reworking a term paper from a course. Students are encouraged but not required to write the qualifying paper on the topic of their dissertation. The paper must represent new work written by the student. It is not allowed, for instance, simply to submit a previous MA thesis. Any old work must be substantially revised.

Quality
Students are subject to dismissal should the Qualifying Paper be deemed unacceptable. It is therefore important to approach the task of writing this paper with a sense of the quality of work that is expected and how this may be achieved. The qualifying paper should provide strong evidence that the student is willing and able to produce publishable work. An acceptable paper will demonstrate ability to engage your own philosophical thinking in relation to the relevant literature and competence with that literature.

This might be achieved by:

- Presenting an argument dialectically among several writers and entering the discussion with your own view.
- Providing an illuminating account of a philosopher’s argument(s) or contention(s)
- Interpreting a philosophic text in order to bring to light its argument or teaching
- Tracing the historical development of an idea that you analyze and evaluate

It is not acceptable to:

- Simply review several books or articles on a given topic
- Present different philosopher’s claims or arguments and merely opt for one of them.

The Committee
The Qualifying Paper is evaluated by a committee consisting of three faculty members. The Director will be a faculty member agreed upon by the student, the Director of Graduate Studies (DGS), and the faculty member. The Second and Third Reader on the Committee will be assigned by the DGS in consultation with the Director.

The student is advised to make arrangements with the director of the paper about how the interchange between them shall work out as the composition of the paper progresses. Different professors may wish to do this in different ways. A general understanding between director and student should be reached before the summer vacation that precedes the year in which semester in which the paper is due. With the approval of the director, topics may be modified or changed.

Deadlines
The day two weeks before the last day of Spring semester classes is the target date for submitting a proposal for the Qualifying Paper to the DGS. For example, if the Qualifying Paper is due on October 1, 2019, the student should submit a proposal two weeks before the end of the Spring 2020 semester. The proposal should include a brief description of the project (at least several lines) and the name of the faculty member who has agreed to serve as director.

The Qualifying Paper must be submitted by October 1 during the student’s third year (or second year if the student entered with a transferable MA degree).

It is expected that one or more drafts of the paper would have been submitted before the deadline and the final version would reflect responses to comments from members of the committee.

Evaluation
The members of the committee will evaluate the paper and independently submit to the DGS a judgment on it, with comments and justification for the judgment. Faculty must report grades for the Qualifying paper by November 15.

The original submission will be evaluated as “Pass,” “Fail,” or “Revise and Resubmit.” Two “Fail” votes on the original submission results in a failed paper. Only one “Revise and Resubmit” or “Fail” vote is needed to force revisions, and in that case, the revised paper will be due on February 1. After that date a majority vote will decide whether the
paper passes or fails. The final grade for the Qualifying Paper must be submitted by the faculty members by March 1.

A failed paper will result in dismissal from the doctoral program, subject to a review by the whole department.

The faculty committee members may not inform the student of his/her evaluation until the Director of Graduate Studies or the Philosophy Department faculty releases the information.

The Dissertation

Students should complete an "Admission to Candidacy" form to the DGS after completing all requirements but the dissertation.

Students should seek a dissertation supervisor and in consultation with that professor form a committee with two other faculty members.

Students must submit to the DGS the dissertation prospectus, along with a "Dissertation Prospectus Approval" form by October 1 of the 4th year (3rd year if the student entered with a transferable MA degree).

Students must submit to the DGS a dissertation chapter that shows significant progress beyond the Qualifying Paper by February 1 of the 4th year (3rd year if the student entered with a transferable MA degree).

Students must submit to the DGS an additional dissertation chapter that is different from the first one by February 1 of the 5th year (4th year if the student entered with a transferable MA degree).

For more information about graduation requirements see the Dissertation Guidelines at the Tulane Graduate Studies (https://liberalarts.tulane.edu/academics/graduate-studies) website.

Annual Review

The Department will conduct an annual review at which faculty members review the progress of graduate students. The meeting will be held during the spring semester, typically around March 1, and at the meeting a warning might be issued to a student to either

1. end funding or
2. terminate a student from the program.

A student will be automatically dismissed from the program, subject to a review by the whole department, if

1. he or she failed the qualifying paper,
2. has a preponderance of B grades (or lower),
3. has two B- grades (or lower), or
4. a C+ grade (or lower) in their classes.

In addition, the department can vote to warn the student that

1. funding will be terminated or
2. the student will be dismissed from the program if – among other possible reasons –
   a. the student has three or more B grades (or lower),
   b. misses one of the deadlines stated above,
   c. has a weak qualifying paper, or
   d. shows insufficient progress in his or her dissertation.

The department has to state the cause for concern in the warning letter, and after being warned, students would have a semester to markedly improve their performance as well as present any evidence that might put their performance in a different light. Without this, the initial department vote would take effect after the semester is over, and either

1. the funding would be terminated, or
2. the student would be dismissed from the program.

Progress Requirements for Students Receiving External Fellowships

Students on a fellowship or leave for a year must show substantial evidence of work they have completed. This would typically be two chapters of the dissertation, or one chapter along with papers for publication or presentation, which should be submitted to the dissertation Director and Graduate Director. Further support in the program, such as continuation of the graduate stipend or adjunct teaching, will depend on meeting this requirement.

Summary of Deadlines

Coursework

September 1: all materials for any "Incomplete" grade from a course during the previous academic year are due

Qualifying Paper

- Two weeks before the last day of the Spring semester of the 2nd year (1st year if the student entered with a transferable MA): proposal for the Qualifying Paper due to the Director of Graduate Studies
- October 1 of the 3rd year (2nd year if the student entered with a transferable MA): Qualifying Paper due
- November 15: Faculty must report grades on the Qualifying Paper
- February 1 of the 3rd year (2nd year if the student entered with a transferable MA): revised Qualifying Paper due (if the original submission must be revised due to receiving one "Fail" grade or one or more "Revise and Resubmit" grades)
- March 1: Faculty must submit the final grade for the Qualifying Paper to the Director of Graduate Studies

Dissertation

- "Admission to Candidacy" form due to the Director of Graduate Studies upon the completion of all requirements for the Ph.D. except the Dissertation
- October 1 of the 4th year (3rd year if the student entered with a transferable MA): the Dissertation Prospectus, and a "Dissertation Prospectus Approval" form, due to the Director of Graduate Studies
- February 1 of the 4th year (3rd year if the student entered with a transferable MA): a Dissertation chapter that shows significant progress beyond the Qualifying Paper due to the Director of Graduate Studies
- February 1 of the 5th year (4th year if the student entered with a transferable MA): Additional Dissertation chapter due to the Director of Graduate Studies
Annual Review
• March 1: Annual Review of graduate students conducted by the faculty

Department of Political Science

Programs

Undergraduate

Majors
• Political Science Major (p. 132)
• Political Science/International Development Major (p. 133)
• Political Science/International Relations Major (p. 133)

Minors
• Political Science Minor (p. 132)
• Political Science/International Development Minor (p. 134)

Graduate
• Political Development, PhD (p. 134)

Political Science Major

Students majoring in political science are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

TO DECLARE A POLS, PSIR OR PSDV MAJOR: Pick up a major-declaration form from your academic advisor and bring it to the office of our Director of Undergraduate Studies, Prof. Brox (302 Norman Mayer), during his office hours: Wednesday 10-12 and 1-3. You will be assigned a major advisor at that point.

Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

Course ID Title Credits
Required Courses
POLS 2010 Scope/Methods Poli Sci 3
Select at least three of the following: 9
POLA 2100 American Government (or a 4 or 5 on the A.P. American Government Exam)
POLC 2300 Comparative Politics (or a 4 or 5 on the A.P. Comparative Politics Exam)
POLI 2500 International Relations
POLT 2700 Pol Thought In The West

Statistics or Foreign Language Component
Select one of the following: 3
MATH 1110 Probability & Statistics I (or other equivalent course)¹
Select one additional course (3 credits) beyond the SLA foreign-language requirements

Electives
Select at least six electives in political science ² 18

¹ Political Science (POLS) majors who are double majors in Sociology or Psychology may satisfy this requirement through the successful completion of SOCI 3030 Intro To Research Design (3 c.h.), PSYC 3090 Univariate I & Lab (4 c.h.). Equivalent courses from other departments or schools may also satisfy this requirement for any student majoring in Political Science, as determined by the Department Chair or Undergraduate Studies Director.

² No more than four of these courses can be in any single subfield (POLA, POLC, POLI, or POLT).

Pre-requisites

Students must have successfully completed the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

Level of Coursework

• Students must successfully complete at least two courses at the 4000 level or above. This does not include internships, independent studies, or honors thesis credits.
• Students must successfully complete either one course at the 6000 level or one 4-credit writing intensive course in political science. Honors thesis credits do not count as political science writing courses.
• Students may not exceed six credits of internship toward their total hours of graduation and can count only one internship course (POLS 4560 Internship (1,3 c.h.)) toward the major requirements.

Political Science Minor

Students minoring in political science (https://liberalarts.tulane.edu/departments/political-science) are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work
in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

A minor in political science consists of six courses in political science, in at least two different subfields, with at least three courses at the 3000-level or above.

Political Science/ International Relations Major

Students majoring in political science (https://liberalarts.tulane.edu/departments/political-science) are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflective skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

TO DECLARE A POLS, PSIR OR PSDV MAJOR: Pick up a major-declaration form from your academic advisor and bring it to the office of our Director of Undergraduate Studies, Prof. Brox (302 Norman Mayer), during his office hours: Wednesday 10-12 and 1-3. You will be assigned a major advisor at that point.

Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

Course ID | Title | Credits
--- | --- | ---
Required Course:  
POLS 2010 | Scope/Methods Poli Sci | 3

Three Courses from the following:

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLA 2100</td>
<td>American Government (or AP American Government)</td>
<td>3</td>
</tr>
<tr>
<td>POLC 2300</td>
<td>Comparative Politics (or AP Comparative Politics)</td>
<td>3</td>
</tr>
<tr>
<td>POLI 2500</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POLT 2700</td>
<td>Pol Thought In The West</td>
<td>3</td>
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</tbody>
</table>

Economics Component 1

PSIR majors must successfully complete TWO of the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
</tr>
<tr>
<td>MATH 1110</td>
<td>Probability &amp; Statistics I</td>
</tr>
<tr>
<td>POLI 3540</td>
<td>Intl Political Economy</td>
</tr>
<tr>
<td>ECON 3370</td>
<td>World Economy</td>
</tr>
<tr>
<td>POLC 6110</td>
<td>Comparatv Political Econ</td>
</tr>
</tbody>
</table>

Foreign Language Component

Students must complete one additional three-credit course beyond the SLA foreign-language requirements.

Electives 2

SIX courses, at least THREE of which must be in either International Relations (POLI) and/or Comparative Politics (POLC). Not more than FOUR of the electives may be in any single subfield (POLA, POLC, POLI, or POLT).

1 A course in the political economy department (such as PECN 3040 Comp & Intl Pol Econ (3 c.h.)) that is approved by the political science department’s director of undergraduate studies may also be considered. POLI 3540 Intl Political Economy (3.4 c.h.) and POLC 6110 Comparatv Political Econ (3 c.h.) can count for either the Economics Component or an Elective but not both.

2 Not more than FOUR of the electives may be in any single subfield (POLA, POLC, POLI, PSDV or POLT).

Pre-requisites

Students must have successfully completed the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

Level of Course Work

• At least two courses need to be at the 4000-level or above. This does not include internships, independent studies, or honors thesis credits.

• Either one course at the 6000 level OR one four-credit writing intensive course in political science. This course cannot be “double-counted” and used to fulfill the requirement above; in other words, it does not count toward the “two classes at the 4000-level or above” requirement.

• Students may not exceed six credits of internship toward their total hours of graduation and can count only one internship course (POLS 4560 Internship (1,3 c.h.)) toward major requirements.

Political Science/ International Development Major

Students majoring in political science (https://liberalarts.tulane.edu/departments/political-science) are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflective skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work...
in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

**Requirements**

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Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

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<th>Course ID</th>
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<tbody>
<tr>
<td>POLS 2010</td>
<td>Scope/Methods Poli Sci</td>
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<td>PSDV 2400</td>
<td>Intro to Internat Devty Development</td>
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<tr>
<td>PSDV 3200</td>
<td>Development Issues &amp; Strategies</td>
<td>3</td>
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<tr>
<td>POLI 3540</td>
<td>Intl Political Economy</td>
<td>3</td>
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<tr>
<td>One out of the following two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLC 2300</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 2500</td>
<td>International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Economics Component**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Foreign Language Component**

Students must complete one additional three-credit course beyond the SLA foreign-language requirements. Course must be taught in the target language.

**Electives**

FIVE courses, at least ONE must be a PSDV class. At least TWO must come from outside of Political Science (see the approved list of classes in the checklist).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSDV 2400</td>
<td>Intro to Internat Devty Development</td>
<td>3</td>
</tr>
<tr>
<td>PSDV 3200</td>
<td>Development Issues &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or POLI 3450</td>
<td>Global War on Terrorism</td>
<td></td>
</tr>
</tbody>
</table>

Select three electives, at least one in PSDV

**Total Credit Hours**

18

**Pre-requisites**

Students must have successfully completed the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

**Level of Course Work**

- At least two courses need to be at the 4000-level or above. This does not include internships, independent studies, or honors thesis credits.
- Either one course at the 6000 level or one four-credit writing intensive course in political science. This course cannot be “double-counted” and used to fulfill the requirement above; in other words, it does not count toward the “two classes at the 4000-level or above” requirement.
- Students may not exceed six credits of internship toward their total hours of graduation and can count only one internship course (POLS 4560 Internship (1,3 c.h.)) toward major requirements.

**Political Science/International Development Minor**

Students majoring in political science (https://liberalarts.tulane.edu/departments/political-science) are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

**Requirements**

A minor in political science with a concentration in international development (PSDV) consists of six courses, including PSDV2400 (Intro to International Development) and PSDV3200 (Development Issues and Strategies), either ECON1020 (Macroeconomics) OR POLI3450 (International Political Economy), and three electives. All of the electives must be 3000-level or above, at least one must be PSDV and at least one from the department approved list.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSDV 2400</td>
<td>Intro to Internat Devty Development</td>
<td>3</td>
</tr>
<tr>
<td>PSDV 3200</td>
<td>Development Issues &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or POLI 3450</td>
<td>Global War on Terrorism</td>
<td></td>
</tr>
</tbody>
</table>

Select three electives, at least one in PSDV

**Total Credit Hours**

18

**Political Development, PhD**

The new interdisciplinary PhD program in Political Development (https://liberalarts.tulane.edu/departments/political-science/academics/graduate) focuses on the development of political institutions over time and the ways in which they facilitate or impede adaptation to rapidly changing circumstances under the impact of globalization. The formation of political institutions, their evolution, their sources of change, their distributional effects, how they organize cooperation, and how they resolve or fail to resolve conflict have stimulated some of the most prominent theorizing in the study of politics. The emphasis on the development of political institutions invites multidisciplinary approaches. By their very nature political institutions affect the organization of the economy, the distribution of life chances in society, and cultural values; which are, of course, the concern of economics, sociology and anthropology. Because political development has a time dimension and its conceptualization and
normative orientation are open to contestation it is of great interest to historians and philosophers.

Based on the strengths of the faculty in the Department of Political Science, and in collaboration with faculty from other units, the PhD in PD will train students in two broad, integrally connected areas of research: the quality of government institutions and the policy process; more generally in the search for solutions to pressing public policy issues; and the design of political institutions for the protection and exercise of rights and the politics that go into their making, including pressure from civil society.

The program will develop these skills in two core substantive fields: (1) the political economy of political development; (2) the politics of the institutionalization of rights.

Collaboration with Other Tulane Programs

The PhD in PPD offers rich opportunities for collaboration with faculty from other units. They will be critical resources for the specialization of students in the PD program.

The PhD in PD builds on Tulane's outstanding resources and tradition of scholarship on Latin America, embodied in the Stone Center for Latin American Studies (https://stonecenter.tulane.edu) and the Center for Inter-American Policy and Research (http://cipr.tulane.edu). The Murphy Institute's seminars with an emphasis on political economy, rights and policy will enrich our student's experience and vice versa. Students interested in urban politics can draw on the recently established interdisciplinary PhD program in City, Culture and Community (CCC) (p. 152) with its focus upon "interdisciplinary research aimed at understanding the causes and consequences of urban social problems, relationships between global processes and local change, and the challenges of sustainable development" as well as its concern with urban policy and the post-Katrina recovery of New Orleans. Students interested in global community health and global environmental health may work with faculty from the Institute for Global Health (https://ogh.tulane.edu). The PhD in PD's concern with political institutions for rule of law and institutional organization offer opportunities for interaction with the Law School (p. 80) and the Business School (p. 56).

Requirements

To advance to candidacy, students need to complete 48 credits of coursework, pass two qualifying exams, and successfully defend a dissertation prospectus. Of the 48 credits of coursework, 30 credits consist of required courses in the Political Science department. The remaining 18 credits will consist of electives taken in the Political Science department and in other departments that offer relevant courses. Independent-study courses, worked out between individual students and a faculty member, may count as elective credit and may under certain circumstances be undertaken over the summer. At least 9 credits of coursework must be completed outside the Political Science department. Foreign language courses will count as elective credit only with the approval of the Director of Graduate Studies.

### Course ID | Title | Credits
--- | --- | ---
**Semester 1:**
POLS 7111 | Scope & Methods for Poli Sci | 3
POLS 7112 | Research Methods I | 3
POLS 7210 | Political Development I | 3

<table>
<thead>
<tr>
<th>Semester 2:</th>
<th></th>
</tr>
</thead>
</table>
POLS 7211 | Political Development II | 3 |
POLS 7113 | Research Methods II | 3 |
POLS 7311 | Sem Political Economy | 3 |

<table>
<thead>
<tr>
<th>Semester 3:</th>
<th></th>
</tr>
</thead>
</table>
POLS 7950 | Special Projects (Democracy & Democratization) | 3 |
POLS 7114 | Qualitative Methods | 3 |
Specialization Elective | 3 |

<table>
<thead>
<tr>
<th>Semester 4:</th>
<th></th>
</tr>
</thead>
</table>
POLS 7312 | Pol Inst of Rights (Specialization Elective if not offered.) | 3 |
Specialization Elective | 3 |
Specialization Elective | 3 |

<table>
<thead>
<tr>
<th>Semester 5:</th>
<th></th>
</tr>
</thead>
</table>
Comprehensive Exams |  |
POLS 7910 | Research (Critical Debates in Comp. Poli) | 3 |
Specialization Elective | 3 |
Specialization Elective | 3 |

<table>
<thead>
<tr>
<th>Semester 6:</th>
<th></th>
</tr>
</thead>
</table>
Dissertation Prospectus Defense |  |
POLS 7116 | Graduate Professional Skills | 3 |
Total Credit Hours | 48 |

**Exams**

During their fifth semester, students will take qualifying exams in the two areas of substantive concentration. Each exam will consist of two parts: a “field exam”; and an interdisciplinary “substantive concentration exam.” Exams will be written and by the end of the sixth semester both exams must be passed.

**Teaching**

During their graduate training, students may be required to teach for at least two semesters, at least one of which will be an introductory course on Political Development.

**Dissertation**

Dissertation committees will include three or, at most, four professors, with a chairperson from Political Science and at least one member outside of the Political Science Department. Students are required to take seminars on grant writing (the Professional Skills Seminar) and dissertation prospectus preparation during their fifth semester; and, by the end of their third year, students will present a written prospectus for dissertation research and conduct an oral defense before their committee. On defending their prospectus, students will advance to candidacy, and will have three years in which to complete their dissertation.
Department of Sociology

Programs
Undergraduate
Major
• Sociology Major (p. 136)

Minor
• Sociology Minor (p. 136)

Sociology Major

Welcome to the Department of Sociology at Tulane University. Sociology is the study of social life, social change, and the social causes and consequences of human behavior.

Tulane Sociologists use a variety of theoretical approaches and research methods to investigate the structure and processes of groups, organizations, and societies, and how people interact within these various contexts.

Tulane Sociologists are committed to excellence in teaching, research, and service. We provide undergraduate and graduate students with exceptional opportunities to learn valuable, life-long transferable skills in critical thinking, data collection, data analysis, and communicating research to a public audience.

Requirements

To major in sociology a student must complete a minimum of 27 credits (nine three-credit courses) taken from courses offered by the department.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one 1000-level course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCI 2010</td>
<td>Foundations of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3030</td>
<td>Intro To Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3040</td>
<td>Intro Research Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3220</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select one course at the 1000-2990 or 4000-6990 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Additional courses from other departments in the social sciences group are to be selected in consultation with the major adviser.

Sociology Minor

Welcome to the Department of Sociology at Tulane University. Sociology is the study of social life, social change, and the social causes and consequences of human behavior.

Tulane Sociologists use a variety of theoretical approaches and research methods to investigate the structure and processes of groups, organizations, and societies, and how people interact within these various contexts.

Department of Spanish and Portuguese

Programs
Undergraduate
Majors
• Portuguese Coordinate Major (p. 136)
• Spanish and Portuguese Major (p. 137)
• Spanish Major (p. 138)

Minors
• Portuguese Minor (p. 137)
• Spanish Minor (p. 139)

Graduate
• Spanish and Portuguese, MA (p. 137)
• Spanish and Portuguese, PhD (p. 139)
• Spanish, MA (p. 137)

Portuguese Coordinate Major

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

Students majoring in Portuguese must complete ten courses (30 credits) beyond the 2000 level. All majors must take at least three 6000-level courses except for Junior Year Abroad students, who are required...
to take two 6000-level courses in the department. The Portuguese Major is classified as a coordinate major, meaning that it must be paired with a separate primary major (for example, Latin American Studies, Public Health, etc) and cannot be taken as a student’s sole major. Students complete their writing intensive requirement and service learning requirement through the primary major.

**Portuguese Minor**

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

**Requirements**

A minor in Portuguese consists of 15 credits above the 2000 level, at least one of which must be at the 6000 level. The courses should be selected in consultation with the major adviser and according to the interest of the student, whether in language, literature and culture, or a combination.

**Spanish and Portuguese Major**

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

**Requirements**

Students pursuing the joint major in Spanish and Portuguese must complete 34 credits (eleven courses) to be distributed as follows:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000-Level</td>
<td>Select any two 3000-level courses in Spanish</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select any two 3000-level courses in Portuguese</td>
<td>6</td>
</tr>
<tr>
<td>4000-Level</td>
<td>SPAN 4060 Pre 20th Century Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select any other 4000-level course in Spanish</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select any two 4000-level courses in Portuguese</td>
<td>6</td>
</tr>
<tr>
<td>6000-Level</td>
<td>Select any 6000-level course in Spanish</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select any 6000-level course in Portuguese</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPAN 6850 Senior Sem Major Authors</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

All courses in the major must be taken in sequence, although two sequential classes may be taken simultaneously. Students may not receive credit for courses taken out of sequence.

**DOUBLE MAJORS**

Double majors must complete 31 credits (ten courses + writing intensive) in the Spanish and Portuguese joint major, with a reduction of one 6000-level course. Double majors may receive credit for one course taught in English, not to be counted above the 4000 level.

**Spanish and Portuguese, MA**

We do not offer a stand-alone M.A. degree in Spanish or Spanish and Portuguese. Only undergraduate majors at Tulane may apply to the 4+1 M.A. Degree Program which allows them to earn the M.A. degree in Spanish or the joint M.A. degree in Spanish and Portuguese in one year. This program is ideally suited to students interested in deepening their knowledge of Hispanic or Luso-Brazilian literature and cultural studies before attending professional school or going on to pursue any of the many careers today for which expertise in Spanish and Portuguese cultures and languages is an asset. Many students enrolled in this program also pursue a teaching certificate through Tulane’s Teacher Preparation and Certification Program (https://teacher.tulane.edu).

**Applying**

Interested students must complete an online application form available through the Office of Graduate Programs of Tulane’s School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students). They must also submit a statement of purpose and two letters of recommendation, at least one of which should be from a professor in the Department of Spanish and Portuguese. The annual application deadline is February 1.

**Requirements**

**Undergraduate Component**

By the end of the junior year, candidates should have completed all Newcomb-Tulane distribution requirements for the B.A. degree, and all "core" requirements for the Spanish or joint Spanish and Portuguese major. In addition, candidates are required to have a minimum cumulative GPA of 3.25 in the major by the close of the junior year. By the end of the senior year, candidates will have completed all requirements for the B.A. degree in Spanish or Spanish and Portuguese.

**Fifth (Graduate) Year**

In the fifth year, 21 semester hours of graduate (6000 or 7000 level) courses will be completed in the Department of Spanish and Portuguese. Subject to departmental approval, three semester hours (one course) toward the graduate degree can be taken in another graduate department or school (e.g. English, French, Women Studies, ADST, Communications). There is no thesis requirement or comprehensive exam.

**Spanish, MA**

We do not offer a stand-alone M.A. degree in Spanish or Spanish and Portuguese. Only undergraduate majors at Tulane may apply to the 4+1 M.A. Degree Program which allows them to earn the M.A. degree in Spanish or the joint M.A. degree in Spanish and Portuguese in one year. This program is ideally suited to students interested in deepening their knowledge of Hispanic or Luso-Brazilian literature and cultural studies before attending professional school or going on to pursue any of the many careers today for which expertise in Spanish and Portuguese cultures and languages is an asset. Many students enrolled in this
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Requirements

Undergraduate Component
By the end of the junior year, candidates should have completed all Newcomb-Tulane distribution requirements for the B.A. degree, and all "core" requirements for the Spanish or joint Spanish and Portuguese major. In addition, candidates are required to have a minimum cumulative GPA of 3.25 in the major by the close of the junior year. By the end of the senior year, candidates will have completed all requirements for the B.A. degree in Spanish and Portuguese.

Fifth (Graduate) Year
In the fifth year, 21 semester hours of graduate (6000 or 7000 level) courses will be completed in the Department of Spanish and Portuguese. Subject to departmental approval, three semester hours (one course) toward the graduate degree can be taken in another graduate department or school (e.g. English, French, Women Studies, ADST, Communications). There is no thesis requirement or comprehensive exam.

Spanish Major
The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements
The major in Spanish consists of 34 credits (11 courses + writing intensive) to be distributed in the following manner:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000-Level (3 courses, 9 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following three courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3040</td>
<td>Spanish Grammar and Writing</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 3050</td>
<td>Spanish Gram &amp; Writ Business</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 3060</td>
<td>Span Gram &amp; Writ Medical Prof</td>
<td></td>
</tr>
<tr>
<td>Select one of the following three courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3130</td>
<td>Latin American Cultures</td>
<td></td>
</tr>
<tr>
<td>SPAN 3240</td>
<td>Intro to Spanish Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 3350</td>
<td>Intro Topics Hispanic Cultures</td>
<td></td>
</tr>
<tr>
<td>Select one of the following two courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3040</td>
<td>Spanish Grammar and Writing</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 3050</td>
<td>Spanish Gram &amp; Writ Business</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 3060</td>
<td>Span Gram &amp; Writ Medical Prof</td>
<td></td>
</tr>
</tbody>
</table>

4000-Level (5 courses, 15 credits)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4060</td>
<td>Pre 20th Century Reading</td>
<td>2</td>
</tr>
<tr>
<td>Select any 4 courses at the 4000-level</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

6000-Level (3 courses + writing intensive, 10 credits)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 6850</td>
<td>Senior Sem Major Authors</td>
<td>4</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

1 SPAN 3040 Spanish Grammar and Writing (3 c.h.) is a prerequisite for all other 3000 level courses; it may be taken in the same semester as other 3000 level courses.

2 SPAN 4060 Pre 20th Century Reading (3 c.h.) is a prerequisite for all other courses at the 4000-level and above. This course may be taken simultaneously with the last 3000-level course or any other 4000-level course.

Sequence of Courses
All courses in the major must be taken in sequence, although two sequential classes may be taken simultaneously (except 3040 or 3050 or 3060 which are prerequisites for other courses at 3000 level).

Students may not receive credit for courses taken out of sequence.

Pre-#20th Century Requirement
Each student is required to take ONE pre-twentieth-century course at 4000 level (besides 4060)

The following courses satisfy the pre-twentieth-century requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4140</td>
<td>Intro Colonial Letters</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4280</td>
<td>Sex, Sentiment, Marriage</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4420</td>
<td>Intro. Medieval Iberia</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4430</td>
<td>Lit of the Golden Age</td>
<td>3</td>
</tr>
<tr>
<td>6000-Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 6090</td>
<td>Ind Peoples Col World</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6220</td>
<td>Chronicles &amp; Epics of Span Con</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6230</td>
<td>El Barroco de Indias</td>
<td>3,3</td>
</tr>
<tr>
<td>SPAN 6250</td>
<td>La Illustración: Span Lit 18th</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6260</td>
<td>Spn Novel of 19th Cent</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6270</td>
<td>Spanish Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6330</td>
<td>Span Prose of Golden Age</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6410</td>
<td>Don Quijote</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6430</td>
<td>Drama of the Golden Age</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6440</td>
<td>Poetry of the Golden Age</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6510</td>
<td>Hist of the Span Lang</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses may also apply with departmental approval.
Double Majors

Double majors must complete 31 credits (10 courses + writing intensive) in the Spanish major, with a reduction of one 6000-level course. Majors may receive credit for one course taught in English.

Native and Heritage Speakers

Native speakers of Spanish begin the major with SPAN 4060. Additionally, they complete any seven courses at the 4000 level, as well as the three requirements at the 6000 level.

Native speakers complete the minor with number SPAN 4060, plus five additional 4000-level courses.

Native speakers may not enroll in courses at the 3000 level.

Heritage speakers of Spanish must meet with the Director of Undergraduate Studies to determine their placement in the program.

Spanish Minor

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

The Spanish minor consists of 18 credits (six courses), which are constituted by the 3 sections below, plus any other three 4000-level courses. Students are encouraged, but not required, to take SPAN 4060. Minors may not receive credit for courses taught in English.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following three courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3040</td>
<td>Spanish Grammar and Writing</td>
<td></td>
</tr>
<tr>
<td>SPAN 3050</td>
<td>Spanish Gram &amp; Writ Business</td>
<td></td>
</tr>
<tr>
<td>SPAN 3060</td>
<td>Span Gram &amp; Writ Medical Prof</td>
<td></td>
</tr>
<tr>
<td>Select one of the following three courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3130</td>
<td>Latin American Cultures</td>
<td></td>
</tr>
<tr>
<td>SPAN 3240</td>
<td>Intro to Spanish Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 3350</td>
<td>Intro Topics Hispanic Cultures</td>
<td></td>
</tr>
<tr>
<td>Select one of the following two courses</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3270</td>
<td>Span &amp; Lat Amer Lit &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>SPAN 3280</td>
<td>Spanish &amp; Lat Amer Lit &amp; Film</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Spanish and Portuguese, PhD

Tulane University is home to one of the country's leading Ph.D. programs in Spanish and Portuguese. Our faculty consists of nationally and internationally recognized scholars and teachers in the literatures and cultures of Spain, Portugal, Spanish America, Brazil, and Lusophone Africa, in addition to linguistics. Tulane’s Howard-Tilton Library contains extensive holdings that support our respective fields, including the Latin American Library (http://fal.tulane.edu), one of the largest collections of its kind in the United States. Tulane is also home to the Stone Center for Latin American Studies (http://stonecenter.tulane.edu), a renowned center of comparative and interdisciplinary study on Latin America, which has also been a generous source of research support for Tulane graduate students.

The goal of the Ph.D. program is to prepare students to become scholars and teachers of the highest quality. Together with coursework, graduate students participate in an extensive teaching and pedagogy development, which entails taking a course in modern language pedagogy and teaching at most one course per semester in the department’s basic language and literature curriculum. Additionally, the department offers a yearly course on grant writing, the academic job market, and other key topics of professional development. Our Ph.D.’s have consistently obtained tenure-track appointments at leading colleges and universities in the United States and abroad.

All students in the graduate program receive a tuition waiver and four or five years of stipend support. For students entering the program without an M.A., five years of funding is granted; after one year those students teach one course per semester. Students who begin the program with an outside M.A. receive four years of funding and teach one course per semester. All students are eligible for a full dissertation writing fellowship in their final year of study.

Applying

Applications are made online through the Office of Graduate Programs of Tulane’s School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students). The annual application deadline is February 1. The following are required: complete application form, GRE scores, TOEFL scores for foreign students, academic transcripts, statement of purpose, and three letters of recommendation (in English, Spanish, or Portuguese). In addition to the materials required by the School of Liberal Arts, applicants must submit a sample of academic writing in Spanish or Portuguese.

In addition, see the Department’s page on Frequently Asked Questions (https://liberalarts.tulane.edu/sites/g/files/rb466/f/sites/default/files/FAQ-for-website-Aug-2016-2.pdf) about graduate admission. Further questions may be directed to the Department of Spanish and Portuguese (spanportgrad@tulane.edu).

We look forward to your application!

Requirements

- Course work: 17 courses in total (51 credits), including SPAN 6010 Method Tchg Span & Port (3 c.h.) and 4 7000-level seminars, including SPAN 7960 Ph.D Prep & Professional Dev (3 c.h.). A select number of courses may be taken outside the department, with permission of the faculty.
- M.A. comprehensive exam: Based on reading lists in four areas (Medieval and Early Modern Iberian; Modern Spanish Peninsular; Colonial and 19th-Century Latin American; Contemporary Latin American)
Department of Theatre and Dance

Programs

Undergraduate

Majors
- Dance, BA (p. 140)
- Dance, BFA (p. 141)
- Theatre, BA (p. 144)
- Theatre, BFA (p. 145)

Minors
- Theatre Minor (p. 144)

Graduate

- Interdisciplinary Dance Performance, MFA (p. 142)
- Theatre Design and Production, MFA (p. 142)

Dance, BA

The Bachelor of Arts Dance curriculum focuses on development of technical abilities, and choreographic skill, with dance related electives. The program strives to unite academic and artistic inquiry with dance related courses and cross-over course work, as applicable, in other disciplines. Audition is required.

Requirements

Requires 33 credits as follows:

Note: Audition is required for the BA. Auditions are held every year in the fall semester.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 2010</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2520</td>
<td>Dance Composition II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4710</td>
<td>Dance Hist:Prim To 19 C.</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 4720</td>
<td>or DANC 4730</td>
<td>Dance Hist:20th C. &amp; Beyond</td>
</tr>
<tr>
<td>Dance Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two courses ballet</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Select two courses modern</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Select two courses jazz</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Electives Menu 1

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3520</td>
<td>Dance Composition III</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 4600</td>
<td>Choreography &amp; Media</td>
<td></td>
</tr>
</tbody>
</table>

Electives Menu 2

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 2020</td>
<td>Performance II</td>
<td></td>
</tr>
<tr>
<td>DANC 3240</td>
<td>US/Caribe Social Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 3520</td>
<td>Dance Composition III</td>
<td></td>
</tr>
<tr>
<td>DANC 3550</td>
<td>Laban Movement Studies (with S/L)</td>
<td></td>
</tr>
<tr>
<td>DANC 3710</td>
<td>Conditioning for Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 4600</td>
<td>Choreography &amp; Media</td>
<td></td>
</tr>
<tr>
<td>DANC 4650</td>
<td>Senior Choreographic Project (Senior Standing required)</td>
<td></td>
</tr>
<tr>
<td>DANC 4810</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>DANC 4900</td>
<td>Building Comm Thru Arts (with S/L)</td>
<td></td>
</tr>
<tr>
<td>THEA 6850</td>
<td>Design For Dancers</td>
<td></td>
</tr>
<tr>
<td>THEA 3340</td>
<td>Production &amp; Design I</td>
<td></td>
</tr>
<tr>
<td>THEA 6330</td>
<td>Fundamentals of Lighting</td>
<td></td>
</tr>
</tbody>
</table>

Select one other 3-credit course from the university by proposal and approval of the dance faculty as related to dance.

Total Credit Hours 33

Dance Technique (12 credits)

BA Dance majors must achieve Level III in either ballet or modern dance and Level IV in the other dance style to fulfill the degree requirements for graduation. Note: a minimum of two semesters of ballet and a minimum of two semesters of modern dance are required. Two semesters of Level III or Level IV jazz will be accepted toward the dance technique requirement. Students will be evaluated at the end of each academic year. Dance majors must continue to be enrolled in technique classes through graduation. For the BA dance candidate, the maximum number of dance technique credits that may count toward the 120 hours needed for graduation is 24 credits.

Dance Technique Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3800</td>
<td>Modern Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3820</td>
<td>Ballet III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3830</td>
<td>Intensive Modern Dance III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3840</td>
<td>Intensive Ballet III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3950</td>
<td>Jazz Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4800</td>
<td>Modern Dance IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4820</td>
<td>Ballet IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4830</td>
<td>Intensive Modern Dance IV</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4840</td>
<td>Intensive Ballet IV</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4950</td>
<td>Jazz Dance IV</td>
<td>2</td>
</tr>
</tbody>
</table>

The Bachelor of Arts, Movement Arts track curriculum focuses on development of technical abilities, and choreographic skill, with dance related electives. The program strives to unite academic and artistic inquiry with dance-related courses and cross-over course work, as applicable, in other disciplines. Audition is required.
The BA, Movement Arts Track

Requires 33 credits as follows:

Note: Audition is required for the BA. Auditions are held every year in the fall semester.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 2010</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2520</td>
<td>Dance Composition II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3550</td>
<td>Laban Movement Studies (with S/L)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4710</td>
<td>Dance Hist:Prim To 19 C.</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 4720</td>
<td>Dance Hist:20th C. &amp; Beyond</td>
<td></td>
</tr>
<tr>
<td>or DANC 4730</td>
<td>Dance History</td>
<td></td>
</tr>
</tbody>
</table>

Dance Technique

Select two courses ballet 4
Select two courses modern dance 4
Select two courses jazz dance 4

Electives Menu

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 2020</td>
<td>Performance II</td>
<td></td>
</tr>
<tr>
<td>DANC 3240</td>
<td>US/Caribe Social Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 3520</td>
<td>Dance Composition III</td>
<td></td>
</tr>
<tr>
<td>DANC 3710</td>
<td>Conditioning for Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 4600</td>
<td>Choreography &amp; Media</td>
<td></td>
</tr>
<tr>
<td>DANC 4650</td>
<td>Senior Choreographic Project (Senior Standing required)</td>
<td></td>
</tr>
<tr>
<td>DANC 4810</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>DANC 4900</td>
<td>Building Comm Thru Arts (with S/L)</td>
<td></td>
</tr>
<tr>
<td>THEA 6850</td>
<td>Design For Dancers</td>
<td></td>
</tr>
<tr>
<td>THEA 3340</td>
<td>Production &amp; Design I</td>
<td></td>
</tr>
<tr>
<td>THEA 6330</td>
<td>Fundamentals of Lighting</td>
<td></td>
</tr>
</tbody>
</table>

Select one other 3-credit course from the university by proposal and approval of the dance faculty as related to dance.

Total Credit Hours 33

Dance Technique (12 credits)

BA Movement Arts students must achieve a Level II standing or above for graduation. Note: a minimum of two semesters of ballet and a minimum of two semesters of modern dance are required. Students will be evaluated at the end of each academic year. Movement Arts students must continue to be enrolled in technique classes through graduation. For the BA Movement Arts candidate, the maximum number of dance technique credits that may count toward the 120 hours needed for graduation is 24 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1910</td>
<td>African Dance I (as prerequisite for African Dance II)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 1920</td>
<td>Brazilian Dance (Only Level I offered)</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2810</td>
<td>Tap Dance II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 2910</td>
<td>African Dance II</td>
<td>2</td>
</tr>
</tbody>
</table>

Dance, BFA

The B.F.A. curriculum in dance emphasizes professional level training within a liberal arts setting while focusing on the development of technical abilities, choreographic skill, teaching methods, dance technology, movement studies, the study of dance history, and other dance related courses. The program strives to unite academic and artistic inquiry with a wide range of course offerings in both practice and research. Audition is required.

Requirements

The major requires 57 credits as follows:

Note: Auditions are required for the BFA degree. Candidates audition in the spring semester of their sophomore year. They may audition for the BA in their first year. BA auditions are held every year in the fall semester.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
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</tr>
<tr>
<td>DANC 2010</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 2520</td>
<td>Dance Composition II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3520</td>
<td>Dance Composition III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3550</td>
<td>Laban Movement Studies (with S/L)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3710</td>
<td>Dance Hist:Prim To 19 C.</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 4720</td>
<td>Dance Hist:20th C. &amp; Beyond</td>
<td></td>
</tr>
<tr>
<td>or DANC 4730</td>
<td>Dance History</td>
<td></td>
</tr>
<tr>
<td>DANC 4580</td>
<td>Dance Company (Four Semesters)</td>
<td>4</td>
</tr>
<tr>
<td>DANC 4600</td>
<td>Choreography &amp; Media</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4710</td>
<td>Dance Hist:Prim To 19 C.</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 4720</td>
<td>Dance Hist:20th C. &amp; Beyond</td>
<td></td>
</tr>
<tr>
<td>or DANC 4730</td>
<td>Dance History</td>
<td></td>
</tr>
<tr>
<td>DANC 4900</td>
<td>Building Comm Thru Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6850</td>
<td>Design For Dancers</td>
<td></td>
</tr>
<tr>
<td>THEA 3340</td>
<td>Production &amp; Design I</td>
<td></td>
</tr>
<tr>
<td>THEA 6330</td>
<td>Fundamentals of Lighting</td>
<td></td>
</tr>
</tbody>
</table>

Elective Course Options 3

Select one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 4600</td>
<td>Choreography &amp; Media</td>
<td></td>
</tr>
<tr>
<td>DANC 4650</td>
<td>Senior Choreographic Project</td>
<td></td>
</tr>
<tr>
<td>DANC 4810</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>DANC 4990</td>
<td>Honors Thesis</td>
<td></td>
</tr>
<tr>
<td>DANC 5000</td>
<td>Honors Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Dance Technique

Select 23 credits

Total Credit Hours 57

Dance Technique

Students must achieve level IV in either ballet or modern dance technique and level III in the other in order to graduate and will be
evaluated at the end of each academic year. Students who demonstrate proficiency at the technique level III in modern dance or ballet (DANC 3830 Intensive Modern Dance III (3 c.h.), DANC 3840 Intensive Ballet III (3 c.h.)) will be placed at level IV (DANC 4830 Intensive Modern Dance IV (3 c.h.), DANC 4840 Intensive Ballet IV (3 c.h.)). Each of these courses may be repeated for credit. Dance majors must continue to be enrolled for credit in ballet and modern dance through graduation. BFA candidates are required to enroll in both Intensive Modern Dance (4-day) and Intensive Ballet (4-day) each semester at their proper level III or IV. For the BFA candidate, the maximum number of dance technique credits that may be counted toward the 120 credit hours for graduation is 30 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3800</td>
<td>Modern Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3820</td>
<td>Ballet III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 3830</td>
<td>Intensive Modern Dance III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 3840</td>
<td>Intensive Ballet III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4800</td>
<td>Modern Dance IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4820</td>
<td>Ballet IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 4830</td>
<td>Intensive Modern Dance IV</td>
<td>3</td>
</tr>
<tr>
<td>DANC 4840</td>
<td>Intensive Ballet IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Jazz Technique**

DANC 3950 Jazz Dance III 2 or DANC 4950 Jazz Dance IV

**Dance Technique Elective**

Select one of the following: 2

- DANC 1810 Tap Dance I
- DANC 2810 Tap Dance II
- DANC 3810 Tap Dance III
- DANC 1910 African Dance I
- DANC 1920 Brazilian Dance
- DANC 2910 African Dance II

### Interdisciplinary Dance Performance, MFA

Through the lens of movement and performance making, the Interdisciplinary Dance Performance (IDP) MFA program is envisioned to provide graduate opportunities for scholarly investigation in diverse disciplines that directly link to creative practice and performance making. The program is designed to create performance practitioners who understand the intellectual ramifications of their work and scholars who understand the practical applications of their theories. That is, the research in any given discipline will be source material for the creative work and creative work will illuminate and integrate research.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 6010</td>
<td>Movement Practice</td>
<td>1</td>
</tr>
<tr>
<td>DANC 6210</td>
<td>Sem I: Text &amp; Movement Studies</td>
<td>3</td>
</tr>
<tr>
<td>DANC 6220</td>
<td>Sem II: Writing about Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

### Curriculum Timetable, Interdisciplinary Dance Performance (IDP) MFA, 3 years

- **First Year**: Creative Projects, Movement Practice, Seminar I and II, Laban Movement Studies, Interdisciplinary Courses, Work/Study in design shops, choreography for undergraduates, choreography for Young Performers/Split Shift each semester.
- **Second Year**: Creative Projects, Movement Practice, Choreography and Media, Teaching Practices, Interdisciplinary Courses, Work/Study teaching undergraduates, choreography for undergraduates, choreography for Young Performers/Split-Shift each semester, thesis proposal at end of fall semester.
- **Third Year**: Creative Projects, Movement Practice, Interdisciplinary Course, Work/Study teaching undergraduates, Thesis prep and production including undergraduate students, written thesis, thesis defense, graduation.

Total – 58 minimum credits

**Interdisciplinary courses to be coordinated with respective departments.** Summary due at end of each semester for dance faculty outlining courses completed and relationship to IDP MFA.

### Theatre Design and Production, MFA

The Master of Fine Arts degree in Design at Tulane University offers an in-depth study of theatrical design areas with an emphasis on preparing the student for a career in the professional theatre or as a teacher of a specialized field at the university level. Applicants to the program must have completed an undergraduate degree in theatre or have had equivalent training and experience.

The Master of Fine Arts degree in Design places concentration and emphasis on design as a collaborative process with equal emphasis on technical and creative skills as learned both through classwork and practical production.

The program is a three-year program. Two and a half years are spent in residence and one semester of the third year in an internship with a professional theatre. Students with an MA in design or production may, at the discretion of the faculty, complete their degree sooner. Normally, 48 hours of course work are required for completion of the degree. In addition, twelve hours are earned with the internship assignment and a thesis production.

It is the philosophy of the design faculty that the design process is best taught through the realization of designs in actual production situations. Each year, the Department of Theatre and Dance provides a number of opportunities for such realized design projects. The department produces three to four mainstage productions and one dance concert each year directed by faculty or guest directors.
Students in design and technical direction are assigned to these projects as their skills develop. The Third Year Thesis Project becomes the culmination of a number of realized projects. The selection of this production is intended to provide a showcase of each student’s talents and skill. Each student’s work is reviewed by the faculty on a semester-to-semester basis.

Admission

Admission to the MFA Design program is highly selective and only a small number of candidates are selected every other year. This ensures each student considerable production experience as well as continual one-on-one contact with Theatre Design faculty. Prospective applicants are referred to the Graduate Program in the School of Liberal Arts for application materials and a catalog outlining further requirements and deadlines.

Please note that while the university states a February 1 application deadline, the department extends its deadline past that date as we traditionally recruit at USITT in March. Admission to the program is based primarily on consideration of the candidate’s academic ability as evidenced by his/her undergraduate GPA, previous theatre experience, and portfolio. The GRE is no longer required.

Ideally, the design faculty would like the opportunity to look at the applicant’s portfolio during an interview. However, if an interview is not possible, the department will request that the applicant send a portfolio of representative work for review. Please do not send your portfolio with your application; wait until it is requested by the department.

Areas of Specialization

Tulane University Theatre Department offers Scene Design, Costume Design, Lighting Design, and Technical Direction as areas of specialization within the framework of the Master of Fine Arts Degree.

An MFA in Design candidate must select one of these areas of concentration and is urged to select a secondary area of specialization as well.

An MFA student is required to take all courses stipulated as core courses for a major in design. In addition, a sequence in the area of specialization (listed below under electives) is required. If a secondary area of specialization is also elected, six units in that area, from the elective list, are required.

Whenever possible, the design faculty utilizes class time as an opportunity to supervise closely the work of a student who is holding a design assignment in a given semester. For instance, if a student is enrolled in Costume Design and is also designing costumes for a production in the same semester, the design assignment will be substituted for one or more design projects.

Reviews

At the end of each semester, design students are required to attend the design gallery and an individual MFA review with the faculty. In the gallery, the student presents a record of his or her most representative work in the program and should be prepared to answer questions regarding that work. These reviews provide the all of faculty with the chance to see the work of individual students and exchange ideas and commentary on the student’s progress. During their reviews, in addition to reviewing their work, students have an opportunity to voice their needs for further development within the program.

The end of the semester review is intended as a positive meeting for evaluation and discussion of a student's work. If, however, a student’s work (or attitude) is evaluated as undesirable or sub-standard, the student may be placed on probationary status the following semester. If the quality of the student’s work has not improved by the end of the probationary semester, the student will be asked to leave the program. In some cases where either a student’s work, attitude, or grades are deemed so unsatisfactory that their continuation in the program would be of no benefit to either them or the department, dismissal may be considered, in consultation with the Dean of the School of Liberal Arts. The student will be notified of his or her status in written form following their review each semester.

Production Assistantships/Stipends

Tulane University requires that each graduate student commit 15-20 hours a week of service to the department in which the student is involved. This is required of a student regardless of acceptance or non-acceptance of a stipend. Any student offered an assistantship will be granted a full tuition waiver. Currently, all of our graduate students receive a stipend and a full tuition waiver.

Professional Internships

The program recommends that all MFA candidates in Design or Technical Production spend one semester of their third year as an intern in a professional theatre. This gives the student an opportunity to apply, in a purely production environment, the educational experiences of the first two years of graduate training. Further, it provides employment contacts which should be invaluable upon completion of the MFA.

During the internship, the University continues to provide the graduate stipend. While the choice of theatre and arrangements for the position are primarily the responsibility of the student, the student’s faculty advisor makes every effort to aid in finding a satisfactory position.

Design Options

In addition to the departmental productions, there are a number of other opportunities for design open to graduate students that the design faculty encourages its students to explore.

Operated in conjunction with the Department of Theatre and Dance at Tulane University, The New Orleans Shakespeare Festival at Tulane is a professional resident theater company with a summer repertory. Students in the graduate programs of Design and Technical Production are encouraged to spend at least one summer on staff, and are given some consideration in the technical and design positions available. There are other opportunities both on and off campus.

Requirements

The required credits for a Design Major is 60 hours.
## Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6350</td>
<td>Thea Drafting &amp; Model-Making</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6410</td>
<td>Design Fundamentals I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6420</td>
<td>Design Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6530</td>
<td>Period Style Designers I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6540</td>
<td>Period Styles Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6900</td>
<td>Portfolio Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7010</td>
<td>Graduate Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7210</td>
<td>Advanced Directing I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7890</td>
<td>Internship</td>
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</tr>
<tr>
<td>THEA 7990</td>
<td>Thesis Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following tracks: 21-24

- Scene Design
- Costume Design
- Lighting Design
- Technical Direction

**Total Credit Hours:** 57-60

## Tracks

### Scene Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6440</td>
<td>Rendering For Designers</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6820</td>
<td>Scene Design Cad</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6310</td>
<td>Adv Technical Problems</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7410</td>
<td>Scene Design I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7420</td>
<td>Scene Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6830</td>
<td>Scene Painting</td>
<td>3</td>
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<tr>
<td>THEA 6470</td>
<td>Design for Television</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6480</td>
<td>Design for Puppetry</td>
<td>3</td>
</tr>
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</table>

**Total Credit Hours:** 24

### Costume Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6440</td>
<td>Rendering For Designers</td>
<td>3</td>
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<tr>
<td>THEA 6760</td>
<td>Costume Technology</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7510</td>
<td>Costume Design I</td>
<td>3</td>
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<tr>
<td>THEA 7520</td>
<td>Costume Design II</td>
<td>3</td>
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<tr>
<td>THEA 6460</td>
<td>Adv Costume Rendering</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6840</td>
<td>Intermed Costume Construction</td>
<td>3</td>
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</table>

Select an elective 3

**Total Credit Hours:** 21

### Lighting Design

<table>
<thead>
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<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6330</td>
<td>Fundamentals of Lighting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6440</td>
<td>Rendering For Designers</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6820</td>
<td>Scene Design Cad</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7610</td>
<td>Lighting Design I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7620</td>
<td>Lighting Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6340</td>
<td>Comp. Tech For Lighting</td>
<td>3</td>
</tr>
</tbody>
</table>

Select an Elective 3

**Total Credit Hours:** 24

## Technical Direction

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6820</td>
<td>Scene Design Cad</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6310</td>
<td>Adv Technical Problems</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7710</td>
<td>Technical Directing I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 7720</td>
<td>Technical Directing II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6840</td>
<td>Intermed Costume Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 Electives 9

**Total Credit Hours:** 24

## Theatre Minor

The minor in theatre allows the student interested in the craft to get a basic overview in the various areas of history, performance, and design.

### Requirements

The following courses are required for a minor in theatre:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2010</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2100</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3311</td>
<td>Scene Shop Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3312</td>
<td>Costume Shop Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3340</td>
<td>Production &amp; Design I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

| THEA 4710 | Foundations of Western Theatre |       |
| THEA 4720 | Mod Brit & Eur Theatre History |       |
| THEA 4730 | U S Theatre History           |       |

Select two electives 6

**Total Credit Hours:** 23

## Theatre, BA

The department offers a Bachelor of Arts with concentrations in Performance, Design, or Theatre Generalist. Admission to the BA in Performance is by audition. These are typically schedule once a semester.

Students interested in Design should submit a letter of application to the Head of the Design Program, requesting admission into the track.

Students interested in being theatre majors are strongly encouraged to seek departmental advisement to create a curriculum plan, especially if considering either a semester or year abroad. Majors should finish the core curriculum as early as possible, as they are prerequisites for all other departmental courses.

### Requirements

An early decision to major in theatre is highly encouraged. Majors should finish the core curriculum as early as possible, as they are prerequisites for all other departmental courses. All majors are put into a general category when first declaring a major. Those interested in design/technology should then apply for acceptance into that track.
Auditions will be held each year for those interested in the performance track.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2010</td>
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</tr>
<tr>
<td>THEA 2100</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3311</td>
<td>Scene Shop Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3312</td>
<td>Costume Shop Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3313</td>
<td>Running Crew Practicum</td>
<td>1</td>
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<tr>
<td>THEA 3340</td>
<td>Production &amp; Design I</td>
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</tr>
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<td>THEA 3350</td>
<td>Production &amp; Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4710</td>
<td>Foundations of Western Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4720</td>
<td>Mod Brit &amp; Eur Theatre History</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4730</td>
<td>U S Theatre History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphases**

Select one of the following emphases: 7-15

- Performance
- Design/Tech
- General

**Total Credit Hours** 31-39

1. THEA 3311 Scene Shop Practicum (1 c.h.) and THEA 3312 Costume Shop Practicum (1 c.h.) must be taken with THEA 3340 Production & Design I (3 c.h.)/THEA 3350 Production & Design II (3 c.h.) (in any order), one section of THEA 3313 Running Crew Practicum (1 c.h.), and one free option from 3311-3314, which included Box Office.

THEA 3315 Acting Practicum (1 c.h.) does not count toward the major or minor.

**Emphases**

**Performance**

<table>
<thead>
<tr>
<th>Course ID</th>
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<tbody>
<tr>
<td>THEA 1090</td>
<td>Voice and Speech I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3010</td>
<td>Intermediate Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3030</td>
<td>Suzuki Method of Acting</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3315</td>
<td>Acting Practicum</td>
<td>1</td>
</tr>
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</table>

Electives: Any 2 credit DANC and 3 credit THEA 5

**Total Credit Hours** 13

**Design/Tech**

Select three courses of the following: 9

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>THEA 6220</td>
<td>Advanced Makeup</td>
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</tr>
<tr>
<td>THEA 6310</td>
<td>Adv Technical Problems</td>
<td></td>
</tr>
<tr>
<td>THEA 6330</td>
<td>Fundamentals of Lighting</td>
<td></td>
</tr>
<tr>
<td>THEA 6340</td>
<td>Comp. Tech For Lighting</td>
<td></td>
</tr>
<tr>
<td>THEA 6350</td>
<td>Thea Drafting &amp; Model-Making</td>
<td></td>
</tr>
<tr>
<td>THEA 6440</td>
<td>Rendering For Designers</td>
<td></td>
</tr>
<tr>
<td>THEA 6460</td>
<td>Adv Costume Rendering</td>
<td></td>
</tr>
<tr>
<td>THEA 6470</td>
<td>Design for Television</td>
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</table>

**Possible Courses Outside Department**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CLAS 3060</td>
<td>Greek Tragedy &amp; Comedy</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 3640</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 4150</td>
<td>Early Modern Drama</td>
<td>3</td>
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<tr>
<td>ENLS 4260</td>
<td>Modern Irish Literature</td>
<td>3</td>
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<tr>
<td>ENLS 4840</td>
<td>Performance Studies</td>
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</tr>
<tr>
<td>FREN 4420</td>
<td>17th Century Drama</td>
<td>3</td>
</tr>
<tr>
<td>GERM 4430</td>
<td>German Drama</td>
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<tr>
<td>GREK 4040</td>
<td>Greek Comedy</td>
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<tr>
<td>LATN 4010</td>
<td>Roman Comedy</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 3320</td>
<td>Musical Theatre In Amer</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6430</td>
<td>Drama of the Golden Age</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

See department for possible courses outside the department.

**Graduate Studies**

Students aiming toward graduate study in this discipline should take additional courses according to a planned sequence. Courses both in theatre and in such disciplines as English, history, music, art, and dramatic literature courses in classics, French, Italian, German, Russian, and English are expressly recommended for this purpose.

**Theatre, BFA**

The Bachelor of Fine Arts degree with an emphasis in design is intended for students who want professional training in theatre production. For admission to the program, students must apply no
earlier than the end of the freshman year and no later than the first semester of their junior year, to the Head of the Design Program.

There currently is no BFA in Performance.

**Requirements**

An early decision to major in theatre is highly encouraged. Majors should finish the core curriculum as early as possible, as they are prerequisites for all other departmental courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 2010</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2100</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3311</td>
<td>Scene Shop Practicum 1</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3312</td>
<td>Costume Shop Practicum 1</td>
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<tr>
<td>THEA 3313</td>
<td>Running Crew Practicum 1</td>
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<td>THEA 3340</td>
<td>Production &amp; Design I</td>
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</tr>
<tr>
<td>THEA 3350</td>
<td>Production &amp; Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4710</td>
<td>Foundations of Western Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4720</td>
<td>Mod Brit &amp; Eur Theatre History</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4730</td>
<td>U S Theatre History</td>
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</table>

**Design/Production Emphasis**

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 6410</td>
<td>Design Fundamentals I</td>
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<td>Design Fundamentals II</td>
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<td>THEA 6530</td>
<td>Period Style Designers I</td>
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<td>THEA 6540</td>
<td>Period Styles Design II 3</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6900</td>
<td>Portfolio Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6990</td>
<td>BFA Thesis Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six three-credit electives that must be at the 3000-level or above 18 credits.

**Total Credit Hours** 60 credits

1. THEA 3311 Scene Shop Practicum (1 c.h.) and THEA 3312 Costume Shop Practicum (1 c.h.) must be taken with THEA 3340 Production & Design I (3 c.h.)/THEA 3350 Production & Design II (3 c.h.) (in any order), plus one section of THEA 3313 Running Crew Practicum (1 c.h.), and one free option from 3311-3314, which included Box Office. THEA 3315 Acting Practicum (1 c.h.). Only counts toward the BA in Performance.

2. Entry into the B.F.A. Design/Production Track is by application to the Head of the Design Program. The major consists of the same core curriculum as the B.A. track.

3. B.F.A. Stage Management candidates may substitute either DANC 4710 Dance Hist:Prim To 19 C. (3 c.h.) or DANC 4720 Dance Hist:20th C. & Beyond (3,4 c.h.) for THEA 6540 Period Styles Design II (3,4 c.h.)

**Interdisciplinary Programs and Coordinate Majors**

**Programs Undergraduate**

**Majors**

- Africana Studies Major (p. 147)
- Altman Program in International Business (p. 150)
- Asian Studies Major (p. 151)
- Cognitive Studies Coordinate Major (p. 153)
- Digital Media Production Coordinate Major (p. 153)
- Environmental Studies Major (p. 154)
- Film Studies Major (p. 156)
- Gender and Sexuality Studies Major (p. 157)
- Latin American Studies Major (p. 159)
- Linguistics, BA (p. 165)
- Linguistics, BS (p. 166)
- Medieval and Early Modern Studies Major (p. 169)
- Musical Cultures of the Gulf South Coordinate Major (p. 171)
- Political Economy Major with Concentration in Economics and Public Policy (p. 172)
- Political Economy Major with Concentration in International Perspectives (p. 173)
- Political Economy Major with Concentration in Law, Economics, and Policy (p. 174)
- Political Economy Major with Concentration in Moral and Historical Perspectives (p. 175)
- Social Policy and Practice Coordinate Major (p. 177)

**Minors**

- Africana Studies Minor (p. 149)
- Chinese Language Minor (p. 152)
- Film Studies Minor (p. 156)
Africana Studies Program

Programs

Undergraduate

Major

• Africana Studies Major (p. 147)

Minor

• Africana Studies Minor (p. 149)

Africana Studies Major

Africana Studies offers a broad course of interdisciplinary study relating to Africa, people of African descent, and the many different contexts of the African Diaspora around the world. Drawing on diverse methodologies and academic disciplines, Africana Studies teaches students to think analytically and critically about global Black experiences across space and time. Africana Studies also trains students to make intellectual connections among global, national, and local contexts. Building on the university’s strengths in the social sciences, behavioral sciences, and humanities, Africana Studies provides an intellectual center for teaching, research, and community engagement that prepares students to function effectively in a multicultural society and diverse international environments.

Students graduating with a degree in Africana Studies are well prepared with the cultural resources and tools needed to pursue most professional careers. Recent graduates have enrolled in graduate school, launched for-profit and not-for-profit businesses, and conducted relief work in various African countries. Others have pursued professional careers in medicine, social work, and law.

Students should note that more than half of the courses which count toward the Africana Studies Major are based in other Departments, Programs and Schools across the University. Students may take a wide range of electives in departments such as Art History, Communication, French, Music, Political Science or Psychology for example in order to complete the Africana Studies Major.

Requirements

Ten courses (minimum of 30 credits) are required for the major. The major consists of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFRS 2000</td>
<td>Intro to Africana Studies ¹</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses ²,³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Distribution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least two courses in African Studies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select at least two courses in African Diaspora Studies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Africana Studies Program Electives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least one elective course which is based in the Africana Studies Program with the AFRS course designation. Usually this course will be taken at the 3000 level. However, an upper level AFRS 4000 level class may also fill this requirement.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Upper Level Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least four Upper Level courses at the 4000 level or higher. These courses may be 4000-level courses based in the Africana Studies Program OR 4000 and 6000 level courses based in other Departments and Programs, so long as those upper level courses have been approved for credit in the Africana Studies Major. ⁴</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

¹ This course is offered every semester.
² Note: Students are strongly encouraged to take this course during the Freshmen or Sophomore year however it may be taken by any student including Juniors and Seniors.
³ Limits: A maximum of six credits in Dance courses may count toward the major.
⁴ Language Courses: Language classes at any level in Arabic, Haitian Creole, Swahili, Twi, Xhosa, Yoruba and Zulu may all be counted for elective credit in the Africana Studies Major.
⁵ A maximum of three electives (nine credits) at the 1000 or 2000 levels may be counted toward major.

Students must ensure that at least four of the electives (twelve credits) are at the 4000-level or higher and no more than three electives (nine credits) are at the 1000- or 2000-levels. Students must fulfill the distribution component of at least two courses (six credits) in African studies and two courses (six credits) in African Diaspora studies. Students should try to choose elective courses from both the humanities as well as the social or behavioral sciences. A maximum of six dance credits may count toward the major.

Africa Electives

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### African Diaspora Electives

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### Other Electives

The following courses do not meet the GEOGRAPHIC DISTRIBUTION requirements for African or African Diaspora credits. But all of these courses may be taken as general electives to fulfill the requirements of the major. Most of these courses include coverage of both the African continent and the African diaspora around the world. This is the reason they do not fulfill Geographic Distribution Requirements. Students may also petition to count any course related to African Studies or African Diaspora Studies, whether offered at Tulane or taken at another university, as a part of their major curriculum. Such petitions will be considered by the Program Director in consultation with Africana Studies Program faculty.

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<thead>
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<td>Interracial Themes Western Art</td>
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<td>COMM 3440</td>
<td>Critical Race Theory</td>
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<td>COMM 3550</td>
<td>Third World Cinema</td>
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<td>ENLS 4820</td>
<td>Col/ Postcolonial Discourse</td>
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<td>FREN 3040</td>
<td>African &amp; Caribbean Lit</td>
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<td>FREN 3050</td>
<td>Literature In Exile</td>
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<td>FREN 4800</td>
<td>Survey of Francophone Lit</td>
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<td>SOCI 6130</td>
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Africana Studies Minor

Africana Studies offers a broad course of interdisciplinary study relating to Africa, people of African descent, and the many different contexts of the African Diaspora around the world. Drawing on diverse methodologies and academic disciplines, Africana Studies teaches students to think analytically and critically about global Black experiences across space and time. Africana Studies also trains students to make intellectual connections among global, national, and local contexts. Building on the university’s strengths in the social sciences, behavioral sciences, and humanities, Africana Studies provides an intellectual center for teaching, research, and community engagement that prepares students to function effectively in a multicultural society and diverse international environments.

Students graduating with a Major or Minor in Africana Studies are well prepared with the cultural resources and tools needed to pursue most professional careers. Recent graduates have enrolled in graduate school, launched for-profit and not-for-profit businesses, and conducted relief work in various African countries. Others have pursued professional careers in medicine, social work, and law.

Students should note that more than half of the courses which count toward the Africana Studies Minor are based in other Departments, Programs and Schools across the University. Students may take a wide range of electives in departments such as Art History, Communication, French, Music, Political Science or Psychology for example in order to complete the Africana Studies Minor.

Requirements

Six courses (minimum of 18 credits) are required for the minor which includes:

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AFRS 2000</td>
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Elective Courses

Select at least one course in African Studies to fulfill Geographic Distribution

Select at least one course in African Diaspora Studies to fulfill Geographic Distribution

Select at least three Upper Level courses at the 3000 level or higher

Total Credit Hours: 18

1 Offered every semester

2 Limits: A maximum of four credits in Dance courses may count toward the minor.

3 Language Courses: Language classes in Arabic, Haitian Creole, Swahili, Twi, Xhosa, Yoruba and Zulu may all be counted for elective credit in the Africana Studies Minor.

Additional Information

Students must ensure that at least three of the electives (nine credits) are at the 3000-level or above. Furthermore, students must choose elective courses from both the humanities as well as the social and behavioral sciences and must fulfill a distribution component of at least one course (three credits) in African Studies and one course (three credits) in African Diaspora Studies.

Africa Electives

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<th>Title</th>
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Africa Diaspora Electives

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Calixto D. Gala

Other Electives
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</table>

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

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

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

Specific courses open only to students in this program include a TIDES seminar; ISIB 1010 Introduction to Globalization (3 c.h.); ISIB 1910 Special Topics (3 c.h.); ISIB 2020 Special Topics (3 c.h.) ISIB 6010 Approaches to Global Dilemmas (3,4 c.h.); and ISIB 6020 Altman Senior Seminar (1 c.h.).

Asian Studies Program
Programs
Undergraduate
Major
- Asian Studies Major (p. 151)

Minors
- Chinese Language Minor (p. 152)
- Japanese Language Minor (p. 152)
Asian Studies Major

The major in Asian Studies is designed so that students may pursue their particular areas of interest within the Asian Studies program offerings. The major consists of ten courses; students may fulfill these course requirements with courses taken for either three or four credits.

Specific measurable learning outcomes of students graduating with a major in Asian Studies:

• Possess at least an elementary proficiency in Chinese (Mandarin), Japanese, or Vietnamese.
• Possess at least a basic understanding of the historical, social, and cultural background of at least two out of the three-targeted countries (China, Japan, and Vietnam).
• Able to locate, evaluate and utilize research materials germane to Asian studies.
• Able to analyze and interpret specific issues and to develop arguments for research papers related to Asia.

Requirements

Asian Studies Major

Course ID Title Credits
Select two courses in an Asian language (students who demonstrate proficiency in an Asian language may substitute other Asian Studies courses) 6
Select eight additional courses within Asian Studies 24
Total Credit Hours 30

Language Courses taken in fulfillment of the foreign language requirement may not count toward a major.

Additional Courses

1. Students should take at least one of the following gateway content courses that either introduce them to Asian Studies (ASTA 1800 Intro to Asian Studies (3 c.h.) core course) or expose them to the major disciplinary concerns of various fields of study that focus on Asia. Here is a current listing of the relevant courses:

Course ID Title Credits
ASTA 1800 Intro to Asian Studies 3
ASTA 3180 Peoples of South Asia 3
ASTA 3520 Modern Japanese Culture 3
ASTA 3550 Shogun & Samurai 3
ASTA 3810 Modern Chinese Lit and Society 3
ASTA 3910 Spec offer. In Asian Stu 3
ANTH 3160 Peoples of The Pacific 3
ANTH 3370 Locating Southeast Asia 3
ANTH 3770 Global Vietnam 3
HISC 2010 History of China to 1800 3
HISC 2020 History of China since 1800 3
HISC 2910 Special Topics 1-3
HISC 3910 Special Topics 1-3
PHIL 3500 Buddhism 3
POLC 3380 Asian Governments 3

2. Students will take at least one advanced content course in Asian Studies. This can be either a 4000-level course or a 6000-level seminar. Here is a current listing of the relevant Asian Studies courses:

Course ID Title Credits
4000-Level
ASTA 4500 Special Topics 3
HISC 4910 Special Topics 1-3
POLC 4350 Chinese Politics 3

6000-Level
HISC 6210 The PRC: China under Communism 3
HISC 6310 China Revolution 1900-1949 3
HISC 6410 Empire and Rebellion in China 3
HISC 6510 Imperialism in East Asia 3
HISC 6610 Seminar on Modern Japan 3
HISC 6910 Special Topics 1-3
POLC 6930 Regime Change in Asia 3,4

3. Students need to complete a 4000-6000 level writing-intensive practicum in an Asian Studies course, Asian-related course, or a 4000-6000 level course approved by the Asian Studies Director.

No more than 7 of the 9 required courses may focus on a same country or its language.

Please note that all students must have at least 18 separate courses in the primary major and the Asian Studies coordinate major. That is, if you make a list of all the courses that are used to complete your primary major requirements, and another list of all the courses used to complete the Asian Studies coordinate major requirements, and then count each course once, even if it appears on both lists, there should be at least 18 courses. If a third major is added, there must be a total of 27 separate courses for the three majors; for 4 majors, there must be at least 36 separate courses, etc.

China Studies within the Asian Studies Program

Students selecting to pursue the China track within the Asian Studies major must complete five Chinese-related classes as part of the overall requirements for the major. At least two Chinese language classes must be included within the five required track courses. However, students who use Chinese language classes to fulfill the Newcomb-Tulane language proficiency requirement may elect to take five non-language courses to fulfill the track requirements. At least two of these courses must be at or beyond the 3000-level. No more than five Chinese language courses may be applied to the China track requirements. In addition, at least half of the required credits must be taken on the Tulane campus or through a Tulane approved off-campus program.

In the case of special topics courses, only China-related topics will be considered and pre-approval is required from the Director of Asian Studies. Specific measurable learning outcomes of students graduating with a coordinate major in Asian Studies with a concentration in the China track.
• Possess at least an elementary proficiency in Chinese.
• Possess at least a basic understanding of the historical, social, and cultural background of China.
• Able to locate, evaluate and utilize research materials germane to Chinese studies.

**Japan Studies within the Asian Studies Program**

Students selecting to pursue the Japan track within the Asian Studies coordinate major must complete five Japanese-related classes as part of the overall requirements for the major. At least two Japanese language classes must be included within the five required track courses. However, students who use Japanese language classes to fulfill the Newcomb-Tulane language proficiency requirement may elect to take five non-language courses to fulfill the track requirements. At least two of these courses must be at or beyond the 3000-level. No more than five Japanese language courses may be applied to the Japan track requirements. In addition, at least half of the required credits must be taken on the Tulane campus or through a Tulane approved off-campus program. In the case of special topics courses, only Japan-related topics will be considered and pre-approval is required from the Director of Asian Studies. Specific measurable learning outcomes of students graduating with a coordinate major in Asian Studies with a concentration in the Japan track.

• Possess at least an elementary proficiency in Japanese.
• Possess at least a basic understanding of the historical, social, and cultural background of Japan.
• Able to locate, evaluate and utilize research materials germane to Japanese studies.

**Chinese Language Minor**

Students selecting a minor in Chinese Language must complete five Chinese language courses. Chinese language courses used to fulfill the undergraduate language proficiency requirement may not be counted toward this minor. (Note: students who use Chinese language courses to satisfy the undergraduate language proficiency requirement may not find sufficient additional Chinese language courses available to complete the minor.)

Incoming freshmen who are placed in ASTC 2040 Intermediate Chinese II (4 c.h.) and who are planning to pursue a minor in Chinese language are encouraged to take a proficiency test before the fall semester starts, joining those students who wish to test out of ASTC 2030 Intermediate Chinese I (4 c.h.). If the test indicates that your proficiency level meets the benchmark set for students who finish ASTC 2030 at Tulane, ASTC 2040 will count towards your minor; otherwise, not.

**Japanese Language Minor**

Students selecting a minor in Japanese Language must complete five Japanese language courses. Japanese language courses used to fulfill the undergraduate language proficiency requirement may not be counted toward this minor. (Note: students who use Japanese language courses to satisfy the undergraduate language proficiency requirement may not find sufficient additional Japanese language courses available to complete the minor.)

Incoming freshmen who are placed in ASTJ 2040 Intermediate Japanese II (4 c.h.) and who are planning to pursue a minor in Japanese language are encouraged to take a proficiency test before the fall semester starts, joining those students who wish to test out of ASTJ 2030 Intermediate Japanese I (4 c.h.). If the test indicates that your proficiency level meets the benchmark set for students who finish ASTJ 2030 at Tulane, ASTJ 2040 will count towards your minor; otherwise, not.

**City, Culture, and Community, PhD**

CCC Ph.D. Program awards degrees in three disciplines:

• Ph.D. in Social Work—City, Culture, and Community
• Ph.D. in Sociology—City, Culture, and Community
• Ph.D. in Urban Studies—City, Culture, and Community

CCC PhD students will be encouraged to work with faculty to develop their graduate educational plan that includes courses from across the campus and beyond. Some students will wish to seek academic appointments in traditional programs (e.g., Social Work, Sociology, Urban Studies) or non-traditional ones. Finally, students will also be encouraged to select dissertation topics that offer the potential for a cross-disciplinary approach.

**Requirements**

**Chinese Language Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>ASTC 2030</td>
<td>Intermediate Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>ASTC 2040</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>ASTC 3050</td>
<td>Adv Chinese Language I</td>
<td>4</td>
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</table>

**Japanese Language Courses**

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<thead>
<tr>
<th>Course ID</th>
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<td>ASTJ 2030</td>
<td>Intermediate Japanese I</td>
<td>4</td>
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<tr>
<td>ASTJ 2040</td>
<td>Intermediate Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>ASTJ 3050</td>
<td>Advanced Japanese Speaking I</td>
<td>3</td>
</tr>
<tr>
<td>ASTJ 3060</td>
<td>Advanced Japanese Reading II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Japan Studies within the Asian Studies Program**

Students selecting to pursue the Japan track within the Asian Studies coordinate major must complete five Japanese-related classes as part of the overall requirements for the major. At least two Japanese language classes must be included within the five required track courses. However, students who use Japanese language classes to fulfill the Newcomb-Tulane language proficiency requirement may elect to take five non-language courses to fulfill the track requirements. At least two of these courses must be at or beyond the 3000-level. No more than five Japanese language courses may be applied to the Japan track requirements. In addition, at least half of the required credits must be taken on the Tulane campus or through a Tulane approved off-campus program. In the case of special topics courses, only Japan-related topics will be considered and pre-approval is required from the Director of Asian Studies. Specific measurable learning outcomes of students graduating with a coordinate major in Asian Studies with a concentration in the Japan track.

• Possess at least an elementary proficiency in Japanese.
• Possess at least a basic understanding of the historical, social, and cultural background of Japan.
• Able to locate, evaluate and utilize research materials germane to Japanese studies.

**Requirements**

**Chinese Language Courses**

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<td>Intermediate Chinese I</td>
<td>4</td>
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<td>ASTC 2040</td>
<td>Intermediate Chinese II</td>
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</tr>
<tr>
<td>ASTC 3050</td>
<td>Adv Chinese Language I</td>
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**Japanese Language Courses**

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<tr>
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</tr>
<tr>
<td>ASTJ 3050</td>
<td>Advanced Japanese Speaking I</td>
<td>3</td>
</tr>
<tr>
<td>ASTJ 3060</td>
<td>Advanced Japanese Reading II</td>
<td>3</td>
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</tbody>
</table>
Cognitive Studies Coordinate Major

The coordinate major in cognitive studies combines a regular major with a curriculum in three tracks: formal disciplines, philosophical foundations and psychology. The program is designed to provide basic knowledge of current research on mind, cognition, and language.

Requirements

The Cognitive Studies major consists of ten courses of which six are required and four elective. At least one elective must be in each of the three component tracks. With the director’s consent, work in a different but relevant discipline may be substituted for, at most, one elective course. It is suggested that students interested in philosophy take an introductory course, preferably PHIL 1040 Beginning With Minds (3 c.h.).

Course ID | Title | Credits
--- | --- | ---

**Formal Disciplines Track:**

Select two of the following: 6

| PHIL 1210 | Elementary Symbolic Logic | 3 |
| ANTH 3590 | Introduction To Syntax | 3 |
| LING 3010 | Semantics | 3 |

**Philosophical Foundations Track:**

Select two of the following: 6

| PHIL 3740 | Consciousness | 3 |
| PHIL 3750 | Foundations of Cognitive Scien | 3 |
| PHIL 3760 | Interpreting Minds | 3 |
| PHIL 3800 | Language and Thought | 3 |

**Psychology Track:**

| PSYC 1000 | Introductory Psych | 3 |
| PSYC 6380 | Cognitive Neuroscience | 3 |

**Electives**

Select four of the following, a minimum of one in each track: 12

Formal Disciplines Track:

| NSCI/LING 4110 | Brain and Language | 3 |

Philosophical Foundations Track:

| PHIL 3870 | Mind In Evolution | 3 |
| PHIL 6180 | Mental Representation | 3 |

Psychology Track:

| PSYC 3210 | Child Psychology | 3 |
| PSYC 3260 | Infancy | 3 |

Digital Media Production Coordinate Major

The mission of the undergraduate major in Digital Media Production is to educate students in the art and technology of film, television and sound production. The strength of the program is in the hands-on experience it provides in areas such as writing, producing, directing, lighting and cinematography, color grading, program development and sound design. Students are expected to develop their individual talents and skills in these areas within a collaborative working environment. In the context of the liberal arts, these experiences are enhanced by a commitment to critical approaches to analyzing artistic products. By considering new technological developments, students will learn to adapt to and shape new media forms and new modes of production. All students must complete the two semester senior capstone film. In the first semester, each student writes an original script, from which budgets and schedules are produced, investigates sources of funding, finds a cast, and secures locations. In the second semester the student directs, shoots and edits the film and creates the promotional materials through such vehicles as trailers, posters, web sites and social media. A public screening of these films is held at a local theater at the end of each semester. Internship opportunities are available in the New Orleans area as well as in other cities in the United States and around the world. A summer program in The Contemporary Film Industry is offered to students interested in exploring the economic globalization, screen aesthetics, narrative forms and audience reception of films made in Louisiana and in Hollywood. Trips to studios, sets, production companies and post houses and a week in Los Angeles are included in the program.

Requirements

The coordinate major in digital media production is an interdisciplinary, 30 credit program that can include courses from Digital Media Production, Film Studies, Music, Theatre and Dance, Communication, Art, or English. Students will take 5 required courses and 5 electives:

Course ID | Title | Credits
--- | --- | ---

**Required Courses**

| DMPR 2001 | Digital Filmmaking Fund I | 3 |
| DMPR 2002 | Digital Filmmaking Fund II | 3 |
| DMPR 5550 | Advanced Digital Filmmaking I | 3 |
| DMPR 5560 | Adv Digital Filmmaking II | 3 |

Select one of the following: 3

| COMM 3150 | Film Analysis | 3 |
| COMM 4750 | New Media Theory | 3 |
| ENLS 4750 | New Media Theory | 3 |

**Electives**

Select 15 credits of the following: 15

| DMPR 1110 | Intro Creative Industries | 3 |
| DMPR 3220 | Digital Production Non-Profits | 3 |
| DMPR 3030 | TV & Film Sound Design | 3 |
| DMPR 3040 | Lighting & Cinematography | 3 |
| DMPR 3910 | Special Topics | 3 |
Environmental Studies Major

The Environmental Studies (EVST) major enables undergraduate students to pursue an interdisciplinary Bachelor of Arts degree focused on understanding the relationships between humans and the environment. Through coursework offered by several of Tulane's most prestigious Schools and Colleges, internships, and opportunities for independent study and honors theses, our majors develop a sophisticated understanding of the interplay between humans and the environment and rigorous knowledge of key environmental and humanistic concerns. This background prepares students to engage productively with the world around them: knowledgeable about people and the environment, and armed with skills in critical thinking and analysis that prepare them for careers in environmental education, advocacy, policy, research, and a wide range of other fields.

Requirements

The major in environmental studies has both core course requirements and a credit requirement. The major requires students to take at least 30 credits of approved course work and a minimum of ten courses in environmental studies (EVST) or courses in associated fields listed below. A maximum of three courses or nine credits from 1000-level courses can be counted toward the fulfillment of the major, and a maximum of two study abroad courses can count towards the degree. In addition, a minimum of three courses above the 3000-level are required for the major. The major requires students to take three core EVST courses, one methods course and six electives, three of which must come from the School of Liberal Arts (SLA). A minimum of two, and a maximum of four, courses are to be taken from outside the School of Liberal Arts. Only one internship (EVST 4560 Enviro Stud Internship (4 c.h.)) may be counted towards the major requirements.

Students should note that some courses have prerequisites or be open only to majors (e.g., IDEV 3200 Appr To Sustained Devlpmt (3 c.h.)). Some of these restrictions may be waived with instructor approval if space allows. Careful academic planning, in consultation with your EVST faculty advisor, is strongly recommended.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EVST 1010</td>
<td>Intro To Enviromentl Stu (should be taken in Freshman or Sophomore year)</td>
<td>3</td>
</tr>
<tr>
<td>EVST 3310</td>
<td>Approaches to Environ Studies (should be taken in Sophomore or Junior year)</td>
<td>3</td>
</tr>
<tr>
<td>EVST 4410</td>
<td>Seminar-Environmental Studies (should be taken in Senior year)</td>
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<th>Methods Courses</th>
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<tbody>
<tr>
<td>Select at least one of the following:</td>
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<td>ANTH 6010</td>
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<td>3</td>
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<tr>
<td>COMM 3510</td>
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<td>3</td>
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<tr>
<td>EBI 2020</td>
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<td>3</td>
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<td>EBI 2600</td>
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<td>EBI 4080/6080</td>
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<td>EBI 4460</td>
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<td>EBI 4676/6676</td>
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<td>HISL/HISU 3000</td>
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<td>POLS 2010</td>
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<td>SPHU 3160</td>
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<thead>
<tr>
<th>EVST Electives</th>
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</thead>
<tbody>
<tr>
<td>Select six courses from the Electives lists</td>
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</table>

Total Credit Hours 62

1 A minimum or 3 must come from School of Liberal Arts

Environmental Electives in the School of Liberal Arts

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 3140/6140</td>
<td>Primate Behavr &amp; Ecology</td>
<td></td>
</tr>
<tr>
<td>ANTH 3430/6430</td>
<td>Archaeol Culturl Landscp</td>
<td></td>
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<tr>
<td>ANTH 3435</td>
<td>Disasters and Past Societies</td>
<td></td>
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<tr>
<td>ANTH 3560</td>
<td>Environmental Archaeol</td>
<td></td>
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<tr>
<td>ANTH 3700</td>
<td>Environmt Anthropology</td>
<td></td>
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<tr>
<td>ANTH 3710</td>
<td>Hist Ecology of Amazonia</td>
<td></td>
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<tr>
<td>ANTH 3760</td>
<td>Primate Evol &amp; Adaption</td>
<td></td>
</tr>
</tbody>
</table>
ANTH 4130  North American Prehistory  3
ANTH 4210  Sem In Historc Ecology  3
ANTH 4410  Olmec & Maya Civilizations  3
ANTH 6100  South American Archaeology  3
ANTH 6435  Diasters and Past Societies  3
ECON 3320  Urban Economics  3
ECON 3330  Environ & Natrl Resourc  3
EVST 4190  Environmental Crime & Security  3
EVST 4400  Urban Political Ecology  3
EVST 4560  Enviro Stud Internship  4
EVST 4990  Honor's Thesis  3
EVST 4910  Independent Study  1-3
EVST 5000  Honors Thesis  4
ENLS 4855  Literature and the Environment  3
HISU 2670  American Environmental History  3
HISU 3300  Katrina and Popular Memory  3
HISU 6270  American Disasters  3,4
IDEV 3200  Appr To Sustained Devlp  3
PHIL 3340  Humanity's Place in Nature  3
PHIL 6520  Environmental Ethics  3
POLA 4230  Environ Politics & Policy  3
POLC 4390  Poverty & Development  3
POLI 4620  Global Environmt Politcs  3
SOCI 2600  Environmental Sociology  3
SOCI 2650  Latin Amer & the Environment  3
SOCI 6320  Global Political Econ & Enviro  3,4
SOCI 6325  Global & Local Environ Justice  3
SOCI 4210  Urban Ethnography &Soc Justice  3
SOCI 4610  Ecology and Society (EVST Summer Program in NOLA)  3

Environmental Electives in the School of Science and Engineering

Course ID  Title  Credits
EBIO 2020  Theory & Methods Eco & Evo Bio  3
EBIO 2040  Conservation Biology  3
EBIO 2050  Global Change Biology  3
EBIO 2100  Marine Biology  3
EBIO 2110  Tropical Biology  3
EBIO 2120  Clim/Biodiv/Trop Forests  3
EBIO 2030  History of Life  3
EBIO 2240  Oceans and Human Health  3
EBIO 2250  Vertebrate Biology  3
EBIO 2330  Natural Hist Louisiana  3
EBIO 2600  Natural Resource Conserv  3
EBIO 3040  General Ecology  3
EBIO 3180  Plants & Human Affairs  3
EBIO 3580  Urban Ecology  3
EBIO 4080/6080  Biostat & Experi Design  3
EBIO 4110  Tropical Ecology  3
EBIO 4270  Population Ecology  3
EBIO 4460  BiodivEnvir Informatics  3
EBIO 4676/6676  Wetland Vegetation  3
EBIO 6290  Behavioral Ecology  3
EBIO 6340  Ecological Analysis  3
EBIO 6430  Entomology  4
EBIO 6580  Urban Ecology  3
EBIO 6590  Plant Biol & Adaptation  4
EENS 1400  Global Climate Change  3
EENS 2020  Environmental Geology  3
EENS 2060  Introductory Geography  3
EENS 2070  Weather and Climate  3
EENS 2080  Extreme Weather  3
EENS 2230  Oceanography  3
EENS 3050  Natural Hazards & Mitigation  3
EENS/EBIO 3150  Intro to GIS (and Lab)  3
EENS 3990  Field Geology  3-8
EENS 4030  Advanced GIS  3
EENS 4040  Coastal Marine Geology  3
EENS 4360  Environmental Geochemstr  3
EENS 4370  GIS Research Project  3
EENS 6030  Advanced GIS  3
EENS 6150  Intro to GIS  4
EENS 6260  Paleoclimatology  3
CHEM 2500  Environmental Chemistry  3
COLQ 4120  The Grand Canyon  3

Environmental Electives in other schools at Tulane

Course ID  Title  Credits
ARCH 3731  Urban Geograph & NO Case Study  3
SPHU 3250  Global Food Security & PH  3
ENRG 4410  Special Topics (Energy Markets, Economics & Policy)  1-3
MGMT 4150  Enviro, Society&Capitlsm  3
SPPH 2150  Foundations of Environ Health  3
SPHU 3150  Global-Local Enviro Hlth  3
SPHU 4210  Health & Environmental Risk  3

Film Studies Program

Programs
Undergraduate

Major
• Film Studies Major (p. 156)

Minor
• Film Studies Minor (p. 156)
Film Studies Major

Film Studies adopts a critical, theoretical, and historical approach to the analysis of individual films and to the study of cinema as an institution. Courses analyze film as a medium that produces meanings through formal strategies; they investigate wider debates about cinema as a cultural form; and they examine industry developments and practices. The textual and social implications of recent changes in film as a digital rather than a photographic medium are also addressed. In addition, a number of courses in the program focus on world cinema and the history, organization, and cultural role of specific national cinemas. The silent era to the contemporary period are covered. Film Studies may be combined with other majors and with film production programs and courses.

Requirements

A major in Film Studies involves the successful completion of ten Film Studies courses, seven of which should be at the 3000 level or above. All students working toward the major are required to take COMM 3150 Film Analysis (4 c.h.) followed by COMM 4860 Film Theory (4 c.h.) and one upper-level capstone seminar course. Capstone courses may be selected from regularly taught and special topics elective courses that include a capstone option. (This designation will be noted in the Schedule of Classes.) For capstone credit attached to this course, students should also enroll in FMST 5110 Capstone: COMM 4840 (0 c.h.). In addition to the required courses, students may select from the list of elective courses below. In the case of special topics courses, only film topics will count toward the FMST major or minor and approval of the Film Studies Director is required. Film courses that are not listed below may be included with the prior approval of the Director.

Course ID  Title  Credits

Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3150</td>
<td>Film Analysis</td>
</tr>
<tr>
<td>COMM 4860</td>
<td>Film Theory</td>
</tr>
<tr>
<td>FMST 5110</td>
<td>Capstone: COMM 4840 (in conjunction with capstone option course)</td>
</tr>
</tbody>
</table>

Elective Courses

Select from the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1150</td>
<td>Intro To Cinema</td>
</tr>
<tr>
<td>COMM 2400</td>
<td>Topics in Int’l Film Movements</td>
</tr>
<tr>
<td>COMM 2500</td>
<td>Film and Society</td>
</tr>
<tr>
<td>COMM 3270</td>
<td>Topics in Authors and Genres</td>
</tr>
<tr>
<td>COMM 3520</td>
<td>Topics in Cinema and Politics</td>
</tr>
<tr>
<td>COMM 3550</td>
<td>Third World Cinema</td>
</tr>
<tr>
<td>COMM 3560</td>
<td>History of Animation</td>
</tr>
<tr>
<td>COMM 3600</td>
<td>Documentary Film</td>
</tr>
<tr>
<td>COMM 3750</td>
<td>Digital Cinema</td>
</tr>
<tr>
<td>COMM 3800</td>
<td>Cine Reception Cult Memo</td>
</tr>
<tr>
<td>COMM 4150</td>
<td>Contemporary Hollywood Cinema</td>
</tr>
<tr>
<td>COMM 4160</td>
<td>Contemporary Chinese Cinema</td>
</tr>
<tr>
<td>COMM 4170</td>
<td>U.S. Film History</td>
</tr>
<tr>
<td>COMM 4180</td>
<td>African Cinema</td>
</tr>
<tr>
<td>COMM 4190</td>
<td>Intro Latin Amer Film</td>
</tr>
<tr>
<td>COMM 4350</td>
<td>Gender and The Cinema</td>
</tr>
<tr>
<td>COMM 4610</td>
<td>National Cinema Latin Am</td>
</tr>
<tr>
<td>COMM 4810</td>
<td>Special Topics (capstone option when designated) 1</td>
</tr>
<tr>
<td>COMM 4820</td>
<td>Special Topics (capstone option when designated) 1</td>
</tr>
<tr>
<td>COMM 4830</td>
<td>Spectacular Cinema (capstone option)</td>
</tr>
<tr>
<td>COMM 4840</td>
<td>Cinema, History, Archive (capstone option)</td>
</tr>
<tr>
<td>COMM 4850</td>
<td>Cinema Technol Modernity (capstone option)</td>
</tr>
<tr>
<td>COMM 5000</td>
<td>Honors Thesis</td>
</tr>
<tr>
<td>COMM 6210</td>
<td>Seminar In Comm Studies 1</td>
</tr>
<tr>
<td>COMM 6220</td>
<td>Seminar In Comm Studies 1</td>
</tr>
<tr>
<td>ENLS 3640</td>
<td>Screenwriting</td>
</tr>
<tr>
<td>ENLS 4100</td>
<td>Literature and Film</td>
</tr>
<tr>
<td>FREN 3110</td>
<td>The French Cinema</td>
</tr>
<tr>
<td>FREN 4810</td>
<td>Special Topics 1</td>
</tr>
<tr>
<td>FREN 4820</td>
<td>Special Topics 1</td>
</tr>
<tr>
<td>GERM 3710</td>
<td>Intro To German Film</td>
</tr>
<tr>
<td>GERM 3720</td>
<td>Weimar Cinema</td>
</tr>
<tr>
<td>GERM 3730</td>
<td>Nazi Cinema</td>
</tr>
<tr>
<td>HISE 3220</td>
<td>WWII In French Film</td>
</tr>
<tr>
<td>HIST 3210</td>
<td>Visual History &amp; Filmmaking</td>
</tr>
<tr>
<td>ITAL 3300</td>
<td>Topics Ital Lit &amp; Cinema 1</td>
</tr>
<tr>
<td>ITAL 3330</td>
<td>Ital Lit In Translation 1</td>
</tr>
<tr>
<td>ITAL 4040</td>
<td>Topics 19 &amp; 20 Cent Ital Lit 1</td>
</tr>
<tr>
<td>ITAL 4440</td>
<td>Topics Lit/Cinema Transl (capstone option) 1</td>
</tr>
<tr>
<td>SOCI 2450</td>
<td>Society Through Cinema</td>
</tr>
<tr>
<td>SPAN 4170</td>
<td>Intro to Spanish Film</td>
</tr>
<tr>
<td>SPAN 4190</td>
<td>Intro to Latin Amer Film</td>
</tr>
<tr>
<td>SPAN 6910</td>
<td>Special Topics 1</td>
</tr>
<tr>
<td>DMPR 2001</td>
<td>Digital Filmmaking Fund I</td>
</tr>
<tr>
<td>DMPR 2002</td>
<td>Digital Filmmaking Fund II</td>
</tr>
</tbody>
</table>

1 Only film topics will be considered and approval of the Film Studies Director is required.

Film Studies Minor

Film Studies adopts a critical, theoretical, and historical approach to the analysis of individual films and to the study of cinema as an institution. Courses analyze film as a medium that produces meanings through formal strategies; they investigate wider debates about cinema as a cultural form; and they examine industry developments and practices. The textual and social implications of recent changes in film as a digital rather than a photographic medium are also addressed. In addition, a number of courses in the program focus on world cinema and the history, organization, and cultural role of specific national cinemas. The silent era to the contemporary period are covered. Film Studies may be combined with other majors and with film production programs and courses.
Requirements

A minor in film studies requires the successful completion of six film studies courses, four of which would be at the 3000-level or above. All students working toward the minor are required to take COMM 3150 Film Analysis (4 c.h.) followed by COMM 4860 Film Theory (4 c.h.). In addition to the required courses, students may select from the list of elective courses below. In the case of special topics courses, only film topics will count toward the FMST major or minor and approval of the Film Studies Director is required. Film courses that are not listed below may be included with the prior approval of the Director.

Course ID  Title  Credits
Required Courses
COMM 3150  Film Analysis  4
COMM 4860  Film Theory  4

Elective Courses
Select four of the following courses:

COMM 1150  Intro To Cinema
COMM 2400  Topics in Int'l Film Movements
COMM 2500  Film and Society
COMM 3270  Topics in Authors and Genres
COMM 3520  Topics in Cinema and Politics
COMM 3550  Third World Cinema
COMM 3560  History of Animation
COMM 3600  Documentary Film
COMM 3750  Digital Cinema
COMM 3800  Cine Reception Cult Memo
COMM 4150  Contemporary Hollywood Cinema
COMM 4160  Contemporary Chinese Cinema
COMM 4170  U.S. Film History
COMM 4180  African Cinema
COMM 4190  Intro Latin Amer Film
COMM 4350  Gender and The Cinema
COMM 4610  National Cinema Latin Am
COMM 4810  Special Topics (capstone option when designated) ¹
COMM 4820  Special Topics (capstone option when designated) ¹
COMM 4830  Spectacular Cinema
COMM 4840  Cinema, History, Archive
COMM 4850  Cinema Technol Modernity (capstone option)
COMM 5000  Honors Thesis
COMM 6210  Seminar In Comm Studies ¹
COMM 6220  Seminar In Comm Studies ¹
ENLS 3640  Screenwriting
ENLS 4100  Literature and Film
FMST 5110  Capstone: COMM 4840 (in conjunction with capstone course)
FREN 3110  The French Cinema
FREN 4820  Special Topics ¹
GERM 3710  Intro To German Film
GERM 3720  Weimar Cinema

¹ Only film topics will be considered and approval of the Film Studies Director is required.

Gender and Sexuality Studies

Programs

Undergraduate

Major
• Gender and Sexuality Studies Major (p. 157)

Minor
• Gender and Sexuality Studies Minor (p. 158)

Gender and Sexuality Studies Major

The Gender and Sexuality Studies Program at Tulane University is committed to the multidisciplinary and interdisciplinary preservation, expansion, and transmission of knowledge to undergraduate students and to other individuals in both the university and the larger community about women, gender, and sexuality. The Gender and Sexuality Studies Program is committed to intellectual excellence and to stimulating continued intellectual growth for faculty and students. As a community of scholars/teachers/learners we are devoted to the study of gender and sexuality as they take shape and affect our lives in a diverse, multicultural, and international world. We are committed to facilitating critical undergraduate and graduate education and practice for social justice by engaging students in the discovery, production, and critique of knowledge that emerges from critical perspectives on culture and society.

Requirements

A major in Gender and Sexuality Studies consists of a minimum of 33 credits.

Core Courses

Course ID  Title  Credits
Core Courses
GESS 2900  Intro to Gender & Sex Studies  3
GESS 3500  ID, Difference & Inequality  3
The remaining courses must be selected from among those approved by the Gender and Sexuality Studies Program with the following distribution requirements: a minimum of six credits from the subject area Humanities and Fine Arts and six credits from Social Sciences, with not more than nine credits in a single department. Normally, the elective courses are taken at the 3000 level and above. For students double majoring in Gender and Sexuality Studies and another major: no more than two courses can be counted toward both majors.

Examples of courses which count as Humanities and Fine Arts electives:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS 6050</td>
<td>Black Feminism &amp; Social Move</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 6220</td>
<td>Gender in Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 4720</td>
<td>Feminist Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>GESS 4700</td>
<td>Sexuality in US History</td>
<td>3</td>
</tr>
<tr>
<td>HISU 3541</td>
<td>Reproductive Health in the US</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4100</td>
<td>Gender/Sex Hispanic Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Examples of courses which count as Social Sciences electives:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3120</td>
<td>Anth of Sex &amp; Reproductn</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3330</td>
<td>Anthropology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3440</td>
<td>Critical Race Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3650</td>
<td>Feminist Doc &amp; New Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 4350</td>
<td>Gender and The Cinema</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4210</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4260</td>
<td>Race, Sex, &amp; Power</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6060</td>
<td>Issues in Soc of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6070</td>
<td>Sociology of Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6260</td>
<td>Gender, Work &amp; Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Note that the list of approved electives may change from semester to semester, so please check with the Program Director to verify the eligibility of an elective course before registering.

Gender and Sexuality Studies Minor

The Gender and Sexuality Studies Program at Tulane University is committed to the multidisciplinary and interdisciplinary preservation, expansion, and transmission of knowledge to undergraduate students and to other individuals in both the university and the larger community about women, gender, and sexuality. The Gender and Sexuality Studies Program is committed to intellectual excellence and to stimulating continued intellectual growth for faculty and students. As a community of scholars/teachers/learners we are devoted to the study of gender and sexuality as they take shape and affect our lives in a diverse, multicultural, and international world. We are committed to facilitating critical undergraduate and graduate education and practice for social justice by engaging students in the discovery, production, and critique of knowledge that emerges from critical perspectives on culture and society.

Note that the list of approved electives may change from semester to semester, so please check with the Program Director to verify the eligibility of an elective course before registering.

Latin American Studies Program

Programs

Undergraduate

Major

• Latin American Studies Major (p. 159)
Minor
- Latin American Studies Minor (p. 161)

Graduate
- Latin American Studies and Art History, PhD (p. 159)
- Latin American Studies, MA (p. 161)
- Latin American Studies, PhD (p. 162)

Latin American Studies and Art History, PhD

This joint program is small and highly selective. It will probably accept only one or two highly qualified applicants each year, based on recommendations, performance, and other indicators of academic excellence and the ability to conduct original, clearly articulated research that will advance the frontiers of knowledge. Prospective students must submit their application to this joint Ph.D. program here (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students), where you can read relevant information on the application process and where you can find the link to the actual online application system in the “APPLY” section of the page.

Students are admitted to the program only after demonstrating an ability to work in a critical and imaginative fashion. Along with the School of Liberal Arts graduate program application form, applicants must submit transcripts, GRE scores, three letters of recommendation, a statement of purpose, evidence of language ability, and an M.A. thesis or two substantive research papers.

Requirements

The Ph.D. requires 54 credit hours (including an M.A. thesis or equivalent) in addition to qualifying examinations in two concentration areas and the production of a dissertation. Of the 54 credit hours of coursework, at least 30 hours must have a Latin American content, including at least 18 hours in Latin American art; other Latin American courses can be taken in departments such as Anthropology, Economics, History, Political Science, Sociology, and Spanish and Portuguese; the School of Architecture; and Latin American Studies special offerings. Fifteen credit hours must be in art history pertaining to areas outside Latin America. The balance of credit hours are electives; they may be in art history and/or Latin America, but they may also pertain to other areas relevant to the student’s work (e.g., European history, Medieval thought, writing systems). The Latin American Studies core seminar is required, as is a course on art historical method and/or theory. All courses must be at the 6000 and 7000 levels.

Students must develop a primary concentration (e.g., Pre-Columbian, colonial, or modern) and a secondary one. The second concentration may be within Latin American art (e.g., Pre-Columbian, colonial, or modern), or it may cover a comparative area (e.g., modern Latin American art paired with modern European art, or colonial Latin American art paired with medieval and early modern European art). Twenty-one semester hours (7 courses) must pertain to the primary concentration, and 12 semester hours (4 courses) must pertain to the secondary concentration. These courses may be in Art History or other disciplines with Latin American content. For example, a student with a primary concentration in Pre-Columbian and a secondary concentration in colonial would take 7 art history and anthropology courses with a Pre-Columbian content, and 4 courses with a colonial content in art history, history, or literature.

Latin American Studies Major

The Bachelor of Latin American Studies curriculum focuses on achieving an interdisciplinary understanding of the region relative to an increasingly globalizing world. Under an advisor’s supervision, students write their own majors, selecting electives from more than twenty cooperating departments taught by some seventy affiliated faculty specializing in Latin America. The program strives to develop critical thinking, intercultural competency and research, analytical and communicative skills. The major requires a minimum of 30 credit hours in 10 Latin American content courses. Courses are selected from the various departments offering classes in the field as well as from Latin American Studies.

Required Courses

- LAST 4000 (https://catalog.tulane.edu/catalog-18-19/courses/html-cat/LAST4000.html) - Core Seminar

Additional Information

Six of the remaining seven Latin American content electives must be at the 2000-level or higher. Finally, three must be at the 6000-level. Students who take at least 20 college credits in 7 courses with Latin American content while on academic programs in Latin America approved by Tulane are required to take only two courses at the 6000-level. All 6000-level coursework for the major must be taken in residence at Tulane University; courses taken abroad will not count toward this requirement.

Concentrations

Five elective courses must concentrate on one of the themes that are the foundation of the interdisciplinary Latin American Studies program at Tulane. The concentration system serves to focus the coursework of Latin American Studies majors and minors. Working with the Undergraduate Adviser, students may choose one of the following:

1. Creativity
2. Encounter
3. Exchange
4. Identity
5. Land
6. Nation
7. People
8. Welfare

There are no specific required classes for any single concentration. Students may choose from a wide variety of Latin American content electives taught in numerous disciplines and departments according to their own conception of the concentration. Students will work closely...
with the undergraduate adviser to select appropriate classes and construct a coherent concentration.

Language Requirement

Latin American Studies majors must demonstrate linguistic competency in either Spanish or Portuguese. This can be done in one of three ways:

1. Complete with a passing grade at least one course at the 4000-level or higher in Spanish or Portuguese
2. Complete with passing grades at least one semester of coursework in Spanish or Portuguese on a study abroad program
3. Place into the 6000-level on the language test administered by the Department of Spanish and Portuguese. Note that language classes below the 3100-level do not count as electives for the Latin American Studies major or minor programs.

Sample Courses by Concentration

Note that these lists are just an example of courses that could apply to a concentration. They are not comprehensive and do not account for all of the courses offered in each department nor those that might be offered as special topics in the departments or Latin American Studies. Courses taken abroad and on Tulane summer programs can also count toward the concentrations.

Creativity:
ARHS 3760 Art in Latin America, 1900-50
COMM 4190 Introduction of Latin American Film
SOCI 6930 Social Movements in Latin America
SPAN 6190 Avant-Garde Movements in Latin America
HISL 6610 Modernity and Its Discontents in Latin America

Encounter:
ARHS 3710 Colonial Art of Latin America
SPAN 6220 Chronicles and Epics of Spanish Conquest
HISL 3200 History of Voodoo and Other African Derived Religions
FREN 6085 Pigeons and Creoles
MUSC 3300 Music Cultures of the World

Exchange:
HISL 3100 Explorers, Liars and Travelers
IDEV 4320 Migrants, Refugees and Development
POLI 4600 Latin American International Relations
ARHS 6780 Latin American Avant-Gardes
MUSC 3360 The Latin Tinge: Jazz and Latin American Music in New Orleans and Beyond

Identity:
ANTH 3550 Social Change, Sustainability, and Postcolonial Identity in the Caribbean
HISL 6750 Africans in the Americas: Comparative Social and Cultural History of the African Diaspora
IDEV 4300 Identity and Development
SPAN 4160 Afro-Hispanic Literatures and Cultures
AFRS 4400 Afro-Brazilians

Land:
ANTH 3710 Historical Ecology of Amazonia
SPAN 4710 Environmental Literature and Film of the Hispanic World
SOCI 2650 Latin America and the Environment

PORT 6230 Brazilian Literature and the City
RBST 6910 Latin American Cities

Nation:
ANTH 4080 Race and Nation in the Spanish Caribbean
COMM 4610 National Cinemas in Latin America
HISL 6600 Peasants, Rebellion and the State in Latin America
POLC 4520 Comparative State-Building: Latin America
ECON 3590 Economic Development of Latin America

Peoples:
ANTH 3750 Bones, Bodies, and Disease
HISL 2850 Central America Radicals
ECON 3580 Labor and Population in Latin America
SOCI 6910 Gender in Latin America
SPAN 6740 Women Writers of Latin America

Welfare:
COMM 4301 Media and Democracy in Latin America
ECON 4600 Inequality and Poverty in Latin America
SPAN 4120 Social Problems in Spanish American Literature
POLC 4420 State and Society in Developing Countries
PORT 4120 Social Problems in Brazilian Literature and Culture

Requirements

The Latin American Studies major requires a minimum of 30 credit hours in 10 Latin American content courses. Courses are selected from the various departments offering classes in the field as well as from Latin American Studies.

Course ID | Title | Credits
---|---|---
LAST 1010 | Intro Latin America | 3
LAST 1020 | Intro to Latin Amer Studies II | 3
LAST 4000 | Core Seminar | 3

Electives
Select two courses 1

Concentrations
Select five elective courses that concentrate on one of the themes that are the foundation of the interdisciplinary Latin American Studies program at Tulane. Working with the Undergraduate Adviser, students may choose one of the following: 2

| Creativity | | |
| Encounter | | |
| Exchange | | |
| Identity | | |
| Land | | |
| Nation | | |
| People | | |
| Welfare | | |

Total Credit Hours | 30
Six of the remaining seven Latin American content electives must be at the 2000-level or higher. Finally, three must be at the 6000-level. Students who take at least 20 college credits in 7 courses with Latin American content while on academic programs in Latin America approved by Tulane are required to take only two courses at the 6000-level. All 6000-level coursework for the major must be taken in residence at Tulane University; courses taken abroad will not count toward this requirement.

The concentration system serves to focus the coursework of Latin American Studies majors and minors. Students will work closely with the undergraduate adviser to construct a coherent concentration of coursework, as Latin American content electives include a wide variety taught in several disciplines.

**Language Requirement**

Latin American Studies majors must demonstrate linguistic competency in either Spanish or Portuguese. This can be done in one of three ways:

- complete with a passing grade at least one course at the 4000-level or higher in Spanish or Portuguese
- complete with passing grades at least one semester of coursework in Spanish or Portuguese on a study abroad program
- place into the 6000-level on the language test administered by the Department of Spanish and Portuguese Note that, language classes below the 3100-level do not count as electives for the Latin American Studies major or minor programs.

**Latin American Studies Minor**

The Bachelor of Latin American Studies curriculum focuses on achieving an interdisciplinary understanding of the region relative to an increasingly globalizing world. Under an advisor’s supervision, students write their own minors, selecting electives from more than twenty cooperating departments taught by some seventy affiliated faculty specializing in Latin America. The program strives to develop critical thinking, intercultural competency and research, analytical and communicative skills. A minor in Latin American Studies consists of 15 credit hours in 5 courses.

**Requirements**

A minor in Latin American Studies consists of 15 credit hours in 5 courses.

Required courses include one of the two introductory courses on Latin America:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST 1010</td>
<td>Intro Latin America</td>
<td>3</td>
</tr>
<tr>
<td>or LAST 1020</td>
<td>Intro to Latin Amer Studies II</td>
<td></td>
</tr>
</tbody>
</table>

Select four electives 12

Total Credit Hours 15

**Additional Information**

Three of which must be at the 200 level or higher, and one of which must be at the 600 level. All 600-level coursework for the minor must be taken in residency at Tulane; courses taken abroad do not count toward this requirement. Three electives must concentrate on one of the themes listed above.

There is no language requirement for Latin American Studies minors.

**Latin American Studies, MA**

The Roger Thayer Stone Center for Latin American Studies is one of the largest and most prestigious interdisciplinary units at Tulane University. It functions in many capacities to provide programming and degree plans to a broad range of educational constituencies. Currently, these include a Bachelor of Arts major and minor in Latin American Studies, a Master of Arts degree in Latin American Studies, and a Doctor of Philosophy degree in Latin American Studies.

The design of the M.A. curriculum in Latin American Studies is dependent upon the student’s particular research interests. The Graduate Advisor and the student will discuss these research interests before the start of the student’s first semester of coursework and will map out a comprehensive program of study with the goal of developing an interdisciplinary research project. Students accumulate the research skills and tools by undertaking coursework in multiple disciplines or fields. Students should expect to narrow their coursework to one primary and two secondary concentration areas. Of course, there is also the opportunity to extend one’s coursework beyond these three concentration areas when the research project will be enhanced by doing so.

The Stone Center also collaborates with other units across the University to offer specialized graduate degree programs. Such programs include joint professional degree programs with the Law School (MA/JD) and the Business School (MA/MBA), and a dual Doctor of Philosophy degree (a Ph.D. in Latin American Studies and Art History). For further information on these specialized degree programs, please consult the relevant sections of our website (https://stonecenter.tulane.edu/pages/detail/7/Academic-Programs).

**Requirements**

**Distribution Requirements**

Degree requirements include 30 credit hours as follows:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select a primary concentration (History, Anthropology, etc.)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select a second supporting concentration</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select a third supporting concentration</td>
<td>6</td>
</tr>
<tr>
<td>LAST 7000</td>
<td>Core Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option One: The M.A. thesis, written under the direction of a thesis director and approved by a faculty committee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option Two: A three-hour course in theory or methodology in the primary concentration.</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 30

- Option One: The M.A. thesis, written under the direction of a thesis director and approved by a faculty committee. Students register for thesis credit in the fourth semester (LAST 8990) and are required to participate in a thesis writing workshop under the direction of the Graduate Advisor. This is a graded course. A passing grade is assigned for the thesis by the Graduate Advisor.
if the student successfully defends his/her thesis by the end of the Spring semester. [NOTE: If a student plans to graduate in the Spring Semester of his/her second year of study, the thesis must be completed, defended, and submitted to the School of Liberal Arts in final form usually by the first week of April.] If the student has not completed and defended the thesis by the end of the Spring semester of the second year of studies, a grade of "I" (Incomplete) will be reported until such time as the student completes the thesis AND applies to graduate. If the student fails to complete the thesis within one year of the end of the second year of study, the "I" grade will convert to a failing grade.

• Option Two: A three-hour course in theory or methodology in the primary concentration. This need not be a Latin American content course. For example, in Sociology, the relevant courses are "Intermediate Social Statistics" and "Intermediate Sociological Methods"; in Anthropology, "Field Methods in Social and Cultural Anthropology"; and in Political Science, "The Conduct of Research" and "Statistics for Political Scientists." Where a department does not have an appropriate offering, the Stone Center Graduate Advisor will help the student arrange an independent study project in the methodology of the primary concentration. This course must be taken by the end of the third semester.

Concentrations

The concentrations are usually departmental/disciplinary and are intended more as a guide to help organize a student’s curriculum around a specific research project. Where a student’s program suggests that there is an educational and qualitative logic, it is also possible to declare one synthetic concentration that combines courses from more than one department. Such a concentration might be, for example, “Cultural Studies” or “Mexican Studies.” Students are also encouraged, in consultation with the Graduate Advisor, to take courses that may fall outside of their concentration areas if such courses are critical to the development of specific research skills, tools, methods, or content necessary in the pursuit of their research agendas.

Language Requirement

The requirement for graduation with the M.A. in Latin American Studies is demonstrated competence in either Spanish or Portuguese. Students are expected to pass a language examination in Spanish or Portuguese during the first year of study. The required level of competence in Spanish and Portuguese corresponds to “intermediate” on the American Council on the Teaching of Foreign Language (ACTFL) scale. This competency is considered a minimum requirement. Students are encouraged to develop additional languages as needed by their research fields.

Currently, these language examinations are administered by Professors in the Department of Spanish and Portuguese as assigned by that department. Students should contact the Department of Spanish and Portuguese directly for further information on the administration of these exams. Native Spanish and Portuguese speakers are exempt from this requirement.

Transfer of Credit

Upon entering the program a maximum of six credits (two courses) may be transferred from another department of Tulane or another University toward your Latin American Studies M.A. degree. However, students who do choose to transfer two courses will lose one semester of M.A. funding (limiting thesis writers to three semesters and non-thesis writers to two). To be considered for transfer credit toward an M.A. degree, graduate work done at another institution must carry a grade of 3.0 (on a 4.0 scale) or better and must have been completed no more than four years from the date of first registration for graduate work at Tulane.

Acceptance of graduate credit for work done at other graduate institutions must be approved by the Stone Center for Latin American Studies and by the Dean of the School of Liberal Arts. Although the official decision concerning the acceptance of transfer credit towards the Latin American Studies M.A. degree will be made only after the student has completed one semester of successful study in the program, the Stone Center Graduate Advisor can evaluate the transferability of previous coursework before the student enters the program. If you are planning to transfer credit, remember to contact your Graduate Advisor after you have completed your first semester in the degree program so that he may recommend your credit for transfer.

Independent Studies

Independent Studies can be an important part of your program if used properly and sparingly. Typically an independent project is created to fill an academic need or interest that is not being met by regular disciplinary offerings or to expand upon research begun in other courses but not fully completed. Ordinarily, the Graduate Advisor will not authorize students to take more than two Independent Studies courses during the course of their M.A. degree. Students may register for the independent study directly through the Latin American Studies program; but students should first attempt to register for the independent study through the department of the sponsoring faculty member. Please consult the Graduate Advisor for further information on registering for independent study.

Latin American Studies, PhD

The Roger Thayer Stone Center for Latin American Studies is one of the largest and most prestigious interdisciplinary units at Tulane University. It functions in many capacities to provide programming and degree plans to a broad range of educational constituencies. Currently, these include a Bachelor of Arts major and minor in Latin American Studies, a Master of Arts degree in Latin American Studies, and a Doctor of Philosophy degree in Latin American Studies.

The design the Ph.D. curriculum in Latin American Studies is dependent upon the student’s particular research interests. The Graduate Advisor and the student will discuss these research interests before the start of the student’s first semester of coursework and will map out a comprehensive program of study with the goal of developing an interdisciplinary research project. Students accumulate the research skills and tools by undertaking coursework in multiple disciplines or fields. Students should expect to narrow their coursework to one primary and two secondary concentration areas. Of course, there is also the opportunity to extend one’s coursework beyond these three concentration areas when the research project will be enhanced by doing so.

The Stone Center also collaborates with other units across the University to offer specialized graduate degree programs. Such programs include joint professional degree programs with the Law School (MA/JD) and the Business School (MA/MBA), and a dual
Doctor of Philosophy degree (a Ph.D. in Latin American Studies and Art History). For further information on these specialized degree programs, please consult the relevant sections of our website (https://stonecenter.tulane.edu/pages/detail/7/Academic-Programs).

The standard Tulane University graduate program online application system allows applicants to identify whether their application should be considered for admission either as an M.A. student or as a Ph.D. student. The admissions policy of the Stone Center, however, is to consider for admission directly to the Ph.D. program only individuals who have an earned Master's Degree or relevant professional degree (i.e. M.D., J.D., etc.)

Applicants interested in the Ph.D. Program in Latin American Studies, but who do not have an earned Master's Degree or a relevant professional degree, will be considered for admission only to the M.A. program in Latin American Studies. Upon completion of the M.A. Program in Latin American Studies, such students are then able to reapply to the Ph.D. program. Admission to the M.A. program does not guarantee continuation in the Ph.D. program.

Requirements

Doctor of Philosophy in Latin American Studies Curriculum

The degree of Doctor of Philosophy in Latin American Studies is awarded for mastery of a body of literature and for the production of imaginative and original research. A student may enter the program (1) progressing from the M.A. program in Latin American Studies at Tulane, (2) transferring from the program with an M.A. conferred by another Tulane department, (3) or by applying directly to the Latin American Studies Ph.D. program after having completed an M.A. in any discipline or field, or an equivalent Professional Degree (JD, MD, MBA, etc.). In each instance, prospective students must submit a formal application for admission to the Ph.D. program.

Each semester doctoral students normally enroll in three classes and teach one class. By university regulations, students are allowed to enroll in a minimum of two courses while they serve as Teaching Assistants.

Students also begin preparation for general preliminary examinations, which are given during students' last semester of classes and should be taken no later than the first semester after the completion of all coursework requirements. These are normally in October or March.

Upon satisfying the coursework and language requirements and completing the general exams, students begin research for the dissertation, presenting a formal prospectus for faculty approval. Once approved they can apply for admittance to candidacy for the doctoral degree and commence formal work on the dissertation, which must demonstrate their ability to carry out an original investigation in the field of Latin American Studies. Degrees are conferred only after students have completed nine hours in residence at Tulane. Only courses that have a theoretical or content-specific relevance to their graduate work in their Latin American Studies program. Upon completion of the M.A. program in Latin American Studies, such students are then able to reapply to the Ph.D. program. Admission to the M.A. program does not guarantee continuation in the Ph.D. program.

Concentrations

The concentrations are usually departmental/disciplinary and are intended more as a guide to help organize a student's curriculum around a specific research project. Where a student's program suggests that there is an educational and qualitative logic, it is also possible to declare one synthetic concentration that combines courses from more than one department. Such a concentration might be, for example, Cultural Studies or Mexican Studies or Gender Studies, etc. Students are also encouraged, in consultation with the Graduate Advisor, to take courses that may fall outside of their concentration areas if such courses are critical to the development of specific research skills, tools, methods, or content necessary in the pursuit of their research agendas.

Transfer Credits

At the time of admission, the Graduate Advisor can provide an informal assessment about what previous course credit can be transferred to meet Ph.D. requirements, but University policy allows the Graduate Advisor to make a formal evaluation of requests for transfer credit only after students have completed nine hours in residence at Tulane. After that point, and before the student accumulates a total of 42 credit hours, the Graduate Advisor recommends the transfer of appropriate and germane credit to the Graduate Dean for approval. Students seeking transfer credits should be prepared to provide copies of syllabi and/or course term papers as evidence of the relevance of the courses in question to their graduate work in their Latin American Studies program. Only courses that have a theoretical or content-specific

Coursework and Distribution Requirements

The minimum coursework requirement for the Ph.D. is 54 credit hours. Portions of this requirement are often satisfied by credit awarded for academic work completed in fulfilling requirements for the M.A. degree with thesis.

General requirements for the Ph.D. degree are:

- Thirty semester hours in the primary concentration, including a minimum of six semester hours in theory, methodology, and pedagogy. Students transferring to the Stone Center from other programs must take the Latin American Studies Core Seminar in their first Fall semester to satisfy three hours of the theory and methodology requirement. And all Ph.D. students must take the required Pedagogy and Professional Development course in the Spring semester before the academic year in which they are scheduled to teach the LAST1010/1020 course cycle for the first time. NOTE: Of the thirty semester hours in the primary concentration, twelve hours or four courses should be at the 7000 level when possible; and no more than nine hours or three courses can be independent study.
- Twelve semester hours in a first supporting concentration; six of these hours, when possible, should be at the 7000 level.
- Twelve semester hours in a second supporting concentration; six of these hours, when possible, should be at the 7000 level.
- A demonstrated knowledge of at least two languages, including Spanish or Portuguese.
- The successful completion of three general preliminary examinations in the primary and supporting concentrations.
- The successful defense of a dissertation prospectus.
- The successful completion and defense of the dissertation.

Students with an M.A. in Latin American Studies from Tulane may transfer up to 30 credits of relevant work from their M.A. program, while students transferring from other departments at Tulane or other universities may transfer no more than 12 hours of relevant work (see Transfer Credit below).

The concentrations are usually departmental/disciplinary and are intended more as a guide to help organize a student's curriculum around a specific research project. Where a student's program suggests that there is an educational and qualitative logic, it is also possible to declare one synthetic concentration that combines courses from more than one department. Such a concentration might be, for example, Cultural Studies or Mexican Studies or Gender Studies, etc. Students are also encouraged, in consultation with the Graduate Advisor, to take courses that may fall outside of their concentration areas if such courses are critical to the development of specific research skills, tools, methods, or content necessary in the pursuit of their research agendas.

Transfer Credits

At the time of admission, the Graduate Advisor can provide an informal assessment about what previous course credit can be transferred to meet Ph.D. requirements, but University policy allows the Graduate Advisor to make a formal evaluation of requests for transfer credit only after students have completed nine hours in residence at Tulane. After that point, and before the student accumulates a total of 42 credit hours, the Graduate Advisor recommends the transfer of appropriate and germane credit to the Graduate Dean for approval. Students seeking transfer credits should be prepared to provide copies of syllabi and/or course term papers as evidence of the relevance of the courses in question to their graduate work in their Latin American Studies program. Only courses that have a theoretical or content-specific
logic to a student's Latin American Studies academic program will be approved for transfer credit.

As noted above, students with an M.A. (with thesis) in Latin American Studies from Tulane may transfer up to 30 credits of relevant work from their M.A. program, while students transferring from other departments at Tulane or other universities may transfer up to 12 hours of relevant coursework.

Acceptance of graduate credit for work done in other M.A. programs at Tulane or other universities is recommended by the Graduate Advisor and approved by the Dean of the School of Liberal Arts. To be considered for transfer credit, coursework must have received a grade of 3.0 or better on a 4.0 scale and must have been completed no more than six years before the date of first registration in the Center's doctoral program. Only in very special cases, and with the recommendation of the Stone Center's Graduate Advisor, will the Dean consider transfer of credit for courses taken earlier.

**Language Requirements**

The language requirement for graduation with the Ph.D. in Latin American Studies is demonstrated competence in two languages. Normally, one is Spanish; the second Portuguese. However, other languages may be presented if essential for the student's research. German, Quechua, Nahuatl, or Kaqchikel are examples. The required level of competence in Spanish and Portuguese corresponds to intermediate-high on the American Council on the Teaching of Foreign Language scale. This competency is considered a minimum requirement. Students are encouraged to develop additional languages as needed by their research fields. Levels of competency similar to those described for Spanish and Portuguese are required in any language presented to satisfy this requirement. Currently, language competency examinations in Spanish and Portuguese are administered by Professors in the Department of Spanish and Portuguese as assigned by that department. Students should contact the Department of Spanish and Portuguese directly for further information on the administration of these exams. All students, even native speakers, must be either examined for minimal linguistic competency as explained above or certified as to their native fluency by the Spanish and Portuguese Department.

Certification of competency in a second language must be presented by the end of the second year of study. Transfer students are expected to pass one language during the first year of study, and a second language examination by the end of second year of study. Testing procedures are discussed further in the “Grades and Evaluation” section.

**Computational Linguistics, MA**

Computational Linguistics is a field that appeals to students with a zeal for both linguistics and computer science and a passion for developing ideas at the intersection of these fields. The program relies on the resources of the linguistics program and the department of computer science. Students studying computational linguistics will focus on the scientific study of language from a computational perspective, in which opportunities abound in many growing fields in today's job market, such as:

- Automated text analysis
- Speech recognition
- Information retrieval
- Web search
- Machine translation
- "Big Data"
- Cryptography
- Computer security

The program admits a small-sized class size of three to five, composed of (i) Tulane undergraduate students with a background in either linguistics, computer science or the study of language who are admitted into the 4+1 program, and (ii) external outstanding students, preferably with an undergraduate degree in linguistics, computer science or the study of a language.

**Requirements**

Students will complete a core curriculum, several electives and an internship in a calendar year (two semesters plus summer).

**MA Computational Linguistics Courses:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 7340</td>
<td>Dialectology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7590</td>
<td>Syntactic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7630</td>
<td>Linguistic Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7640</td>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7650</td>
<td>Morphology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7660</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7670</td>
<td>Language &amp; Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7680</td>
<td>Language and Power</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7690</td>
<td>Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 3140/6140</td>
<td>Intro Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 3240/6240</td>
<td>Intro to Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CMPS/MATH 3250</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 3280/6280</td>
<td>Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>CMPS 4250/6250</td>
<td>Math Found Comp Security</td>
<td>3</td>
</tr>
<tr>
<td>LING 7010</td>
<td>Semantics</td>
<td>3</td>
</tr>
</tbody>
</table>
In order to satisfy the 30 credit requirement for the MA, students will select 10 out of these courses. Five courses must be taken in linguistics and five in computer science. The following are required courses:

- ANTH 7630 Linguistic Phonetics
- ANTH 7590 Syntax
- LING 6810 Special Topics (Natural Language Processing)
- CMPS 3140/6140 – Introduction to Artificial Intelligence
- CMPS 3240/6240 – Introduction to Machine Learning
- CMPS/MATH 3250 – Introduction to the Theory of Computation
- CMPS 3280/6280 – Information Theory

All other courses are electives.

Notes:

- CMPS 2170 Intro to Discrete Math (3 c.h.) or CMPS 2170 Intro to Discrete Math (3 c.h.) must be taken during students’ undergraduate training for it is a prerequisite for some CMPS graduate courses.
- Additional linguistic electives at the graduate level are available in the following cooperating departments: French, Spanish, Philosophy, Neuroscience, and Psychology.

Non-course requirement of the curriculum

There will be a (6-8 week) summer internship requirement for obtaining practical experience on key applications in human language technology. The Institute for Human and Machine Cognition (Ocala, Florida) is the ideal facility for this purpose due to the strong expertise in Natural Language Processing of several of its members (Dr. Yorick Wilks, Dr. James Allen, Dr. Lucian Galescu). Tulane has close ties with IHMC through Professor Brent Venable (Computer Science) who has a joint appointment at IHMC. Furthermore, local internship opportunities are available through TurboSquid, a web-based technology company in New Orleans. A written report summarizing the internship experience is required after the internship.

Linguistics, BA

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, brain and language).

The array of courses offered by the Program allows linguistics majors to master the basics of the discipline. Linguistics majors develop valuable intellectual skills in analytical reasoning and critical thinking, lucid communication, and the use of research methodologies.

Career opportunities for linguistics majors are: publishing, computer industry, foreign language education, advertising, national security, translating/interpreting, speech and language pathology.

Requirements

The major in linguistics consists of ten courses selected from the lists below. The student should take at least one course in each of the following areas: phonology, syntax, language history, and language and thought. As courses are distributed among various departments, the student must consult with the Program Adviser in selecting courses to fulfill this distribution requirement. No language courses taken to fulfill the college proficiency requirement may be counted toward the major.

Capstone Courses within the Major

Capstone courses within the major include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3310</td>
<td>Historical Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3670</td>
<td>Language &amp; Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 4930</td>
<td>Languages of Louisiana</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6400</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6420</td>
<td>Linguistic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>LING 4850</td>
<td>Proseminar In Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to courses listed here in cooperating departments, students may elect to take language courses to broaden their linguistic base.

As courses are distributed among various departments, the student must consult with the Program Adviser in selecting courses to fulfill this distribution requirement.

Courses

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<tbody>
<tr>
<td>LING 3010</td>
<td>Semantics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3290</td>
<td>The Nature of Language</td>
<td>3</td>
</tr>
<tr>
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<td>History of Writing</td>
<td>3</td>
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<td>3</td>
</tr>
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<td>ANTH 3400</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>LING 3430</td>
<td>Semantics of Nat. Lang.</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3440</td>
<td>Dialectology</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>LING 3700</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>LING 3890</td>
<td>Service Learning: LING 3000</td>
<td>1</td>
</tr>
<tr>
<td>LING 4110</td>
<td>Brain and Language</td>
<td>3</td>
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<tr>
<td>ANTH 4930</td>
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</tr>
<tr>
<td>ANTH 6700</td>
<td>Spoken Nahuatl</td>
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Linguistics, BS

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majors in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, brain and language).

The array of courses offered by the Program allows linguistics majors to master the basics of the discipline. Linguistics majors develop valuable intellectual skills in analytical reasoning and critical thinking, lucid communication, and the use of research methodologies.

Career opportunities for linguistics majors are: publishing, computer industry, foreign language education, advertising, national security, translating/interpreting, speech and language pathology.

Requirements

The major in linguistics consists of ten courses selected from the lists below. The student should take at least one course in each of the following areas: phonology, syntax, language history, and language and thought. As courses are distributed among various departments, the student must consult with the Program Adviser in selecting courses to fulfill this distribution requirement. No language courses taken to fulfill the college proficiency requirement may be counted toward the major. Students majoring in linguistics who elect to graduate with a B.S. degree must have credit for two mathematics courses:

- one calculus course, MATH 1210 Calculus I (4 c.h.) or equivalent;
- one statistics course MATH 1230 Stats For Scientists (4 c.h.), or a higher level class in statistics.

Capstone Courses within the Major

Capstone courses within the major include:

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In addition to courses listed here in cooperating departments, students may elect to take language courses to broaden their linguistic base.

As courses are distributed among various departments, the student must consult with the Program Adviser in selecting courses to fulfill this distribution requirement.

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ANTH 3440  Dialectology  3
ANTH 3590  Introduction To Syntax  3
ANTH 3630  Linguistic Phonetics  3
ANTH 3640  Phonology  3
ANTH 3650  Morphology  3
ANTH 3660  Discourse Analysis  3
ANTH 3670  Language & Acquisition  3
ANTH 3680  Language and Power  3
ANTH 3690  Language and Gender  3
LING 3700  Second Language Acquisition  3
LING 3890  Service Learning: LING 3000  1
LING 4110  Brain and Language  3
ANTH 4930  Languages of Louisiana  3
ANTH 6420  Linguistic Field Methods  3
ANTH 6700  Spoken Nahuatl  3
ANTH 6720  Spoken Yoruba  3
LING 6720  Translation Studies Theory  3
ANTH 6800  Spoken Yucatecan Maya  3
ANTH 6810  Int Mayan Hieroglyphics  3

Courses Offered by Other Departments

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTJ 1010</td>
<td>Beginning Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>ASTJ 1020</td>
<td>Beginning Japanese II</td>
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<td>MATH 1210</td>
<td>Calculus I</td>
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<td>Stats For Scientists</td>
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<td>Contemp European Phil</td>
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<td>Semantics of Nat. Lang.</td>
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<td>Language and Thought</td>
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<td>PHIL 6060</td>
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<td>PHIL 6180</td>
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<td>Philosophical Logic</td>
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<td>Intro Research Analysis</td>
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<td>Span Phonetic/Phonology</td>
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<td>Iberoamer Dialectology</td>
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<td>SPAN 6010</td>
<td>Method Tchg Span &amp; Port</td>
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<td>SPAN 6060</td>
<td>Hispanic Bilingualism</td>
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<td>Stage Speech I</td>
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<td>YRBA 1010</td>
<td>Elementary Yoruba I</td>
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<tr>
<td>YRBA 1020</td>
<td>Elementary Yoruba II</td>
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Linguistics, MA

4+1 MA in Linguistics

The Linguistics Program at Tulane offers an accelerated Master of Arts program in Linguistics to enrolled seniors. Students choosing this fast-track option are eligible to take up to six graduate credits while still completing undergraduate coursework. This program allows students to bypass the time commitment and anxiety of the graduate admissions process and places them within a year of obtaining their Master's degree upon graduating with their Bachelor's. The MA in Linguistics requires 30 credits (10 courses).

Requirements

4+1 MA in Linguistics Courses

Students are required to take 10 out of the following courses:

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<tr>
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<th>Credits</th>
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<td>Language and Culture</td>
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<td>ANTH 6415</td>
<td>Pidgins and Creoles</td>
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<td>ANTH 6420</td>
<td>Linguistic Field Methods</td>
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<td>ANTH 7290</td>
<td>Linguistic Analysis</td>
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<tr>
<td>ANTH 7310</td>
<td>Prehistory of Languages</td>
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<td>ANTH 7340</td>
<td>Dialectology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7590</td>
<td>Syntactic Theory</td>
<td>3</td>
</tr>
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<td>ANTH 7630</td>
<td>Linguistic Phonetics</td>
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<td>ANTH 7640</td>
<td>Phonology</td>
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<td>ANTH 7650</td>
<td>Morphology</td>
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<td>ANTH 7660</td>
<td>Discourse Analysis</td>
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<td>ANTH 7670</td>
<td>Language &amp; Acquisition</td>
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<tr>
<td>ANTH 7680</td>
<td>Language and Power</td>
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<td>ANTH 7690</td>
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<td>Language Death</td>
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<td>ANTH 7930</td>
<td>Languages of Louisiana</td>
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<tr>
<td>LING 7010</td>
<td>Semantics</td>
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</table>

Linguistics, PhD

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics);
how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, brain and language).

Our PhD program is unique because it is the only university-level interdisciplinary linguistics program in New Orleans and in the state at large, as well as one of only three in the Gulf South. We have unique resources, physical and human: (1) the Roger Thayer Stone Center for Latin American Studies, (2) the Cuban and Caribbean Studies Institute, (3) the Women’s Center, (4) the Amistad Center, (5) the Latin American Library, (6) the Louisiana Collection, (7) An enticing mix of less commonly taught languages (for example, Kaqchikel, Nahuatl, Yucatec Maya, Spoken Yoruba, Diaspora Yoruba, Swahili, Haitian Creole, Classical languages and writings of the Maya), (8) a growing computer science program with strong emphasis on artificial intelligence and human cognition, and (9) a committed faculty.

The Linguistics Ph.D. program at Tulane is highly competitive. All students admitted to the program receive a stipend and a tuition waiver for four years. If you are interested in applying to the program, please contact the faculty member(s) with whom you are interested in working. You may also contact the Director of the program at ling@tulane.edu.

Requirements

As a graduate student in linguistics, you are required to complete 48 hours of course work before advancement to candidacy, which will include at least one course drawn from each of the following categories:

1. Acoustic phonetics
2. Phonology
3. Morphology or syntax
4. Language variation and change (for instance, sociolinguistics, historical, dialectology, bilingual education, or multilingualism)
5. Semantics, pragmatics, philosophy of language, or discourse
6. A non-Indo-European language other than your native language (Note that this requirement can be satisfied by one of the Less Commonly Taught Languages offered at the 1000 level, which will be covered by the tuition waiver as long as you are a full-time student, but a course below the 6000 level cannot count towards graduate credit. Non-Indo-European languages taught in the Anthropology Department are 6000 level and above and so would count toward the graduate program as well as fulfilling this requirement.)

Depending on your previous course work and training, you may be able to waive some of these courses. Course waivers are to be requested on an individual basis, and must be approved by the program graduate adviser.

This range of courses ensures that you will receive a rigorous and broad background in linguistics, which will prepare you for your own research projects and will make you highly qualified for the job market.

You should normally enroll in 12 credit hours (4 courses) per semester until you have completed the required course work for the Ph.D., which will normally take 4-5 semesters, depending on your background.

This ensures that you will fulfill Tulane’s residency requirement of four semesters of full-time study at the university, as well as Tulane’s minimum course-hour requirements. (See the university graduate requirements for more information on Tulane’s residency and course-hour requirements.)

In all of your course work, a grade level of B- (B minus) is the formal minimum for a passing performance in the graduate program. Although a grade of B- is a passing grade, it is considered a "weak" pass. One or two B- grades can be cause for probation or dismissal. In addition to your course grades, however, the general assessment of your overall progress in the program will also include the opinions of the faculty. The faculty meets at the end of each semester to discuss graduate students’ progress. Renewal of your fellowship from year to year is dependent upon continuing satisfactory progress in your studies.

Language of Scholarship Requirement

In addition to taking at least one course in a non-Indo-European language, you must show competence in a major language of published scholarship other than English. You should meet with your adviser or the program director to discuss your proposed language and your plan for fulfilling the requirement. This requirement must be fulfilled before advancement to candidacy.

If your native language is a major language of published scholarship other than English, you can use English to satisfy this requirement. For everyone else, competence can be demonstrated by (i) two semesters of language instruction at the junior (3000) level or above, or (ii) a translation exam.

Comprehensive Examinations

Students must take two Ph.D. comprehensive examinations, a general examination covering all major fields of linguistics and a special field examination tailored to their chosen field of dissertation research. The general comprehensive examination is to be taken in early September of the student’s third year (fifth semester) in the program, and the special field examination is to be taken in early to mid-January of the third year (sixth semester). You may petition the program to substitute a published paper for the special field exam.

Dissertation Prospectus

Immediately after taking your special field examination, if not before, you should form your dissertation committee. It must consist of at least three tenured or tenure-track Tulane faculty members. Your committee may have additional members as well, but this is not required.

Your first task with the dissertation committee is to write a research paper, called the dissertation prospectus. The prospectus should consist of a substantial dissertation proposal and a comprehensive bibliography. It may be based on a grant proposal to an external funding agency, particularly in the case of proposed fieldwork. The work described in the prospectus should lead naturally into your dissertation. The prospectus should contain a statement of the topic area of your proposed dissertation project, a problem statement, a statement of the theoretical orientation and methodology, and a comprehensive bibliography. Work out the specific details of your prospectus with the members of your dissertation committee. Once it is complete, you will schedule an oral defense of the prospectus before the members of your
committee. The prospectus defense should take place before the end of your third year (sixth semester) in the program.

**Advancement to Candidacy**

After you have passed your comprehensive examinations and your language requirement and your dissertation committee has approved your prospectus, you will apply for Candidacy for the Ph.D. Once you have advanced, you are considered 'ABD' (All But Dissertation). Application for some research grants requires this status.

**Fieldwork**

You may find it necessary to conduct fieldwork before writing your dissertation. It is expected that you will pursue outside funding in order to support yourself and your fieldwork during this time—normally your fourth year in the program—and that you will therefore not be on fellowship during that year. If your research does not require you to absent yourself in order to pursue fieldwork, you may continue directly to writing your dissertation.

**Writing, filing, and defending the dissertation**

Following advancement to candidacy, you may be eligible for a final year of support to work full time toward the completion of the dissertation, an interruption of one year to conduct fieldwork as mentioned in the previous paragraph. Receiving your final year of fellowship is contingent upon your having met the following requirements:

- Achievement of ABD status
- Submission of an acceptable plan for research and writing during the final year of support
- Submission of evidence of having applied to sources from outside Tulane for research funding for your field work and, in particular if outside funding for field work was not secured, for the dissertation write-up
- Completion of the language requirements

Students generally find writing a dissertation to be a challenging and rewarding process. However, it is also an inherently stressful activity. For this reason, you should meet regularly with the members of your committee at every stage of your project, and keep in touch with them about data collection and writing. And finally, remember that all of the faculty members have also written a dissertation (and likely supervised a number of them too), and are happy to discuss any issues that come up for you.

Upon completion of an acceptable draft of your dissertation, you will then, in consultation with the chair of your dissertation committee, schedule a public defense of your work. All members of the Tulane community are invited to the defense, and anyone else is welcome to attend. You should prepare a short presentation of your work, summarizing the main research question(s), how you went about doing your project, and your key findings. Your dissertation committee will then ask you questions about your dissertation, as may other members of the audience, time permitting.

There are a host of important deadlines to keep track of, as well as very specific formatting minutia which you must strictly follow in order to file the dissertation. Consult the relevant sections of Deadlines for Graduating Students. As always, you are ultimately responsible for being aware of and complying with all formal requirements and university deadlines. After you have submitted a complete draft of your dissertation, defended it publicly, and made any revisions suggested by your committee, you are ready to file the dissertation. Tulane's general guidelines permit a maximum of seven years from your initial matriculation to file the Ph.D.

When the final version of the dissertation is accepted by the doctoral committee and filed with the university, and all other requirements are certified as fulfilled, you have earned a Ph.D. in Linguistics!

**Medieval and Early Modern Studies Major**

MEMS is a multidisciplinary program with a focus on the history and cultures of the medieval and early modern world. The Program consists of faculty and students from diverse departments within the School of Liberal Arts (Art History, Asian Studies, Classical Studies, English, French and Italian, Germanic and Slavic Studies, History, Jewish Studies, Music, Philosophy, Political Science, Spanish and Portuguese) and offers undergraduate major and minor concentrations, as well as graduate degree programs in affiliated professors' home departments. We regularly sponsor presentations by scholars from universities around the country, conferences, and colloquia.

**Requirements**

The major consists of 30 credits (10 courses) to be distributed in the following manner:

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<tr>
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<th>Credits</th>
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<tr>
<td>ARHS 3200</td>
<td>Early Christ/Byzantn Art</td>
<td>3</td>
</tr>
<tr>
<td>ARHS 3210</td>
<td>Art &amp; Expemce Mdle Ages</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 4120</td>
<td>Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENLS 4450</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>FREN 4220</td>
<td>Medieval Frn Literature</td>
<td>3</td>
</tr>
<tr>
<td>HISA 1020</td>
<td>Barbarian West</td>
<td>3</td>
</tr>
<tr>
<td>HISA 1030</td>
<td>Medieval Europe 1100-1450</td>
<td>3</td>
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</tbody>
</table>

The student may take up to four courses in a single department. Of the ten courses, no more than three courses may be taken below the 3000 level, and at least two must be completed at the 4000 level or above.

**Medieval and Early Modern Studies Categories**

**Medieval**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<tr>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages</td>
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<td>ARHS 3200</td>
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<td>HISA 1030</td>
<td>Medieval Europe 1100-1450</td>
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</tbody>
</table>
## Medieval and Early Modern Studies

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### Requirements

The minor consists of 18 credits (6 courses) to be distributed in the following manner:

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<td>ARHS 3430</td>
<td>Rubens to Rembrandt</td>
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<td>ENLS 4130</td>
<td>Renaissance Literature</td>
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<td>ENLS 4140</td>
<td>17th Century Literature</td>
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<td>ENLS 4140</td>
<td>Early Modern Drama</td>
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<td>ENLS 4190</td>
<td>Restoration &amp; 18th-C Lit</td>
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<td>ENLS 4460</td>
<td>Shakespeare I</td>
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### Early Modern

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<td>FREN 4320</td>
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<td>FREN 4410</td>
<td>17th Century French Lit</td>
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<td>FREN 4420</td>
<td>17th Century Drama</td>
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<tr>
<td>HISA 6050</td>
<td>The Italian Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HISE 4140</td>
<td>Household Gender Sexuality</td>
<td>3</td>
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<tr>
<td>HISE 2320</td>
<td>Early Modern England</td>
<td>3</td>
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<tr>
<td>HISE 2420</td>
<td>The Age of Reformation</td>
<td>3</td>
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<tr>
<td>HISE 6050</td>
<td>The Italian Renaissance</td>
<td>3</td>
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<tr>
<td>HISE 6100</td>
<td>Ren &amp; Ref 1450 to 1660</td>
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<td>HISE 6330</td>
<td>Imperial Spain 1469-1659</td>
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<td>Don Quijote</td>
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<td>Poetry of the Golden Age</td>
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<td>ENLS 2230</td>
<td>Introduction to Shakespeare</td>
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<td>ARHS 6410</td>
<td>Amsterdam Dutch Golden Age</td>
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### Crossover

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<td>FREN 6210</td>
<td>History of French Language</td>
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<td>ENLS 2010</td>
<td>Intro To British Literature I</td>
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<td>Early Major Authors</td>
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<td>Germ Lit In Translation</td>
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<td>GERM 3660</td>
<td>Love, Death &amp; Sexuality</td>
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<td>HISA 3070</td>
<td>Topics Medieval &amp; Renais Hist</td>
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<tr>
<td>HISE 1210</td>
<td>Eur &amp; Wide World To 1789</td>
<td>3</td>
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<td>HISE 2410</td>
<td>Spain, 1369-1716</td>
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<tr>
<td>HISM 2200</td>
<td>History of Islam to 1400</td>
<td>3</td>
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<tr>
<td>MUSC 1410</td>
<td>Hist Euro Music To 1800</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 3530</td>
<td>Survey of Russian Art</td>
<td>3</td>
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1 Only when medieval and early modern studies topic. Director approval required.
Course ID | Title | Credits
---|---|---
Select two courses each from two of three categories: | 12

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<th>Category</th>
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<tr>
<td>Medieval</td>
<td>ARHS 1010</td>
<td>Art Survey I: Prehist-Mid Ages</td>
<td>3</td>
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<tr>
<td></td>
<td>ARHS 3200</td>
<td>Early Christ/Byzantn Art</td>
<td>3</td>
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<tr>
<td></td>
<td>ARHS 3210</td>
<td>Art &amp; Expernce Mdle Ages</td>
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<td></td>
<td>ENLS 4120</td>
<td>Medieval Literature</td>
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<td>ENLS 4450</td>
<td>Chaucer</td>
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<td>FREN 4220</td>
<td>Medieval Frn Literature</td>
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<td>HISA 1020</td>
<td>Barbarian West</td>
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<td>HISA 1030</td>
<td>Medieval Europe 1100-1450</td>
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<td>HISA 2030</td>
<td>Byz &amp; Early Med Civilization</td>
<td>3</td>
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<td>HISA 4140</td>
<td>The Crusades 1095-1291</td>
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<tr>
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<td>HISA 4150</td>
<td>The Age of the Vikings</td>
<td>3</td>
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<tr>
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<td>HISA 2310</td>
<td>Medieval England</td>
<td>3</td>
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<td>HISA 2350</td>
<td>Medieval Italy</td>
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<td>HISA 3910</td>
<td>Special Topics</td>
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<td>Medieval Spain</td>
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<td>HISA 6090</td>
<td>Sem Sel Topics Byzan Hist</td>
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<td></td>
<td>HISA 6230</td>
<td>Medieval Cities</td>
<td>3</td>
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<td></td>
<td>HISA 6270</td>
<td>Women&amp;Gender Middle Ages</td>
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<td></td>
<td>HISA 4910</td>
<td>Special Topics</td>
<td>1-3</td>
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<td>ITAL 4010</td>
<td>Topics 13 &amp; 14 Cent Ital Lit</td>
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<td>JWST 3500</td>
<td>Goldn Age Spansh Jewry I</td>
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<td></td>
<td>JWST 3520</td>
<td>Goldn Age Span Jewry II</td>
<td>3</td>
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<td>JWST 3530</td>
<td>Jewish Middle Ages</td>
<td>3</td>
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<td>JWST 4110</td>
<td>Rabbinic Judaism</td>
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<td>JWST 4350</td>
<td>Rashi, Halevi, Maimonide</td>
<td>3</td>
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<td>SPAN 4420</td>
<td>Intro. Medieval Iberia</td>
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<td>SPAN 6810</td>
<td>Reading Medieval Iberia</td>
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**Crossover**

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<td>ENLS 2010</td>
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<td>ENLS 4490</td>
<td>Early Major Authors</td>
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<td>FREN 4210</td>
<td>History of French Language</td>
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<td>GERM 3550</td>
<td>Germ Lit In Translation</td>
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<td>GERM 6400</td>
<td>Advanced Undergrad Sem</td>
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</tr>
<tr>
<td>HISE 1210</td>
<td>Eur &amp; Wide World To 1789</td>
<td>3</td>
</tr>
</tbody>
</table>

MUSC 1410 | Hist Euro Music To 1800 | 3 |
RUSS 3530 | Survey of Russian Art | 3 |
SPAN 6510 | Hist of the Span Lang | 3 |

1 Only when medieval and early modern studies topic. Director approval required.

**Musical Cultures of the Gulf South Coordinate Major**

Musical Cultures of the Gulf South is an interdisciplinary course of study that teaches students to investigate how their academic and professional goals relate to their surroundings — a portable mindset that will enrich their lives wherever they may go. Students are educated in the underlying currents of New Orleans and the Gulf South through
coursework related to the Atlantic slave trade, the rituals of expressive circum-Gulfic and circum-Caribbean culture and resistance, and the social, environmental, economic, and political history of the region.

This coordinate major is offered under the auspices of the New Orleans Center for the Gulf South. All of our programs are inspired by the belief that the more we understand where we are, the more fully we can engage in our democracy and collective destiny.

**Requirements**

Musical Cultures of the Gulf South is a 27-credit program. Three required core courses encompass the fields of Anthropology, Ethnomusicology, History, Theatre and Dance, and Urban Geography. Electives courses are offered in African and African Diaspora Studies, Communication, Ecology and Evolutionary Biology, Economics, English, Environmental Studies, French, History, and Urban Studies. Students are welcome to petition the program director for elective course credit for courses that are not cross-listed. A public service course provides students opportunity to cultivate professional experience outside of the classroom. Our affiliated staff provide one-on-one academic, internship, and career advising for majors and interested students. Students must first declare a major in another discipline before declaring the MCGS coordinate major.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MUSC 1900</td>
<td>Music in New Orleans</td>
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<td>MCGS 2000</td>
<td>Intro Music Cultures GS</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3395</td>
<td>Cultures of NO/Fr La</td>
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</table>

Electives

Select three courses at the 3000-level or above in Music, History, or Anthropology

Select a minimum of 3 electives

Total Credit Hours 27

**Electives**

Students must take a minimum of 3 additional electives or nine credits from the courses listed below in order to reach a minimum of 27 credits for the major. A total of only two 1000-level courses can count towards the coordinate major. No more than two dance courses can count towards the major.

Students must take a minimum of 3 additional electives or nine credits from the courses listed below in order to reach a minimum of 27 credits for the major. A total of only two 1000-level courses can count towards the coordinate major. No more than two dance courses can count towards the major. The courses listed below qualify or have qualified as electives for the MCGS major. Some of these courses may or may not currently be taught but remain on the list to help convey this major's scope of study. Again, students are welcome to petition program director for credit for courses not listed here.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AFRS 4810</td>
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<td>ANTH 3395</td>
<td>Cultures of NO/Fr La</td>
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<tr>
<td>ANTH 4930</td>
<td>Languages of Louisiana</td>
<td>3</td>
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<tr>
<td>COMM 2350</td>
<td>Media and Criminal Justice</td>
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**Political Economy Program**

**Programs**

**Undergraduate Major**

- Political Economy Major with Concentration in Economics and Public Policy (p. 172)
- Political Economy Major with Concentration in International Perspectives (p. 173)
- Political Economy Major with Concentration in Law, Economics, and Policy (p. 174)
- Political Economy Major with Concentration in Moral and Historical Perspectives (p. 175)

**Political Economy Major with Concentration in Economics and Public Policy**

Tulane University's most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.
The Political Economy major supports and promotes Tulane University's mission to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, to act and to lead with integrity and wisdom.

The political economy major aims to promote sustained reflection on the interrelations of political and economic activities and institutions. It provides undergraduate students with the basic skills of economic analysis. The major is also based firmly on the view that the study of the interrelations of politics and economics has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values. Political economy is a multidisciplinary major built on a core of eight required courses and five elective courses drawn from economics, political science, history and philosophy.

This major is designed to avoid the sometimes excessive specialization that characterizes more traditional undergraduate majors. While providing students basic skills of economic analysis, the political economy major at Tulane is distinctively based on the view that technical economic analysis should not be divorced from a broader concern for understanding the moral and historical foundations of economic institutions and political structures.

**Internship Grants and Honors Program**

In the summer between junior and senior years, a political economy major may elect to participate in a summer internship. The Murphy Institute offers a limited number of grants in an open competition for political economy majors only. With consent of the Associate Director and the honors program, a student may pursue a degree with honors in political economy. A senior honors thesis is required.

Finally, it should be noted that undergraduate majors in political economy are invited to participate in various activities sponsored by the Murphy Institute. The Murphy Institute hosts prominent scholars and public figures in a series of annual lectures. Student majors are invited to all of these occasions, as well as to more informal meetings with our visitors.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<td>ECON 1010</td>
<td>Intro to Macroeconomics</td>
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<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
<td>3</td>
</tr>
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<td>ECON 3010</td>
<td>Interm W Microeconomics</td>
<td>3</td>
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<td>PECN 3010</td>
<td>Positive Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>PECN 3020</td>
<td>Pol Econ-Historical Overview</td>
<td>3</td>
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<td>PECN 3030</td>
<td>The Individual, Soc &amp; State</td>
<td>3</td>
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<tr>
<td>PECN 3040</td>
<td>Comp &amp; Intl Pol Econ</td>
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<tr>
<td>PECN 6000</td>
<td>Major Seminar In Pol Econ</td>
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**Concentration Requirements**

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<td>ECON 3230</td>
<td>Econometrics</td>
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Select two of the following: 6

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<tr>
<td>ECON 3020</td>
<td>Interm. Macroeconomics</td>
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<tr>
<td>ECON 3100</td>
<td>Econ of Money &amp; Banking</td>
</tr>
<tr>
<td>ECON 3320</td>
<td>Urban Economics</td>
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<tr>
<td>ECON 3330</td>
<td>Environ &amp; Natl Resourc</td>
</tr>
<tr>
<td>ECON 3970/3980</td>
<td>Special Studies</td>
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</table>

**Total Credit Hours** 39-40

**Political Economy Major with Concentration in International Perspectives**

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<tr>
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<tbody>
<tr>
<td>ECON 1010</td>
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<td>ECON 1020</td>
<td>Intro to Macroeconomics</td>
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<td>ECON 3010</td>
<td>Intermed Microeconomics</td>
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<td>PECN 3010</td>
<td>Positive Political Economy</td>
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<tr>
<td>PECN 3020</td>
<td>Pol Econ:Historical Ovrvw</td>
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<td>PECN 3030</td>
<td>The Individual,Soc&amp;State</td>
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<td>PECN 6000</td>
<td>Major Seminar In Pol Econ</td>
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Select two of the following: 6

- ECON 3020 Intermed. Macroeconomics
- ECON 3340 Government and The Economy
- ECON 3370 World Economy
- ECON 3540 Development Economics
- ECON 4330 Intl Trading Relations
- ECON 3970/3980 Special Studies

Select three of the following: 9

- ECON 3330 Environ & Natrl Resourc
- ECON 3590 Econ Devlp of Lat Amer
- PHIL 6510 Theories of Econ Justice
- POLC 3410 Politics & Nationalism
- POLC 4030 Comp Poli Econ Welfare State
- POLI 3540 Intl Political Economy
- POLI 4620 Global Envrnmnt Poltics

**Political Economy Major with Concentration in Law, Economics, and Policy**

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<tr>
<td>ECON 1010</td>
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<tr>
<td>ECON 1020</td>
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<td>PECN 6000</td>
<td>Major Seminar In Pol Econ</td>
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Select two of the following: 6

- ECON 3320 Urban Economics
- ECON 3330 Environ & Natrl Resourc
- ECON 3340 Government and The Economy
- ECON 4300 Regulation
- ECON 4500 Health Econ & Policy
- ECON 4530 Economics of Taxation
- ECON 3970 Special Studies
- ECON 3980 Special Studies

Select three of the following: 9

- HISU 6270 American Disasters
Political Economy Major with Concentration in Moral and Historical Perspectives

Tulane University’s most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.

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<td>The Individual,Soc&amp;State</td>
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<tr>
<td>PECN 6000</td>
<td>Major Seminar In Pol Econ</td>
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</table>

Total Credit Hours 39

Religious Studies Minor

Religion is and always has been a central feature of human life, for individuals and communities. The interdisciplinary field of Religious Studies enables students to approach it from different perspectives: philosophical, historical, political, sociological, anthropological and literary.

Requirements

5 courses (15 hours), completed with a grade of C or better, courses in at least 2 distinct areas or disciplines, and at least 2 at the 3000-level or higher. Eligible courses already taken can count toward the degree.
(In accordance with SLA rules, courses taken for this Minor cannot overlap with another Minor, and cannot be included in 27 credit hours for a Major.)

Courses can be found each semester on the Class Schedule under “Religious Studies” (RLST) as well as in listings of particular departments. Examples of courses eligible for the RLST Minor:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RLST 1020</td>
<td>Religions of the World</td>
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<td>RLST 3950</td>
<td>Spec Topics Rel Studies</td>
<td>3</td>
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<tr>
<td>ANTH 3200</td>
<td>Magic Witchcraft and Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3350</td>
<td>Culture and Religion</td>
<td>3</td>
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<tr>
<td>CLAS 1040</td>
<td>Mythology</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 2320</td>
<td>Ancient Greek Religion</td>
<td>3</td>
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<tr>
<td>CLAS 3230</td>
<td>Ancient Christianity</td>
<td>3</td>
</tr>
<tr>
<td>HISA 6060</td>
<td>Later Medieval Spain</td>
<td>3</td>
</tr>
<tr>
<td>JWST 1010</td>
<td>Intro Jewish Civilization: Found</td>
<td>3</td>
</tr>
<tr>
<td>JWST 2100</td>
<td>Intro To Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>JWST 3540</td>
<td>Jewish Renaissance to Age Reas</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3020</td>
<td>Topics in Bible &amp; Philosophy</td>
<td>3,4</td>
</tr>
<tr>
<td>PHIL 3500</td>
<td>Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>POLT 3610</td>
<td>Jewish Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7100</td>
<td>Social Work &amp; Spirituality</td>
<td>2</td>
</tr>
</tbody>
</table>

School of Liberal Arts Management Minor

The SLAMM minor is intended to introduce non-business majors to an understanding of management practices and principles within the perspective of the liberal arts. As an interdisciplinary minor, and through a curriculum divided into three tiers, it incorporates basic economic and accounting courses with classes throughout the arts, humanities and social sciences as well as specially designed SLAMM courses focusing on leadership, ethics, law, public relations, marketing and strategy. Students completing the minor will acquire skills that may be applicable for future careers as well as gaining an appreciation of the origins and implications of contemporary business methods and institutions.

Learning outcomes

Financial Literacy – Students will gain an understanding of the language and practice of financial markets and industry, including measuring and communicating the results of business operations, financial positions, and cash flow.

Management Concepts and Practices – Students will develop and analyze individual and team based problem solving, communication, and leadership skills. They will demonstrate knowledge of business and organizational behavior, legal structures, and strategic planning.

Critical Perspectives on Business and Society – Students will utilize a liberal arts perspective to gain an understanding of the market within a global perspective. They will explore how economic trends and conditions are rooted in historical, political, and social conditions, and have critical ethical implications.

Integration of Disciplinary Expertise with Career Opportunities – Students will be able to link their chosen majors to the trends and practices learned through the management minor. Specific, discipline based elective courses, reinforced by internships, will connect theory to practice in existing areas of employment.

Requirements

The minor requires a minimum of six courses (18 hours) selected from three tiers that will ensure the students have an acquaintance with basic business language and practices as well as an interdisciplinary perspective. Courses taken in the Freeman School, apart from ACCN 2010 Financial Accounting (3 c.h.), will be considered for credit on a case by case basis. A maximum of two courses may be counted from a study-abroad program, provided the courses are accepted by the specific department advisor and the director of SLAMM. Registration is restricted to SLAMM minors during priority registration. Open to all students thereafter.

Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCN 2010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Tier I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 2600</td>
<td>Ethics In Business</td>
<td>3</td>
</tr>
<tr>
<td>SLAM 3010</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>SLAM 3020</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>SLAM 3030</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>SLAM 3050</td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>SLAM 3060</td>
<td>Philanthropy &amp; Social Change</td>
<td></td>
</tr>
<tr>
<td>SOCI 2500</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>Tier II</td>
<td>Select a minimum of two and a maximum three of the following:</td>
<td>6-9</td>
</tr>
<tr>
<td>PHIL 3195</td>
<td>Financial Lives</td>
<td></td>
</tr>
<tr>
<td>ANTH 3190</td>
<td>Economic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ARBC 3060</td>
<td>Business Arabic</td>
<td></td>
</tr>
<tr>
<td>ASTC 3070</td>
<td>Business Chinese</td>
<td></td>
</tr>
<tr>
<td>CLAS 4110</td>
<td>Leadership in Class Antiquity</td>
<td></td>
</tr>
<tr>
<td>COMM 2650</td>
<td>Mass Communication Law</td>
<td></td>
</tr>
<tr>
<td>COMM 3400</td>
<td>Comm &amp; Leadership Groups</td>
<td></td>
</tr>
<tr>
<td>DMPR 3290</td>
<td>Digital Production Non-Profits</td>
<td></td>
</tr>
<tr>
<td>ECON 3100</td>
<td>Econ of Money &amp; Banking</td>
<td></td>
</tr>
<tr>
<td>ECON 3340</td>
<td>Government and The Economy</td>
<td></td>
</tr>
<tr>
<td>ECON 3420</td>
<td>Econ Hist of U.S.</td>
<td></td>
</tr>
<tr>
<td>ENLS 3670</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>FREN 3060</td>
<td>Business French</td>
<td></td>
</tr>
<tr>
<td>HIST 4004</td>
<td>Mkts Money Trde PreIndust Econ</td>
<td></td>
</tr>
<tr>
<td>HISU 2680</td>
<td>Working in America</td>
<td></td>
</tr>
<tr>
<td>ITAL 3200</td>
<td>Italian for business</td>
<td></td>
</tr>
<tr>
<td>MUSC 2800</td>
<td>Intro To Music Business</td>
<td></td>
</tr>
<tr>
<td>POLC 4030</td>
<td>Comp Poli Econ Welfare State</td>
<td></td>
</tr>
<tr>
<td>POLI 3540</td>
<td>Intl Political Economy</td>
<td></td>
</tr>
<tr>
<td>Tier III</td>
<td>Select electives to complete a total of six courses for the minor</td>
<td>3-6</td>
</tr>
<tr>
<td>ANTH 3195</td>
<td>Financial Lives</td>
<td></td>
</tr>
<tr>
<td>ANTH 3190</td>
<td>Economic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ARBC 3060</td>
<td>Business Arabic</td>
<td></td>
</tr>
<tr>
<td>ASTC 3070</td>
<td>Business Chinese</td>
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<tr>
<td>CLAS 4110</td>
<td>Leadership in Class Antiquity</td>
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<tr>
<td>COMM 2650</td>
<td>Mass Communication Law</td>
<td></td>
</tr>
<tr>
<td>COMM 3400</td>
<td>Comm &amp; Leadership Groups</td>
<td></td>
</tr>
<tr>
<td>DMPR 3290</td>
<td>Digital Production Non-Profits</td>
<td></td>
</tr>
<tr>
<td>ECON 3100</td>
<td>Econ of Money &amp; Banking</td>
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<td>ECON 3340</td>
<td>Government and The Economy</td>
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</tr>
<tr>
<td>ECON 3420</td>
<td>Econ Hist of U.S.</td>
<td></td>
</tr>
<tr>
<td>ENLS 3670</td>
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<td></td>
</tr>
<tr>
<td>FREN 3060</td>
<td>Business French</td>
<td></td>
</tr>
<tr>
<td>HIST 4004</td>
<td>Mkts Money Trde PreIndust Econ</td>
<td></td>
</tr>
<tr>
<td>HISU 2680</td>
<td>Working in America</td>
<td></td>
</tr>
<tr>
<td>ITAL 3200</td>
<td>Italian for business</td>
<td></td>
</tr>
<tr>
<td>MUSC 2800</td>
<td>Intro To Music Business</td>
<td></td>
</tr>
<tr>
<td>POLC 4030</td>
<td>Comp Poli Econ Welfare State</td>
<td></td>
</tr>
<tr>
<td>POLI 3540</td>
<td>Intl Political Economy</td>
<td></td>
</tr>
</tbody>
</table>
Social Policy and Practice Coordinate Major

The multidisciplinary coordinate Major in Social Policy & Practice introduces students to problems, policies, and methods in the social policy and welfare field through three core courses and additional elective coursework in the social and behavioral sciences. The major is designed to encourage students to explore social policy interests prior to employment or graduate education. It also serves as an excellent pre-professional major for social work, the social sciences, education, law, public health, public policy, and related fields.

The program in Social Policy & Practice is designed to grant students a considerable degree of freedom in the choice of electives and to offer ample avenues for students interested in pursuing independent research and/or internship experiences. The program is particularly interested in encouraging the study of social problems related to living in an urban environment such as issues related to race, class, poverty, gender, social justice and the intersections among them. Students in the program are encouraged to pursue study abroad opportunities. The option to write an honors thesis is available to students who are in the University's Honors Program.

Social Policy & Practice graduates often find that they have many career options because of their broad academic backgrounds and well-developed writing, critical thinking, and interpersonal skills that are highly valued by employers in a wide variety of settings. Students in the major are well prepared for entering the fields of social work, education, public policy, public health, law, medicine, business, and any other field that values a solid liberal arts education.

All social policy majors are required to have a coordinate major in one of three social science departments: Political Science, Economics, or Sociology.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2000</td>
<td>Intro Social Policy/Prac</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4000</td>
<td>SPP, Emerging Programs &amp; Polic</td>
<td>3</td>
</tr>
<tr>
<td>POLA 3240</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Select seven elective courses</td>
<td>21</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Elective Courses

All SPP students are required to take 7 elective courses (21 hours) to be selected from a list of approved courses (see below) or to be negotiated in conjunction with the Program Director. These courses will be policy-oriented courses in sociology, economics, political science, and other SLA disciplines and programs. No elective credit will be accepted for courses outside of Newcomb-Tulane College.

Students can take only three courses below the 4000-level for elective credit. All other elective courses must be at the 4000-level or above.

All the departments have approved their courses for listing as SPP electives. The courses below are offered on a regular basis at Tulane by regular faculty members. Please note that some of these courses have prerequisites. Students should consult the course catalog prior to registering to ensure that they have met any department-specific prerequisites.

Economics

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3320</td>
<td>Urban Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3810</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 4600</td>
<td>Inequality &amp; Poverty Latin Am</td>
<td>3</td>
</tr>
</tbody>
</table>

Political Science

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 3040</td>
<td>Politics of Immigration</td>
<td>3</td>
</tr>
<tr>
<td>POLA 3270</td>
<td>Courts and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4250</td>
<td>Politics of Poverty Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4260</td>
<td>Race, Sex, &amp; Power</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4270</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POLC 4392</td>
<td>Controversies-Global Pub Hlth</td>
<td>3</td>
</tr>
<tr>
<td>POLC 4030</td>
<td>Comp Poli Econ Welfare State</td>
<td>3</td>
</tr>
<tr>
<td>POLC 6100</td>
<td>Politics &amp; Health</td>
<td>3</td>
</tr>
<tr>
<td>POLC 6120</td>
<td>Comparative Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLC 4620</td>
<td>Global Envrnmnt Politcs</td>
<td>3</td>
</tr>
</tbody>
</table>

Sociology

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1030</td>
<td>Sociology of The Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1050</td>
<td>Intro to Education &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1060</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1080</td>
<td>Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1090</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1300</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2180</td>
<td>Wealth,Power and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2600</td>
<td>Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6010</td>
<td>Adv Special Topics: SOCI</td>
<td>3,4</td>
</tr>
<tr>
<td>SOCI 6012</td>
<td>Adv Special Topics: SOCI</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6060</td>
<td>Issues In Soc of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6200</td>
<td>Issues In Soc of Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6260</td>
<td>Gender, Work &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6300</td>
<td>Urban Policy &amp; Planning</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6330</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6890</td>
<td>Qual Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6930</td>
<td>Soc Movements/Latin Amer</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Level Social Work Courses
Priority for enrollment in graduate level social welfare courses is reserved for graduate students, but instructors will often consider undergraduates for enrollment when space is available. The instructor has total discretion in determining the suitability of the undergraduate for enrollment in a graduate course.

Urban Studies Minor
The Urban Studies minor is intended for any undergraduate student seeking to develop a multi-disciplinary but focused exploration of cities, urban life and artifacts, and the design and organization of urban space and experience. It is designed to complement pursuit of any major(s) throughout the Liberal Arts, Science and Engineering, Architecture, Public Health, and Business and offers an excellent academic supplement to pre-professional training for many areas of law, social work, and medicine.

Requirements
Six courses (minimum of 18 credits) are required for the minor in Urban Studies which include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>URST 2010</td>
<td>The City I</td>
<td>3</td>
</tr>
<tr>
<td>URST 2020</td>
<td>The City II</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 4 of the following: 12

- AMST 3110  N.O. As Cultural System
- ANTH 3360  Anthropology of Cities
- CLAS 3190  Pompeii:Life in a Roman Town
- ECON 3320  Urban Economics
- ECON 3420  Econ Hist of U.S.
- HISL 6610  Latin American Modernity
- HISU 6540  African-American Culture
- POLA 4250  Politics of Poverty Policy
- PSYC 3310  Intro to African American Psych
- SOCI 1060  Urban Sociology
- SOCI 1090  Social Problems
- SOCI 1300  Criminology
- SOCI 2180  Wealth,Power and Inequality
- SOCI 6120  Race/ethnicity In Amer
- SOCI 6180  Wealth,Power,Inequality
- SOCI 6300  Urban Policy & Planning
- SOCI 6960  Urban Latin America
- SOWK 3000  Building Community Partnership
- SPAN 4510  Hispanic Cities
- URST 3100  Urban Geography
- URST 6010  Special Topics

Total Credit Hours 18

1. Any course in which a student earns less than C- does not count toward fulfillment of the minor program. Students must achieve a C average across all required coursework.

2. Or other urban electives per program approval. List includes pre-approved course only. In as much as course offerings change, students are advised to check with the Urban Studies Program for up-to-date listings and may petition the Urban Studies Steering Committee in advance regarding other course approvals. Listed courses may have prerequisites. Prospective students should consult the catalog and/or relevant department.

Additional Information
Students must ensure that at least one elective course (3 credits) is at the 3000 level or higher and that elective courses are drawn from at least two departments, programs, or schools. Any course in which a student earns less than C- does not count toward fulfillment of the minor program. Students must achieve a C average across all required coursework.

US Public Policy Minor
The Tulane Summer Minor Program in Public Policy will give students a foundation for graduate school in public policy or a career in government and politics at the local, state or national level. Students complete relevant coursework and participate in service learning that together provide them with tools in the analysis of policy, knowledge in substantive policy areas, and experience in local government. Students completing the minor will fulfill one of Tulane’s service learning graduation requirements.

Requirements
A minor in public policy requires 5 courses (15 hours/credits), including:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1010</td>
<td>Intro to Microeconomics (Can be taken prior to or subsequent to the summer program.)</td>
<td>3</td>
</tr>
<tr>
<td>POLA 3240</td>
<td>Public Policy (Should be taken prior to or as part of the summer program.)</td>
<td>3</td>
</tr>
<tr>
<td>POLA 4110</td>
<td>Policy Research Shop (This class creates a partnership between city government and Tulane students in order to address issues of concern to the city and increase students’ civic engagement. In this course, the professor solicits policy topics from local elected and appointed officials and bureaucrats and their students write policy briefs on these issue areas. In exchange for the policy brief, policy sponsors agree to allow the students to present their findings at an official forum, such as city council meeting. Students will spend 20 hours during the second session of the program working on research for an office in City Hall as part of a required 20-hour service learning element.)</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective 1 Must be taken during summer session 3
Elective 2 Can be taken during the summer session. If it is not taken during the summer, the director of the program must approve that the course will count toward the minor. 3

Total Credit Hours 15

If taking only one elective over the summer, students will need to take an additional elective in public policy, which must be approved by the program director.

Important Policies

Pre-Requisites: There are no prerequisites for the courses during the summer. All courses are open to any student of any major. Prerequisites may be in place during the fall and spring semesters.

Minimum Grades: Students must achieve a C average (2.0) across all required coursework. Students cannot take courses in the program as S/U.

Non-minor Participation in Program: Courses are open to all students but declared minors will have priority registration.

Double-Counting: According to SLA policy, students must have 27 credits in each major that do not also count toward a minor. No courses may overlap between minors.
Overview

Tulane University School of Medicine
Office of Academic Affairs
131 S. Robertson Street
New Orleans, LA 70112
Phone: 504-988-6191
Fax: 504-988-6705

Mailing Address
Tulane University School of Medicine
Office of Academic Affairs
1430 Tulane Avenue #8020
New Orleans, LA 70112

https://medicine.tulane.edu/

L. Lee Hamm
M.D., University of Alabama at Birmingham
Dean

One of the nation’s most recognized centers for medical education, Tulane University School of Medicine is a vibrant center for education, research and public service. Celebrating its 175th anniversary in 2009, Tulane School of Medicine is the second-oldest medical school in the Deep South and the 15th oldest medical school in the United States.

Tulane School of Medicine recruits top faculty, researchers and students from around the world, and pushes the boundaries of medicine with groundbreaking medical research and surgical advances. From invention of the binocular microscope to robotic surgeries, Tulane School of Medicine remains at the forefront of modern medical innovation. Tulane School of Medicine is equipping the next generation of medical professionals with the tools to succeed in a rapidly changing world and shape the future of health care. On a daily basis, we strive to meet our mission of “Education, Research and Patient Care: We Heal Communities.”

Tulane School of Medicine is fully accredited by the Liaison Committee on Medical Education.

Academic Policies

The School of Medicine’s most current academic policies are posted on SOM’s website and in the most current student handbook (https://medicine.tulane.edu/sites/medicine.tulane.edu/files/Student%20Handbook%20October10.19.18%20FINAL.pdf); students should also monitor their Tulane email accounts daily for additional information and notices of updates.

Degree Requirements

Graduate

Biomedical Sciences Graduate Program - Master of Science (MS)

One Year Programs (Applications open October 1st)

The one-year M.S. programs are designed to enrich and improve academic credentials of graduates and strengthen their academic foundation for further intellectual development, including entrance into medical, dental, or other health profession-related programs. These programs are offered in the Departments of Anatomy (http://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs), Biochemistry & Molecular Biology (http://medicine.tulane.edu/departments/biochemistry-molecular-biology/academic-programs), Medical Genetics and Genomics (https://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program), Pharmacology (http://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program), Pathology (http://medicine.tulane.edu/departments/pathology-laboratory-medicine/academic-programs/masters-programs), and Physiology (http://medicine.tulane.edu/departments/structure-anatomy/academic-programs/masters-program).

Two Year Programs (Applications open October 1st)

Two-year research-intensive M.S. programs are designed to enhance the academic credentials and scientific research experience of graduates and prepare them for careers in academic or industrial research.

The two-year thesis-required program in Biochemistry and Molecular Biology leads to a Master of Biomedical Science in Biochemistry and Molecular Biology degree. Our distinctive program emphasizes student development in five areas to broaden and strengthen their academic foundation, and equips students with basic and advanced lab skills for a career in academic or industrial research.

The MS Clinical Anatomy degree is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences.

The MS Anatomy Research program is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education.

The Masters in Molecular and Cellular Pathobiology is a full-time two-year thesis-based post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia.

Doctor of Medicine

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The preclinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the
Biomedical Sciences Graduate Programs

Programs

Graduate

- Anatomy Research, MS (p. 181)
- Anatomy, MS (p. 182)
- Biochemistry, MS (p. 182)
- Biomedical Sciences, PhD (p. 183)
- Clinical Anatomy, MS (p. 184)
- Clinical Research Methods, MS (p. 185)
- Clinical Research, MS (p. 185)
- Medical Genetics and Genomics, MS (p. 186)
- Microbiology and Immunology, MS (p. 186)
- Molecular and Cellular Pathobiology, MS (p. 187)
- Molecular Medicine, MS (p. 188)
- Pharmacology, MS (p. 188)
- Physiology, MS (p. 190)

Anatomy Research, MS

The MS Anatomy Research degree provides a program of research training for those who wish to become biomedical and medical education researchers.

This is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education. In the first year, students in the program take anatomy and histology courses along with other graduate courses. All courses in the program are taught within the School of Medicine by full-time faculty. In the second year, students carry out mentored research in the Department of Structural and Cellular Biology.

Who is this program meant for?

This is a two-year program of taught classes and laboratory research that leads to the MS Anatomy Research degree. It is designed for bachelor degree graduates and physicians who intend to follow a research career in the biomedical sciences. With a MS Anatomy Research degree, graduates can apply for laboratory research positions or to PhD programs in biomedical sciences.

Program calendar

The MS in Anatomy Research curriculum is designed for completion within two years. Classes start in August and end in May each year.

Requirements

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7065</td>
<td>Graduate Anatomy</td>
<td>11</td>
</tr>
<tr>
<td>ANAT 7120</td>
<td>Anatomy Research Sem I</td>
<td>1</td>
</tr>
</tbody>
</table>

Academic Departments

- Biomedical Sciences Graduate Programs (p. 181)
- MD Degree Program (p. 190)
ANAT 7240 Advances in Anatomical Sci I 1
ANAT 7350 Anatomical Techniques 3
ANAT 7410 Grad Intro Functional Anatomy 1
ANAT 7510 Teaching Micro Anatomy 1
ANAT 7610 Teaching Techniques in Hlth Sc 2
ANAT 7630 Clinical Grand Rounds Surgery 1
ANAT 7750 Teaching Gross & Deve Anatomy 3
ANAT 7810 Research Design & Methods 1
ANAT 7830 Research Project Presentation 5

Offered in Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANAT 7055</td>
<td>Graduate Histology</td>
<td>5</td>
</tr>
<tr>
<td>ANAT 7130</td>
<td>Anatomy Research Sem II</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7250</td>
<td>Advances in Anatomical Sci II</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7420</td>
<td>Anatomy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7520</td>
<td>Teaching Microscopic Anat 2</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7560</td>
<td>Signal Transduction/Hormone Ac</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7575</td>
<td>Graduate Neuroscience</td>
<td>6</td>
</tr>
<tr>
<td>ANAT 7620</td>
<td>Interactive Teaching Technique</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7630</td>
<td>Clinical Grand Rounds Surgery</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7640</td>
<td>Clinical Grand Rounds Medicine</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7760</td>
<td>Teaching Neuroanatomy</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7820</td>
<td>Research Design &amp; Methods 2</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7840</td>
<td>Research Thesis</td>
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</table>

Offered in the Summer

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7790</td>
<td>Adv Surgery based Anat Dissect</td>
<td>5</td>
</tr>
</tbody>
</table>

Students must take 43 credit hours of course work over 4 semesters and complete the requirements for the degree.

Anatomy, MS

The MS Anatomy degree is structured for those who wish to enhance their eligibility for entry to professional schools. This is a 1-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a Master of Science degree in Anatomy. It is designed specifically for candidates who plan to attend medical school, or dental school, or enroll in other professional or advanced degree programs; it serves to improve credentials to compete for admission to a medical or dental school.

The degree program offers a carefully designed curriculum that includes taking classes with medical students, participating in a learning experience that closely models the medical school environment (small group teaching and learning, problem-based learning, team-based learning, simulation, early standardized patient experience, virtual microscopy, dissection-based anatomy). Class size is maintained at 20 students to maximize the small-group teaching environment. Students in the MS program take anatomy and histology courses alongside first year medical students at Tulane Medical School. All other graduate courses are taught within the School of Medicine by full time Medical School faculty.

Requirements

Students must take 32 credit hours of course work during the fall and spring semesters and complete the requirements for the degree.

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7065</td>
<td>Graduate Anatomy</td>
<td>11</td>
</tr>
<tr>
<td>ANAT 7120</td>
<td>Anatomy Research Sem I</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7240</td>
<td>Advances in Anatomical Sci I</td>
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</tr>
<tr>
<td>ANAT 7350</td>
<td>Anatomical Techniques</td>
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</tr>
<tr>
<td>ANAT 7410</td>
<td>Grad Intro Functional Anatomy</td>
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<td>ANAT 7510</td>
<td>Teaching Micro Anatomy</td>
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<td>Teaching Techniques in Hlth Sc</td>
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<td>Clinical Grand Rounds Surgery</td>
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</tr>
<tr>
<td>ANAT 7640</td>
<td>Clinical Grand Rounds Medicine</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7750</td>
<td>Teaching Gross &amp; Deve Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7810</td>
<td>Research Design &amp; Methods 1</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7830</td>
<td>Research Project Presentation</td>
<td>5</td>
</tr>
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</table>

Offered in Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7055</td>
<td>Graduate Histology</td>
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<tr>
<td>ANAT 7130</td>
<td>Anatomy Research Sem II</td>
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<tr>
<td>ANAT 7250</td>
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</tr>
<tr>
<td>ANAT 7840</td>
<td>Research Thesis</td>
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Offered in the Summer

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7790</td>
<td>Adv Surgery based Anat Dissect</td>
<td>5</td>
</tr>
</tbody>
</table>

Biochemistry, MS

Biochemistry & Molecular Biology Masters 1-Year Program

A two-semester graduate program designed to enrich and improve credentials of graduates to apply for admission to medical, dental or other healthcare-related profession programs.
Program Overview

This is a two-semester non-thesis program leading to a Master of Biomedical Science in Biochemistry and Molecular Biology degree.

The program is primarily designed to enrich and improve academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development, such as gaining entrance into medical- or health profession-related schools.

The core curriculum emphasizes clinical applications of biochemistry and molecular knowledge. Required courses include Human Medical Cellular Biochemistry and Human Medical Metabolic Biochemistry which are equivalent to Tulane's first-year medical biochemistry course, Medical Biochemistry Grand Rounds Externship Seminar which provides students with a unique opportunity to experience Medicine Grand Rounds from the biochemical, molecular and clinical perspectives, and the Department Seminar series exposing students to novel research in the field of biochemistry.

All students benefit from several other biochemistry- or molecular biology-related courses. Program electives range from more medically-related courses such as Chromosomal Instability and Cancer, Molecular Basis of Pediatric Disease, and Signal Transduction and Hormone Action to more research-related courses such as Biochemistry Research, Graduate-level Biochemistry, and Biomedical Statistics and Data Analysis. Additionally, the program has reciprocal relationships with certain courses in the Graduate Program in Biomedical Sciences and the Department of Microbiology and Immunology. Students may elect to take Tulane first-year medical course equivalents in Graduate Medical Microbiology and Medical Immunology, while enhancing their writing and presentation skills with Biochemistry Workshop – a journal club style course.

All courses are taught within the Tulane School of Medicine by full time faculty.

Two-Year Master’s Program in Biochemistry & Molecular Biology

A four-semester graduate program designed to provide advanced training in the biochemical sciences and prepare students for a career in research.

Program Overview

This is a two-year thesis-required program for the study of biochemistry and molecular biology leading to a Master of Biomedical Science in Biochemistry and Molecular Biology degree.

The program is designed to improve academic credentials and scientific research experience of graduates. Our distinctive program emphasizes student development in five areas (coursework, laboratory skills, independent thought, presentation skills, and personal growth), allows students to broaden and strengthen their academic foundation, and equips students with basic and advanced lab skills for a career in academic or industrial research.

Class size is limited to approximately 10 students. Students will take Graduate Biochemistry, Cell Biology, and Biostatistics courses, with a strong emphasis on research application of biochemical and molecular knowledge. These courses are taken along with first-year PhD students at the Tulane School of Medicine. Additional courses include Structure and Function of Biomolecules and Chromosomal Instability and Cancer. All students will benefit from several other Biochemistry- or Molecular Biology-related courses, including a Biochemistry and Molecular Biology Seminar series, a Biochemistry Workshop, and a course on Academic Writing and Critique. All courses are taught within the Tulane School of Medicine by full time faculty.

In year two, students will perform bench research toward the master’s thesis and experience all aspects of basic research, under supervision of a faculty advisor, from the development of an idea and scientific rationale, to experimental design and execution, data analysis, and possibly the drafting of a manuscript.

Requirements

For the one year Program, students must take 30 credit hours of course work during the fall and spring semesters to complete the requirements for the degree. Additionally, students are required to take the NBME Shelf Exam in Biochemistry as a culminating experience. Although not thesis based, this degree does involve several written assignments and oral presentations as part of the required course work. No research is required. Therefore, this is considered a "non-thesis" degree.

For the two year Program, students must take 30 credit hours of coursework by the end of the spring semester in year two, and they must complete and defend a master's thesis by the end of the summer in year two. Thesis research may commence at the beginning of year one, upon formation of the advisory committee. The student is expected to devote full time to research after the spring semester of year one, and until the thesis defense in the summer of year two.

Biomedical Sciences, PhD

Tulane's Ph.D. Program in Biomedical Sciences takes an interdisciplinary approach to graduate education and research. There are many ways to shape your Tulane experience to fit your needs and career goals, and our program has an array of options to accelerate, customize, and enrich your education and, ultimately, your career. The program is dynamic, giving you an array of controls that allows you to heavily customize your experience here to suit you.

All PhD students receive a full tuition waiver and a stipend of approximately $30,000 per year for the entire duration of the program, usually between four and seven years.

Students undertaking work for the degree of Doctor of Philosophy should understand that this degree is awarded not for an accumulation of course credits only, but for superior attainment and accomplishment in research. Ordinarily the student is expected to finish the course requirements, 48 credit hours, in two full years of graduate study and complete the dissertation by the fourth year. The student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. A minimum of one year of full-time study in residence at Tulane University is required.

Requirements

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research
Students should choose a Dissertation Advisor by the end of the second semester but must choose a Dissertation Advisor by the end of the third semester. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Departmental Track in Anatomy, Biochemistry, Medical Genetics and Genomics, Microbiology and Immunology, Pathology, Pharmacology or Physiology). An area of research emphasis may add further course requirements beyond those required for the Biomedical Sciences PhD degree without specialization.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
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<tr>
<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
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<tr>
<td>GBCH 6010</td>
<td>Graduate Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BMSP 7140</td>
<td>Biomedical Sci Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BMSP 7120</td>
<td>Research Methods (2 credits for seminar, 2 for first rotation)</td>
<td>4</td>
</tr>
<tr>
<td>BMSP 7100</td>
<td>Biomed Sciences Workshop</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>GBCH 7250</td>
<td>Biomed Stats &amp; Data Analysis</td>
<td>2</td>
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<tr>
<td>EPID 7810</td>
<td>Human Molecular Genetics</td>
<td>3</td>
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<tr>
<td>BMSP 7770</td>
<td>Systems Biology</td>
<td>3</td>
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<tr>
<td>BMSP 7150</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BMSP 7130</td>
<td>Research Methods (2 credits each for 2nd and 3rd rotations)</td>
<td>4</td>
</tr>
<tr>
<td>BMSP 7110</td>
<td>Workshop</td>
<td>1</td>
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<td></td>
<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Summer Session</strong></td>
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<tr>
<td>Students must begin their dissertation research or perform more research rotations during the Summer semester of their first year.</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>0</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>BMSP 7140</td>
<td>Biomedical Sci Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BMSP 7100</td>
<td>Biomed Sciences Workshop</td>
<td>1</td>
</tr>
<tr>
<td>BMSP 7990</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>Electives (to be chosen in consultation with dissertation advisor)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<td></td>
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<tr>
<td>BMSP 7150</td>
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<td>Workshop</td>
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<tr>
<td>MIIM 7400</td>
<td>Responsible Conduct-Biomed Rsh</td>
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<td>Electives (to be chosen in consultation with dissertation advisor)</td>
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<td></td>
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<td><strong>Credit Hours</strong></td>
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</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td><strong>34-44</strong></td>
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</table>

1. BMSP 7110 Workshop (1 c.h.), BMSP 7990 Independent Study (1-6 c.h.), or another mentor focused workshop course

Ideally, the student should choose a dissertation advisor at the end of the Spring semester.

Total for Second Year Fall + Spring must equal at least 21 credit hours

Coursework in the 2nd year must include at least 6 credit hours of lecture-based course work (Electives) and 11 credit hours of Independent Study (Research).

A minimum of 48 credit hours of course work and independent study is required for the PhD. All formal course work is to be completed within the first two years. Students may take Independent Study (BMSP 7990 Independent Study (1-6 c.h.) or equivalent) for 1-6 credits per semester for a maximum of 12 credits total during the first two years. The remaining hours of coursework are selected from the elective curriculum by the student in consultation with the dissertation advisor. Once coursework is completed, the student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. Students ordinarily complete the requirements for the Ph.D. degree between four and seven years from the date of matriculation in the program.

### Clinical Anatomy, MS

The MS Clinical Anatomy degree is designed to train the next generation of educators in the health sciences. This is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences. In the first year, students in the program take anatomy and histology courses along with other graduate courses. In the second year, student take courses and practicums that train them in the principles and practice of medical education and curriculum development.

Class size is small to maximize the small-group teaching environment. All graduate courses in the program are taught within the School of Medicine by full time Medical School faculty.

This is a two-year non-thesis program that leads to the MS Clinical Anatomy degree. It is designed for bachelor degree graduates and physicians who intend to follow a career in teaching the morphological sciences in colleges as well as research and scholarship in health sciences education. With a MS Clinical Anatomy degree, graduates can apply for teaching positions in anatomy, histology, embryology, neuroanatomy, biomedical sciences.

### Requirements

Students must take 42 credit hours of course work over 4 semesters and complete the requirements for the degree.

### LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester
Clinical Research Methods, MS

This is a 32-credit, one-year curriculum designed for the MD who seeks familiarity with the fundamentals and techniques of clinical research. The curriculum is intended to serve the recent medical school graduate who will earn the MS degree during one year of study following medical school and prior to standard graduate medical education. The program is offered in traditional lecture, seminar and tutorial format on the Tulane University School of Medicine campus; therefore the student would be a resident of the New Orleans area and pursue classes full time.

Executive Master of Science in Clinical Research Methods

The Executive Master’s Degree in Clinical Research Methods program will permit students to complete most of the curriculum “online.”
Requirements

Course ID | Title | Credits
---|---|---
BIOS 6030 | Introductory Biostat | 3
EPID 6030 | Epidemiologic Methods I | 3
MSCR 6420 | Responsible Conduct of Resrch | 1
MSCR 6430 | Topics in Clinical Research | 3
MSCR 6440 | Protocol Design and Writing | 3
MSCR 7070 | Molecular Medicine | 4
MSCR 7080 | Cultural Competence Research | 3
MSCR 7090 | Grant Writing | 3
MSCR 7150 | Journal Club (Taken Four Times) | 4
MSCR 9980 | Mentored Research Component (Taken Four Times) | 8
Elective Courses | | 3
Total Credit Hours | | 38

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Medical Genetics and Genomics, MS

The Hayward Genetics Center offers a 1-year, post-baccalaureate Master in Medical Genetics and Genomics. This multidisciplinary program gives graduates an in-depth understanding of the rapidly advancing field of clinical human genetics. It is designed to prepare qualified individuals for careers in the health sciences, and to provide an educational experience that will enhance the opportunity of being admitted into a postgraduate professional school such as medical school or PhD programs.

- Most of our students are pre-med, and while it varies from year to year, we estimate that over 90% of our graduates who apply to medical school or osteopathy school have been accepted in subsequent years.
- In addition to medical school, graduates from our program have also gone on to other careers including dental school, PhD programs, genetic counseling masters programs, and working with biomedical technology companies.
- The curriculum includes courses that cover the same material as the Tulane Medical School's first year Genetics course and first year Medical Biochemistry course.
- We offer clinical shadowing opportunities in the Tulane Genetics clinics

Requirements

The program begins every year in the fall semester and is a non-thesis degree. Students must complete a total of 30 hours of coursework and have a cumulative GPA of 3.0 to receive their Master's degree. Students are required to write an extensive paper on a subject in the field of human genetics during their second semester for their Special Topics course. Because our program is intradepartmental, all students will take the same courses and follow the same schedule.

Microbiology and Immunology, MS

This one-year post baccalaureate program leading to the degree of Master of Biomedical Science in Microbiology and Immunology has been designed to prepare students for careers in biomedical sciences and to provide an in-depth educational experience to improve the probability of gaining admission to a postgraduate professional school such as medical, dental, veterinary schools or Ph.D. programs. Class size is limited to 20 students. All courses are taught within the Tulane School of Medicine by full time faculty.

Upon graduation, students

- Should have developed core knowledge in Microbiology and Immunology, and the ability to apply their knowledge to problems in these and other disciplines. (Disciplinary and interdisciplinary knowledge)
- Should have developed the ability to perform basic work in a Microbiology or other research laboratory. (Professional competencies)
- Should have developed skills that transcend disciplines and are applicable in any context, such as communications, leadership, and working in teams. (Foundational and transferrable skills)
- Should have developed the ability to apply the scientific method, understand the application of statistical analysis, gain experience in conducting research and other field studies, learn about and understand the importance of research responsibility and integrity, and engage in work-based learning and research in a systematic manner. (Research)

Requirements

Program Curriculum

Course ID | Title | Credits
---|---|---
MSCR 9980 | | 8
Year 1
Fall
Molecular Genetics | | 4
Cytogenetics | | 3
Introduction to Medical Genetics | | 3
Clinical Aspects of Human Genetics | | 3
Grand Rounds in Human Genetics | | 1
Credit Hours | | 14
Spring
Population Genetics | | 3
Advanced Topics in Genomics | | 3
Clinical Aspects of Human Genetics | | 3
Biochemical Genetics | | 3
Special Topics: Research Paper | | 3
Grand Rounds in Human Genetics | | 1
Credit Hours | | 16
Total Credit Hours | | 30
Non-thesis Track

Total Credit Hours 30

Students must complete a minimum of 30 credit hours from the courses listed below.

Students can take as many credits as desired.

Thesis Track
- 26 credit hours of course work during Fall and Spring semesters plus 4 credits for thesis-relevant courses.
- Complete requirements for a thesis, based on library research (generate a review paper).
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Non-thesis Track
- 30 credit hours of course work during Fall and Spring semesters.
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIIM 7500</td>
<td>Graduate Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIIM 7600</td>
<td>Medical Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7550</td>
<td>Microbiology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7010</td>
<td>Seminar Microbio,Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7020</td>
<td>Seminar Microbio, Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7400</td>
<td>Responsible Conduct-Biomed Rsh</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7020</td>
<td>Seminar Microbio, Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7030</td>
<td>Topics in Microbiology</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7500</td>
<td>Human Medical Cellular Biochem</td>
<td></td>
</tr>
<tr>
<td>MIIM 7310</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>GBCH 7520</td>
<td>Metabol Biochem Human Disease</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIIM 7210</td>
<td>Special Problems</td>
<td>1-5</td>
</tr>
<tr>
<td>MIIM 7720</td>
<td>Advanced Research Methods</td>
<td>1-4</td>
</tr>
<tr>
<td>MIIM 7010</td>
<td>Thesis Research Design</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7500</td>
<td>Human Medical Cellular Biochem</td>
<td></td>
</tr>
<tr>
<td>MIIM 7310</td>
<td>Research</td>
<td>1-10</td>
</tr>
<tr>
<td>MIIM 7750</td>
<td>Medical Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7250</td>
<td>Vaccine Biology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7620</td>
<td>Advanced Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7120</td>
<td>Advanced Virology</td>
<td>4</td>
</tr>
<tr>
<td>MIIM 9970</td>
<td>Master’s Thesis</td>
<td>1-2</td>
</tr>
<tr>
<td>MIIM 7065</td>
<td>Scientific Writing</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7320</td>
<td>Research</td>
<td>1-10</td>
</tr>
</tbody>
</table>

Molecular and Cellular Pathobiology, MS

The MS Programs in Pathology at Tulane University are designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g. Medical, Dental, Physician Assistant, Pharmacy, Veterinary Medicine, Ph.D.) or for preparation to work in academia or biotechnology. Undergraduate courses in biology and chemistry are prerequisites. This program is also useful to individuals in academia that wish to understand recent advances in biomedical science. Foreign students with a medical degree that wish to develop research skills are also encouraged to apply to this program.

We offer two different programs of study for the MS degree, a one-year program in Molecular Medicine and a two-year program in Molecular and Cellular Pathobiology.

The objective of the graduate program is to provide students with opportunities to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. We have developed two Master of Science (MS) programs, which are designed not only to enhance the academic credentials for individuals wishing to pursue a career in a health-related science, but also to ease the transition to medical/graduate school.

The Masters in Molecular and Cellular Pathobiology is a full-time two-year post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia. The degree requirements in this program include 30 credit hours of coursework with a cumulative GPA greater or equal to 3.0, plus preparation and successful defense of a thesis. In the second year, students will conduct mentored research in the Department of Pathology. Recipients of the Master of Science in Molecular and Cellular Pathobiology will demonstrate advanced knowledge in the molecular and cellular basis of disease and develop quantitative and qualitative research skills in data collection and analyses. Graduates of this program will possess the required skills to conduct independent research.

Questions regarding the program can be addressed to the Program Coordinator (Doreen Barrett, dbarrett@tulane.edu), Program Director (Dr. Haitao Zhang, hzhang@tulane.edu) or Co-Director (Dr. Gilbert Morris, gmorris2@tulane.edu).

Requirements

Year 1 Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSP 6050</td>
<td>Advanced Cell Biology - MS</td>
<td>3</td>
</tr>
<tr>
<td>PATH 6300</td>
<td>Mechanisms of Disease 1</td>
<td>5</td>
</tr>
<tr>
<td>MSCR 7070</td>
<td>Molecular Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
<td>1</td>
</tr>
</tbody>
</table>
Electives totaling 2 credits

Year 1 Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH 6310</td>
<td>Mechanisms of Disease 2</td>
<td>5</td>
</tr>
<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
<td>1</td>
</tr>
<tr>
<td>PATH 6400</td>
<td>Molec &amp; Cellular PATH</td>
<td>4</td>
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</table>

Electives totaling 5 credits

Year 2 Fall and Spring Semester

<table>
<thead>
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<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
<td>1</td>
</tr>
<tr>
<td>BMSP 7990</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PATH 9980</td>
<td>Pathology Master’s Research</td>
<td>6</td>
</tr>
</tbody>
</table>

Independent Study is 2 Credits for a total of 9 each semester

Molecular Medicine, MS

The MS Programs in Pathology at Tulane University are designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g. Medical, Dental, Physician Assistant, Pharmacy, Veterinary Medicine, Ph.D.) or for preparation to work in academia or biotechnology. Undergraduate courses in biology and chemistry are prerequisites. This program is also useful to individuals in academia that wish to understand recent advances in biomedical science. Foreign students with a medical degree that wish to develop research skills are also encouraged to apply to this program.

We offer two different programs of study for the MS degree, a one year program in Molecular Medicine and a two year program in Molecular and Cellular Pathobiology.

The objective of the graduate program is to provide students with opportunities to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. Both Master of Science (MS) programs are designed not only to enhance the academic credentials for individuals wishing to pursue a career in a health-related science, but also to ease the transition to medical/graduate school.

The Molecular Medicine Program is a full-time two semester post-baccalaureate program leading to a Master of Science degree. This program is designed to provide a solid foundation in human diseases and their molecular pathways for students considering applying to medical, dental, and other health-related professional schools. All courses in this program are taught by full-time faculty in the Tulane School of Medicine. The degree requirements of this program include 30 credit hours of coursework with a cumulative GPA of 3.0. Although no thesis is required, students will prepare written assignments and oral presentations as part of the required course work. Recipients of the MS in Molecular Medicine will demonstrate advanced knowledge in the molecular and cellular basis of disease and a basic understanding of biomedical research.

Pharmacology, MS

One Year Masters Program

• A one year post-baccalaureate program leading to the MS degree in Pharmacology
• Designed for those interested in improving their credentials to gain admission to a medical or dental school
• Class size is maintained at less than 35 to create a more personal connection between students & faculty
• Students in our MS program take the School of Medicine’s 2nd year Medical Pharmacology course (taught separately in a different sequence)
• All graduate courses are taught within the School of Medicine by full time Medical School faculty
• Successful performance will significantly improve ones credentials for applying to medical or dental school.
• Students who took the MCAT a second time after completing our MS program between 2009-2013 significantly increased their MCAT score by 3.5±1.8 (n=47, P<0.0001) (based upon the pre-2015 MCAT scale of 3-45).
• Over the past 5 years 78.5% of pharmacology MS graduates have gained admittance into medical, dental or graduate school (113/144 students for classes graduating between 2013-2017).

Objectives

• To train students in the principles underlying the discipline of pharmacology
• To learn the approach, rationale, and methods required to design and conduct research in pharmacology

Tulane became the first national research institution to integrate public service into its core curriculum for undergraduates in 2006. Now, the entire university community, including the schools of Architecture, Business, Law, Liberal Arts, Medicine, Public Health and Tropical
Medicine, Science and Engineering and Social Work – is committed to public service.

Public service is of particular importance to those entering our one year masters program, because providing a track record of significant public or community service has become a prerequisite for admission to most US medical schools. Students are expected to move beyond the scope of academics and work in a community to improve the health of a population. This is "what medicine is all about".

As a result, a core requirement of our Masters program in Pharmacology is that students provide public or community service averaging at least 1 hour per week, or 12 hours per semester. During the 2017-18 academic year, students in our pharmacology Master's program performed over 2167 hours of public service in the New Orleans area (with an average of 68 hours per student for the academic year).

Tulane has a Center for Public Service that helps connect students with numerous community partners & outreach programs that are active in the New Orleans area. As a part of the pharmacology curriculum, students are required to document their service activities in short essays, posted photos or video clips, and reflect upon the learning garnered from such activities in an online blog or wiki page. In addition, students are also expected to reflect on what they have learned from their academic and classroom activities.

Tulane is setting the standard for public service for the next generation of universities. When you receive a Tulane education, you will get a little something extra from community service activities that most other institutions don't offer. Our students get a unique educational experience that can be found Only in New Orleans. Only at Tulane.

Requirements

Non-Thesis Track: Historically most students have selected a non-thesis track. Students in this track are required to successfully complete a minimum of 30 credit hours of course work, including 4 elective courses (8 credit hours) in the Spring semester. Students can earn up to 32 credit hours for the year by signing up for 2 credit hours in the ePortfolio course during one semester.

Thesis Track: Students are required to complete the requirements for a Master’s thesis, and successfully complete a minimum of 26 credit hours of course work, plus a total of 4 credit hours of Pharmacology Masters Research (divided between Fall & Spring semesters), for a total of 30 credit hours. The thesis can be based on either laboratory or library research (the topic to be chosen by the student in consultation with the advisor and the thesis committee). Students can also earn up to 32 credit hours for the year by signing up for 2 credit hours in the ePortfolio course each semester. Students on the thesis track should also register for Masters Thesis Research (0 credit hours) which will be included on a student’s Transcript as evidence of having written a Thesis.

Community Service: A track record of community or public service has become a prerequisite for admission to most US medical schools. Students must complete a minimum of 1 hour of community service per week, or >12 hours per semester. Documentation & reflection on what students learn from community service activities is a component of the Pharmacology ePortfolio course. Students can also elect to perform 24 hours of community service in a semester for 2 credit hours in the ePortfolio course each semester. This can be used to complete 32 total credit hours at the end of the program.

Curriculum
Fall Semester 2019 and Spring Semester 2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7210</td>
<td>Pharm Advances</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7250</td>
<td>Medical Pharmacology ¹</td>
<td>6</td>
</tr>
<tr>
<td>GPHR 7530</td>
<td>Molecular &amp; Cellular Pharmacol</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7230</td>
<td>Principles of Pharmacol</td>
<td>3</td>
</tr>
<tr>
<td>GPHR 7190</td>
<td>Pharmacology Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Research Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7510</td>
<td>Pharmacological Lab Research</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7505</td>
<td>Master's Research</td>
<td>2</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7220</td>
<td>Adv In Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7260</td>
<td>Medical Pharmacology ¹</td>
<td>3</td>
</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>1-2</td>
</tr>
<tr>
<td>GPHR 7200</td>
<td>Seminar Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7240</td>
<td>Principles of Pharmacol</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis or Non-Thesis Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4-8</td>
</tr>
</tbody>
</table>

Total Credit Hours 32-39

¹ Requires concurrent registration for Principles of Pharmacology, or prior completion of Medical Physiology

Non Thesis Track

Masters students on the non-Thesis Track need to take all 4 electives listed below:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanm</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7060</td>
<td>Endocrine Pharmacology</td>
<td>2</td>
</tr>
</tbody>
</table>

Thesis Track

Masters students on the Thesis Track need to take 2 of the 4 electives, and take Pharmacology Lab Research in the Fall & Spring (for 2 credit hours per semester).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select two of the following: 4</td>
</tr>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
<td></td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
<td></td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanm</td>
<td></td>
</tr>
</tbody>
</table>
Physiology, MS

The Physiology Graduate Program at Tulane University School of Medicine in New Orleans, LA has developed a Master’s program specifically designed to provide advanced training and understanding of the functions of the body, and to serve as the foundation for the study of medicine. Successful completion of this one-year program will increase your competitiveness for medical schools or equivalent professional programs. The program includes Advanced Medical Physiology, Neurophysiology, Molecular and Cellular Biology, and Translational Physiology. The program is open for applications all year around.

Students can participate in research, grant writing, and protocol creation. Students will have a chance to interact with faculty and researchers from Tulane School of Medicine, the VA healthcare system, and Pennington Biomedical Research Center. This program also facilitates learning the materials tested on the MCAT.

- Application Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information)
- Apply Now (https://applygrad.tulane.edu/apply)
- Course Descriptions (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/course-descriptions)
- Curriculum (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/curriculum)
- General Student Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/general-student-information)
- Honors & Awards (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards)

Requirements

Course | Title | Credit Hours
--- | --- | ---
**Year 1**
--- | --- | ---
**Fall**
GPSO 7175 | Med Terminology | 3
GPSO 6010 | Medical Physiology | 6
GPSO 7910 | Seminar Physiology | 1
GPSO 7350 | Translational Physiology | 2
Select 1-2 Fall Electives | 6-10
Total Credit Hours | 18-22

--- | --- | ---
**Spring**
GPSO 7600 | Vascular Physiology | 3
GPSO 6060 | Experimental Physiol Lab | 2
GPSO 7910 | Seminar Physiology | 1
GPSO 7560 | Signal Transduction/Hormone Ac | 2

--- | --- | ---
**Fall Electives**
Course ID | Title | Credits
--- | --- | ---
BMSP 6070 | Advanced Cell Biology | 3
GBCH 7500 | Human Medical Cellular Biochem | 5
NSCI 7110 | Graduate Neuroscience I | 3
GPSO 7180 | Selected Topics | 1-5
INTD 6010 | Responsible Conduct of Research | 0

--- | --- | ---
**Spring Electives**
Course ID | Title | Credits
--- | --- | ---
GPSO 6250 | Membrane Physiology | 2
GPSO 7320 | Renal Physiology | 3
GPSO 7980 | Research (Independent Study) | 2-5

MD Degree Program

Graduate

- Medicine, MD (p. 190)

**Medicine, MD**

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The pre-clinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

Students begin learning clinical skills early in Year 1. Specialty-based clinical training begins in May of Year 2 and continues throughout most of Year 3. The final phase of the curriculum is designed to help students choose and prepare for their residency choice while enhancing skills in emergency medicine, radiology and cultural competence. The curriculum provides enough flexibility for early and numerous opportunities in community service and service-learning, dedicated time for students interested in dual degrees (MPH, MBA), or mentored research.

Pre-clinical MD curriculum in the School of Medicine is available only to those students who have been accepted into Tulane’s MD program.

Clinical MD electives in the School of Medicine may be available to visiting students from United States medical schools who apply and...
Requirements

Degree requirements

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will receive information through email listservs and dean’s hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean’s hours about how and when to find information about their third-year through eMedley’s eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean’s hours about how to use eMedley’s eCurriculum’s registration and scheduling resources.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td>GANT 1008</td>
<td>Gross Anatomy</td>
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<tr>
<td>BIOC 1010</td>
<td>Biochemistry</td>
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<tr>
<td>GENE 1007</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>HSTO 1001</td>
<td>Histology</td>
<td>5</td>
</tr>
<tr>
<td>PYSI 1002</td>
<td>Physiology</td>
<td>5</td>
</tr>
<tr>
<td>FIM1 1005</td>
<td>Foundations Med I</td>
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<tr>
<td>One pre-clinical elective in first or second year</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td>32</td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>BRBH 2006</td>
<td>Brain, Mind and Behavior</td>
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<tr>
<td>CLDG 2004</td>
<td>Clinical Diagnosis</td>
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<tr>
<td>FIM2 2005</td>
<td>Foundations Med II</td>
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<tr>
<td>IMMU 2001</td>
<td>Immunology</td>
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<tr>
<td>MICR 2000</td>
<td>Intro to Infectious Diseases</td>
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</tr>
<tr>
<td>PATH 2002</td>
<td>Mechmns of Disease</td>
<td>14</td>
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<tr>
<td>PHAR 2003</td>
<td>Pharmacology</td>
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<tr>
<td>One pre-clinical elective in first or second year</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Year 3</strong></td>
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<tr>
<td>Passing score on USMLE Step 1</td>
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<tr>
<td>FAMY 3000</td>
<td>Family Medicine</td>
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<tr>
<td>SURG 3000</td>
<td>Surgery</td>
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<tr>
<td>Peds 3000</td>
<td>Pediatrics</td>
<td>8</td>
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<tr>
<td>PYCH 3000</td>
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<tr>
<td>NEUR 3000</td>
<td>Neurology</td>
<td>4</td>
</tr>
<tr>
<td>OBGY 3000</td>
<td>Obstetrics &amp; Gynecology</td>
<td>8</td>
</tr>
<tr>
<td>MED 3000</td>
<td>Medicine</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Year 4</strong></td>
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<tr>
<td>Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills</td>
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<tr>
<td>MED 4409</td>
<td>Community Health</td>
<td>4</td>
</tr>
<tr>
<td>EMER 4020</td>
<td>Emergency Medicine</td>
<td>2</td>
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<tr>
<td>ACLS training (complete before EMER4020)</td>
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</tr>
<tr>
<td>RADS 3020</td>
<td>Radiology</td>
<td>2</td>
</tr>
<tr>
<td>SURG 3120</td>
<td>Outpatient Surgery</td>
<td>2</td>
</tr>
<tr>
<td>Subinternship (see various departments)</td>
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<td></td>
</tr>
<tr>
<td>Clinical electives (see various departments)</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5 Interdisciplinary Seminars (offered through Office of Medical Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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<td>42</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>156</td>
</tr>
</tbody>
</table>

1. Students must record a passing USMLE Step 1 score by October of their third year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.

2. Students must record passing USMLE Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) scores to graduate. Students are encouraged to take both Step 2 CK and Step 2 CS by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.

3. Students in Tulane’s MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 32 weeks’ worth of electives.

4. ACLS training is provided through Tulane University’s SIM Center. Students should consult the SIM Center for available training days/times.
Introduction

The School of Professional Advancement (SoPA) offers high quality degree and certificate programs in the humanities and in applied fields that are directly relevant to the needs and interests of working adults. Our faculty, most of whom are working professionals, ensure that our programs stay up to date, helping our graduates to maximize the value of their degrees. For over 130 years, SoPA has extended the resources of Tulane University to the communities it serves. Although the name has changed over time, the mission has remained constant: to develop and deliver distinctive undergraduate and graduate professional programs of the highest quality to a diverse population of working adults.

SoPA offices are located in Gibson Hall on Tulane University’s Uptown campus; the School also makes its programs available in Harahan at the Elmwood Campus, and in Biloxi at the Mississippi Coast Campus in Edgewater Village.

Mission

SoPA offers high quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond.

History

Tulane University started offering courses to working adults in the 1880s in the areas of teacher preparation and the trades. In 1942, a range of programs across the University were consolidated into University College, which was renamed the School of Continuing Studies in 2006 as part of the University’s post-Hurricane Katrina Renewal Plan. The school’s name was changed to the School of Professional Advancement in 2017, to allow for a clearer focus on working adults and offering applied academic programs relevant to jobs and careers. Although the name has changed over time, the mission has remained constant: to develop and deliver distinctive undergraduate and graduate professional programs of the highest quality for a diverse student population.

Accreditation

Tulane University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, doctorate and professional degrees. Contact the Commission on Colleges at:

1866 Southern Lane,
Decatur, Georgia 30033-4097
or call 404-679-4500 for questions about the accreditation of Tulane University.

Programs of Study

One of the school’s greatest strengths is the diversity of its academic offerings and the flexibility with which students may approach them. SoPA offers several undergraduate and graduate programs in applied areas that prepare students to enter the workforce, as well as in the humanities and social sciences. Undergraduate students may pursue a bachelor’s degree with a major offered by SoPA or work toward a major offered through another undergraduate division of the university, with a plan for transferring to that division. Individuals with a bachelor’s degree may enroll in a master’s degree, a graduate-level certificate program, or a post-baccalaureate certificate. Students may also prepare to transfer to a degree program at another school at the university or take miscellaneous courses that suit their personal interests or professional needs.

Bachelor Degree Programs

• Applied Computing and Technology Major (p. 205)
• Digital Design Major (p. 213)
• Exercise Science Major (p. 220)
• General Legal Studies (p. 219)
• Health and Wellness Major (p. 221)
• Homeland Security Major (p. 217)
• Humanities Major (p. 222)
• Public Relations Major (p. 211)
• Social Sciences Major (p. 223)
Master's Degree Programs

- Cybersecurity Management, Master of Professional Studies (p. 206)
- Emergency Management, Master of Professional Studies (p. 216)
- Health and Wellness Management, Master of Professional Studies (p. 221)
- Homeland Security Studies, Master of Professional Studies (p. 217)
- Information Technology Management, Master of Professional Studies (p. 207)
- Liberal Arts, MLA (p. 223)
- Security Management, Master of Professional Studies (p. 218)

Minors

- Accounting and Finance Minor (p. 208)
- Accounting Minor (School of Professional Advancement) (p. 209)
- Advertising Minor (p. 209)
- Applied Business Studies Minor (p. 209)
- Applied Computing Systems and Technology Minor (p. 206)
- Digital Design Minor (p. 214)
- Exercise Science Minor (p. 221)
- General Legal Studies Minor (p. 222)
- Homeland Security Studies Minor (p. 217)
- Louisiana Studies Minor (p. 223)
- Marketing Minor (School of Professional Advancement) (p. 211)
- Public Relations Minor (p. 212)
- Small Business Development Minor (p. 212)

Certificates

- Accounting Fundamentals Certificate (p. 209)
- Advanced Emergency Management Certificate (Graduate) (p. 216)
- Advanced Security Management Certificate (Graduate) (p. 216)
- Applied Business Certificate (p. 209)
- Cyber Security, Post-Baccalaureate Certificate (p. 207)
- Digital Design Post-Baccalaureate Certificate (p. 214)
- Digital Media and Marketing Communications Certificate (p. 210)
- Emergency Management Certificate (Graduate) (p. 216)
- Finance Certificate (p. 210)
- Health and Wellness Post-Baccalaureate Certificate (p. 222)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 217)
- Human Resources Fundamentals Certificate (p. 210)
- Information Technology Post-Baccalaureate Certificate (p. 207)
- Integrated Application Development Post-Baccalaureate Certificate (p. 208)
- Marketing Certificate (p. 211)
- Paralegal Studies Post-Baccalaureate Certificate (p. 220)

Academic Options

Cross Registration

Undergraduate students may enroll in undergraduate courses not listed in SoPA offerings. For courses listed under the School of Liberal Arts, students need only meet the prerequisites before enrolling. The Schools of Architecture, Business, Public Health and Tropical Medicine, or Science and Engineering courses require the relevant dean's approval for enrollment in undergraduate courses. Graduate students should check with their program director in advance of registering for courses outside of SoPA if they wish to apply those courses toward the graduate degree.

Please note that the tuition rate charged for courses taken outside of SoPA courses may be significantly higher than the SoPA course tuition rate.

Double Undergraduate Majors

Students may complete two majors by meeting the requirements established by the departments concerned. Although two diplomas are not awarded for a double major, both majors are listed on the permanent record from which transcripts are made. To undertake a double major, students must plan each major with the department concerned. Some minimal overlap may occur: in cases where one course is listed by two major departments as part of the major curriculum of each. In any case, each major of a double major must show at least eight courses that do not overlap, except a double major in Cell and Molecular Biology where no more than five courses may overlap.

Dual Undergraduate Degrees

Students may earn dual degrees (a BS and a BA) by completing 150 instead of 120 and completing all the requirements of both a BS major and a BA major.

Independent Study

Some programs and departments offer independent study under the direction of a faculty member to a limited number of students of superior scholastic standing.

The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the faculty member. Students who wish to take an independent studies course must have the approval of the associate dean for academic affairs.

Second Undergraduate Degrees

Students already holding a baccalaureate degree may enroll in SoPA for a second baccalaureate degree. They must complete a total of 150 credits instead of 120 (60 credits must be taken at Tulane University), satisfy the SoPA proficiency, supporting, distribution, and residency
requirements for a second degree, and fulfill the requirements for the major.

**Minors Offered**

To be awarded an undergraduate minor, students must have a 2.00 grade-point average in all required coursework and 50 percent of the coursework must be earned at Tulane.

**The School of Liberal Arts and School of Science and Engineering**

SoPA students may select any major in the School of Liberal Arts or the School of Science and Engineering which offers a B.A. or B.S. or B.S.E. degree. The academic departments determine the requirements for these majors. Students electing this option must fulfill the core curriculum requirements for the major. SoPA undergraduate students who wish to major in a program not available within SoPA (i.e. a major in the School of Liberal Arts or the School of Science and Engineering) will be required to meet Newcomb-Tulane College residency requirements. Those requirements are that students must earn at least 60 credits in Newcomb-Tulane College courses (which may be cross-listed with SoPA), the last thirty of which must be earned while enrolled in Newcomb-Tulane College. In practice, this requires the student to transfer into Newcomb-Tulane College prior to earning their 90th college credit. SoPA students with a non-SoPA minor will not be required to transfer.

Students should consult with their SoPA advisor if they wish to pursue a major offered by these schools.

Majors completed in disciplines not sponsored by SoPA will likely require that the student take some courses at a significantly higher tuition rate than is available directly through SoPA.

**Special Programs**

**Concurrent Enrollment for High School Students**

SoPA offers a concurrent undergraduate enrollment program for outstanding high school students. The concurrent enrollment program offers qualified high-school students the opportunity to get an early start on their college education. Students take regular college coursework and earn credits and grades that become a part of their permanent college record. Concurrent enrollment students may apply for admission to Tulane upon graduation from high school, or they may transfer their Tulane credits to another institution, depending on the regulations in effect at that institution.

Concurrent enrollment students may enroll in either or both semesters of the regular academic year or the summer sessions. To qualify, students must have a minimum grade-point average of 3.2, and an SAT score of at least 1200, an ACT composite of at least 25, or a PSAT score of 64 (2 parts) or 94 (3 parts) or PLAN score of 24.

Students meeting these admission standards must also submit a Concurrent Enrollment application along with a $40 application fee. In addition, the student's high school counselor must submit a letter of recommendation stating that the student has the necessary academic skills and personal development to succeed at Tulane University. SoPA will not admit any student to the Concurrent Enrollment program without all required material and records. Students are limited to two undergraduate courses per semester.

SoPA tuition rates apply to all courses.

**Student Government**

Student government is funded by a mandatory student fee. Part of the income goes to Tulane University student organizations and activities, and part is retained by the SoPA Student Government Association. Student activity fees are distributed by the Associated Student Body, which organizes campus activities. The SoPA Student Government Association is part of the Graduate and Professional Student Association, and requests its budget from that body.

Students interested in student government should contact the assistant dean for student support and success at 504-865-5333.

**Alumni Association**

All graduates of SoPA automatically become members of the Alumni Association. There are no dues. The purpose of the association is to promote the idea of higher education with emphasis on the continuing education of adults and to encourage fellowship among members. Contact with the Alumni Association may be made by calling the Office of Alumni Relations at (504) 865-5901 or online (https://alumni.tulane.edu).

**Teacher Certification and Preparation**

Mailing Address
Teacher Preparation and Certification
7039 Freret Street

Phone: 504-865-5342

SoPA offers an undergraduate pathway to certification as a K-12 teacher. The Teacher Preparation and Certification Program has state approval for the three programs (Secondary, Early Childhood and Dance) from the State Board of Elementary and Secondary Education and national accreditation from the Teacher Education Accreditation Council. Please see the program website or contact the Teacher Certification office for details.

**Academic Policies**

**Academic Policies & Procedures**

**Academic Calendar**

SoPA's academic calendar is built on a semester framework. There are three semesters per academic year - fall, spring, and summer. The fall and spring semesters are 15 weeks long. The summer semester is 12 weeks, during which both 12-week courses and intensive six-week courses are offered.

Deadlines for adding and dropping courses may be found on the SoPA website (https://sopa.tulane.edu/student-information/academic-calendars).

**Campuses**

SoPA courses are offered at the Uptown and Elmwood campuses, as well as online.
Academic Advising

Students are assigned a SoPA academic advisor upon admission, and are encouraged to maintain regular contact with their academic advisors in matters relating to academic planning, satisfaction of degree requirements, quality of work rules, and transfer of credit from other institutions.

Admission, Costs, and Transfer Credits

Undergraduate Admission

Applicants to SoPA are not required to submit ACT or SAT test scores in order to be admitted but must hold a high school diploma or general equivalent diploma. Continued enrollment is based on satisfactory academic performance.

Individuals wishing to study through SoPA should complete the online application form (https://applyso.tulane.edu/apply), along with a non-refundable $40 processing fee. Applicants who have attended college previously and plan to work toward a degree or certificate must contact all former schools and have official transcripts sent directly to SoPA. Those who have not previously attended college must submit a copy of their high school transcript (or equivalent) with their application.

Individuals desiring to attend SoPA and who do not plan to earn a degree (i.e. are “non-matriculating”) do not need to submit transcripts of previous college work. However, proof of high school graduation is still required. Individuals dismissed from, or on probation at, their last college may be admitted on probation at the discretion of the Academic Performance Committee. Conditions of probation at entry generally include a load limit of seven credits in the first semester. Continued enrollment after entering on probation is generally contingent upon the student earning grades of C or better in all courses taken the first semester.

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

Graduate Admissions

The graduate-level online application (https://applyso.tulane.edu/apply) includes a non-refundable $50 processing fee. To be considered for admission, a prospective graduate student must have earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study. The applicant also must have earned a 3.0 cumulative grade point average, or better, in undergraduate coursework. Students with undergraduate grade point averages below 3.0 may be considered for provisional admission at the discretion of the program director.

Additional, program-specific requirements are included in the application itself. Every applicant for graduate admission must have official transcripts from all undergraduate institutions attended sent directly to SoPA before they will be admitted.

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

Interdivisional Transfer

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

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

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

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

Transfer Credit

Undergraduate Students

Students who wish to transfer credits earned at other colleges and universities must have official transcripts sent directly to SoPA. SoPA will transfer only those credits earned at another college or university that was accredited by a regional accreditation authority (such as the Southern Association of Colleges and Schools) at the time the courses were taken. Up to 60 credits may be transferred from a regionally accredited college or university. For the General Legal Studies program, only courses taken at an American Bar Association-approved paralegal program may be transferred. Coursework from foreign universities will be referred to the World Education Services for evaluation and translation, if necessary. Transfer of credit from institutions not belonging to a regional accrediting body is done at the discretion of SoPA.

Individual academic departments at Tulane outside of SoPA may have rules governing the transfer of credits from community and junior colleges that may affect students, i.e. may not accept community college transfer credits that SoPA does accept. For specifics, contact a SoPA academic advisor. No more than 27 credits of business coursework may be transferred to SoPA, and no more than 27 credits in business may be applied to any bachelor’s degree at SoPA.

Work from such regionally accredited colleges is transferred at the value in credits/hours for which it was awarded if a grade of C or higher was earned and if an equivalent Tulane course exists. Credits earned while enrolled at other schools of Tulane University may be applied toward a SoPA degree programs; consult your academic advisor to find out if this is possible for you. Students transferring from a school using a quarter, rather than the semester, system are awarded two-thirds of a semester hour for each quarter hour credit.

Individuals desiring to attend SoPA and who do not plan to earn a degree (i.e. are “non-matriculating”) do not need to submit transcripts of previous college work. However, proof of high school graduation is still required. Individuals dismissed from, or on probation at, their last college may be admitted on probation at the discretion of the Academic Performance Committee. Conditions of probation at entry generally include a load limit of seven credits in the first semester. Continued enrollment after entering on probation is generally contingent upon the student earning grades of C or better in all courses taken the first semester.

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Individual academic departments at Tulane outside of SoPA may have rules governing the transfer of credits from community and junior colleges that may affect students, i.e. may not accept community college transfer credits that SoPA does accept. For specifics, contact a SoPA academic advisor. No more than 27 credits of business coursework may be transferred to SoPA, and no more than 27 credits in business may be applied to any bachelor’s degree at SoPA.

Work from such regionally accredited colleges is transferred at the value in credits/hours for which it was awarded if a grade of C or higher was earned and if an equivalent Tulane course exists. Credits earned while enrolled at other schools of Tulane University may be applied toward a SoPA degree programs; consult your academic advisor to find out if this is possible for you. Students transferring from a school using a quarter, rather than the semester, system are awarded two-thirds of a semester hour for each quarter hour credit.
Students with transfer credits should see an academic advisor before the end of their first semester to have their credits evaluated. When transcripts are received, students will be notified via a receipt of transcript acknowledgement sent to their Tulane email accounts. Students who do not receive a transcript receipt within a reasonable time frame should contact the SoPA Records Manager to check the status. Transfer credit requested for academic work done more than 10 years prior to admission to SoPA is subject to review by SoPA. Courses transferred from other institutions are not included in the calculation of grade-point average.

Students wishing to take courses at another institution during the summer must first receive approval from the SoPA associate dean for academic affairs and from the appropriate department. Ordinarily, while enrolled at Tulane, SoPA students are not permitted to take credit courses at any other university and apply those credits toward a degree program at Tulane.

**Graduate Students**

Graduate students who wish to transfer credits earned from other other colleges and universities must have official transcripts sent directly to SoPA. SoPA will transfer only those credits earned at another college or university that was accredited by a regional accrediting authority at the time the courses were taken. Students in good academic standing may transfer up to 9 credits. Coursework from foreign universities will be referred to World Education Services for evaluation and translation, if necessary. Transfer of credit from institutions not belonging to a regional accrediting body is at the discretion of SoPA.

Coursework is transferred at the value in credits/hours for which it was awarded if a grade of B or higher was earned and if an equivalent Tulane course exists.

**Credit for Life and Work Experience**

SoPA recognizes that many of its students come with extensive professional and life experiences that have the potential to translate into advanced standing or exemptions from certain academic requirements and coursework in both undergraduate and graduate degree and certificate programs.

Prior Learning credit can be awarded for learning outside of the classroom, including work experience, previous education, military and other post-secondary training, or by examinations such as the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST).

SoPA undergraduate students may receive up to 24 credits from portfolio assessment, examination, and military and other post-secondary training. The total of all prior learning credits, including credits transferred from other schools, cannot exceed 60 credits. Prior learning credit does not count toward the School’s residency requirement, and may not be transferable to other divisions within Tulane. SoPA graduate students may receive up to six prior learning credits through portfolio assessment. Please consult your academic advisor for additional information about this process.

**Credit by Examination**

SoPA accepts credits earned from successful completion of national testing programs: the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). Qualified SoPA students may receive up to 24 credits by testing out of courses through CLEP and DSST tests.

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

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Tulane Class</th>
<th>Minimum Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>BSAC 1120 Elementary Accounting</td>
<td>65</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>BSBL 3400 Legal Aspects of Business</td>
<td>60</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>BSMT 2310 Principles of Management</td>
<td>63</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>BSMK 3200 Introduction to Marketing Principles</td>
<td>65</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CPST 1200 Fundamentals of IS &amp; IT</td>
<td>66</td>
</tr>
<tr>
<td>Humanities</td>
<td>PAHM 2010 Humanities</td>
<td>55</td>
</tr>
<tr>
<td>American Government</td>
<td>POLA 2100 American Government</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOCI 2010 Foundations of Sociology</td>
<td>50</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>HISE 1210 Western Civilization I</td>
<td>55</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>HISE 1220 Western Civilization II</td>
<td>54</td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 1210 Calculus I</td>
<td>50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 1070 General Chemistry I</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSYC 1000 Introductory Psychology</td>
<td>50</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PANA 2010 Natural Sciences</td>
<td>62</td>
</tr>
</tbody>
</table>

**DSST**

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

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Tulane Class</th>
<th>Minimum Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management</td>
<td>HRDV 3330 Introduction to Human Resources</td>
<td>53/434</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>BSFN 3310 Money and Banking</td>
<td>54/434</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>BSMT 3340 Organizational Behavior</td>
<td>52/434</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>BSFN 2210 Introduction to Finance</td>
<td>53/434</td>
</tr>
</tbody>
</table>
Military and Public Safety Training

Up to 12 elective credits may be awarded to graduates of police officer, firefighter, and paramedic training academies. Individuals applying for these credits must be able to document their graduation from a training academy and/or certification as a firefighter, police officer, or paramedic.

Registration Policies and Procedures

Registration

SoPA students are governed by the registration policies and procedures set by the university. Consult the University Catalog Registration Policies and Procedures (p. 15) regarding the registration and confirmation process.

Students with registration holds should clear them prior to the start of the semester. Students will not be allowed to retroactively register for classes after the deadline for the last day to register/add has passed.

SoPA reserves the right to cancel any course with low enrollment.

Tuition and Fees

Consult the SoPA Website (https://sopa.tulane.edu/admissions/sopa-tuition-and-fees) for current tuition rates and fee schedules.

In addition to tuition, SoPA students pay university and student activity fees. Special fees are charged for laboratory and studio courses, and special examinations as specified in the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx) published by the Registrar’s Office.

SoPA students may register for courses offered by other divisions at Tulane at that division’s posted tuition rate, which may be significantly higher than SoPA’s. SoPA courses are clearly marked in the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx).

Tuition refunds are allowed for students who drop courses by the dates specified in the academic calendar (https://sopa.tulane.edu/student-information/academic-calendars). Application, lab, other special course fees, and university fees are non-refundable.

Failure to attend a class does not constitute a withdrawal. Students will still be held responsible for any financial obligations related to a class for which they registered and failed to properly withdraw.

No diploma or transcript will be given to a student who is in default on any payments due to Tulane University.

Changes to Academic Records

No changes to course enrollment status (including adding or dropping courses), grades or grade types will be made more than three years after the close of the semester in which the course was offered.

Retention of Academic Records

Academic records will be retained for at least eight years from the time of the student’s first enrollment at SoPA. This restriction does not apply to records kept by the registrar’s office; those records are retained permanently.

Add/Drop Policy

Students wishing to add or drop courses should consult the academic calendar (https://sopa.tulane.edu/student-information/academic-
calendars) for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties.

Schedule adjustments are done online during the two weeks following the first day of the semester.

Courses may be dropped online up to the last day to drop during the semester. If a student wishes to drop all of his or her courses during a semester, he or she must submit a Withdrawal for the Term form (see Withdrawal section below.)

Withdrawal

Voluntary

A student who has registered for a semester and needs to drop all of his or her courses must complete a Withdrawal for the Term form (https://sopa.tulane.edu/sites/sopa.tulane.edu/files/SoPA_withdrawal_form.pdf) and submit it to any SoPA office. Forms may be obtained on the SoPA website or at a SoPA campus office. Students should contact their advisor if they are unable to complete the form in person.

Medical

A withdrawal from courses for medical reasons requires an official letter of recommendation from a physician in the Campus Health Center (https://campushealth.tulane.edu) and the approval of the SoPA Dean’s office. Students seeking a medical withdrawal must report to their academic advisor before going to the Campus Health Center for an evaluation. Grades of W are assigned when a student withdraws from one or more courses for medical reasons after the last day to drop without record.

A partial medical withdrawal (from some but not all courses) or incomplete grades in one or more courses may be permitted upon the recommendation of the Campus Health Center. Withdrawals from individual courses for medical reasons after the published deadline for dropping a course will require supporting justification. Partial withdrawals are not given during the last two weeks of classes. The deadline for medical withdrawals from all courses is the last day of classes each term. Requests for retroactive medical withdrawals normally are not approved.

Refunds are based on the official date of withdrawal.

SoPA may require a medical clearance before a student can continue studies in a semester that begins after administrative action has been taken on behalf of the student for medical reasons. Students should contact their academic advisor to return from medical leave.

Required

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

Appeals

Students who are requesting changes to their academic record outside of the current term’s academic calendar should consult with their academic advisor.

Academic Policies

Academic Performance

Credits and Grades

Undergraduate and graduate units at Tulane University are measured by credits that correspond to the number of hours the class meets per week.

Most courses meet three hours a week and are valued at three credits. SoPA, along with the other divisions of Tulane uses a plus/minus grading system. Each grade is assigned a number of “quality points” that are used in the calculation of the grade point average (GPA). Grades and quality points used at SoPA are as follows:

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

Satisfactory/Unsatisfactory

Undergraduate students in SoPA may avail themselves of the satisfactory/unsatisfactory option. A course with the grade of satisfactory (S) typically may not be used to satisfy proficiency, major, or minor requirements, and no more than 18 credits of S will be credited toward the degree. Students should be aware that many colleges will not accept the transfer of credit with this grade.

Students may take three credits of work on a satisfactory/unsatisfactory basis per academic year (fall, spring and summer) if they have completed at least 30 credits of college work and are not on probation.

To receive a satisfactory grade, students must earn a C or higher. The grade of S is not calculated into the grade-point average. Grades below
C will be designated as unsatisfactory (U). The grade of U will not be calculated into the grade-point average.

Audit
Any student may take a course on an audit basis. No credit is earned for this work, but the course is entered on the official transcript with a grade of AU. SoPA students must pay tuition for an audited course.

Incompletes
An incomplete grade is given at the discretion of the instructor. It allows a maximum extension of 30 business days after the end of the term for the completion of the coursework. If the work has not been submitted by the deadline, the incomplete is converted to an F. Extensions of the 30-day deadline may be requested in writing by the student and must be approved by the instructor and the SoPA associate dean for academic affairs. Extensions are approved only when a student has made an attempt to complete the missing work within the original 30-day period but, in the view of the instructor and the associate dean, has been prevented from completing the work by some special circumstance beyond the student’s control. Extensions must be approved before the 30-day deadline expires; extensions are not approved retroactively.

Repeated Courses
Students who do not want a grade to count in the grade-point average may repeat the course under the following circumstances:

• the course to be repeated was completed during the student’s first semester (Fall, Spring, or Summer) at Tulane
• the repeated course, taken at Tulane, is identical to the one it replaces

If the above conditions are met, the student must meet with an advisor and request that the first grade be dropped from computation in the grade-point average. The grade for the repeated course, even if lower than the first grade, will be factored into the student’s GPA. The grade for the first course will remain on the student’s transcript.

If passing grades are recorded twice or more for the same course, only the credit hours for one course will count towards the graduation total. Grades assigned by a university committee, including a WF for an Honor Code conviction, cannot be removed from the student’s transcript or cumulative grade-point average even though the course may be repeated.

Maximum Credits for SoPA Students
Students in good academic standing at SoPA are allowed to register for up to 19 credits per semester. Students on probation are typically limited to 7 credits. Undergraduate students may not enroll in 7000-level courses. First-time undergraduates admitted to SoPA will be limited to 11 credits in their initial fall or spring semester. Transfer students, as defined by federal guidelines, may register for up to 19 credits starting in their first semesters.

Honors

Dean’s List
A dean’s list of undergraduate students is compiled at the end of the fall and spring semesters. To be eligible for the dean’s list, students classified as freshmen and sophomores (have earned 0-56 completed credits) must earn a minimum GPA of 3.50 in at least six completed credits. Students classified as juniors and seniors (have 57-120 completed credits) must earn a minimum GPA of 3.67 in at least six completed credits. In all cases, satisfactory/unsatisfactory credits are excluded from determining the dean’s list.

Latin Honors
Superior baccalaureate students are recognized at graduation by the award of Latin Honors. To qualify, a student must have a cumulative grade point average of at least 3.60, must have earned at least 36 credits at Tulane University excluding those earned in courses on a satisfactory/unsatisfactory basis, and must be receiving a bachelor’s degree. Latin Honors are awarded as follows, based on cumulative grade point average:

- Summa cum laude = 3.900
- Magna cum laude = 3.800
- Cum laude = 3.600

Alpha Sigma Lambda Honor Society
The Theta Chapter of Alpha Sigma Lambda is a national scholastic honor society for adult undergraduate college students who are juniors or seniors. Invitations for membership are extended each year to qualified students. To be eligible, students must be enrolled in a degree program, have attended SoPA for at least three semesters, earned at least 36 credits at Tulane, and have a cumulative grade-point average of at least 3.200. Additional information on requirements and invitations to membership may be obtained from the chapter advisor at SoPA.

Requirements for Graduation
Students must submit an application for degree/certificate early in the semester in which they plan to graduate. This application must be completed with the student’s academic advisor. Applications for degree/certificate are available on the SoPA website (https://sopa.tulane.edu/student-information/sopa-forms) and at each campus location. When students apply for their degree, their work is evaluated by the criteria in place at the start of their work towards that degree. SoPA updates programs periodically; changes in our curriculum go into effect for students who start the program the following semester. If you are concerned that a change in our curriculum will affect your degree requirements, or if you would like to take advantage of such changes, contact your advisor.

Limitations

Leave Restrictions for Returning Students
Students who return to the SoPA after an absence of more than two years may not be able to complete the program in which they originally enrolled. Returning students should talk with an academic advisor to determine possible changes in requirements or curriculum.

Business Course Restriction
Students may not earn more than 27 credits in courses under the business studies category or apply more than 27 credits of business courses toward any SoPA program. Business studies credits earned at SoPA are not applicable to any AACSB-accredited business school and may not be used toward a degree at the A.B. Freeman School of Business at Tulane. All courses in accounting, business law, finance, management, and marketing fall within this restriction.
Academic Standards
A student may be dismissed from SoPA for lack of sufficient academic progress toward fulfilling degree requirements. Through adherence to these regulations, the university seeks to ensure that its educational facilities are reserved for capable and motivated students. For continued eligibility, academic progress is measured both by minimum credit and minimum grade-point average.

Academic Progress
Undergraduate Classification
Undergraduate classification is based on cumulative earned credits:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-24 earned credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25-56 earned credits</td>
</tr>
<tr>
<td>Junior</td>
<td>57-91 earned credits</td>
</tr>
<tr>
<td>Senior</td>
<td>over 91 earned credits</td>
</tr>
</tbody>
</table>

Minimum Credits and Grade Point Average Quality-of-Work Rules
Undergraduate students in SoPA are required to maintain a minimum grade-point average throughout their enrollment (see table below). Students who fail to meet this minimum standard are placed on academic probation. The cumulative grade-point average of a student is calculated by dividing the number of quality points a student has earned by the total number of quality hours (including credits with failures). Only the grades of S, U, NR, W, and grades in courses affected by SoPA’s “Repeated Course” policy are excluded from this calculation.

<table>
<thead>
<tr>
<th>Minimum Cumulative Attempted Hours</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-61</td>
<td>1.85</td>
</tr>
<tr>
<td>62-93</td>
<td>1.95</td>
</tr>
<tr>
<td>94-124</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Enforcement for SoPA Students
The quality of each SoPA student’s work will be monitored at the end of each semester. Enforcement consists of two distinct steps: probation and dismissal.

Undergraduate Probation
Any student who does not meet the minimum cumulative quality of work rules will be placed on academic probation. The status of probation lasts until it is removed as a result of academic improvement or ended by dismissal. SoPA students who are placed on probation are notified in writing that their academic progress is insufficient. Students on probation may enroll in no more than seven credits. As a further condition, all coursework taken while on probation must be passed with at least a grade of C. Students on probation cannot be given a recommendation of good academic standing to another institution for the purpose of cross-enrollment or summer school admission. Transfer students admitted on probation to SoPA may enroll in no more than seven credits. In addition, they must earn at least a 1.75 grade-point average during their first term of enrollment, or they will be dismissed.

Graduate Probation
Graduate students admitted to study at the master’s level must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00. Graduate students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation from the program.

Dismissal
SoPA undergraduate students who do not meet the minimum cumulative GPA for academic good standing for three consecutive semesters, or who do not have a minimum cumulative GPA of 1.75 after attempting 24 credits, will be dismissed. Students may appeal the first dismissal. A second dismissal cannot be appealed. Coursework taken at another college or university during the dismissal period is not transferable to SoPA.

Graduate students who earn two grades below a B- will be dismissed.

Reinstatement
Students have the right to petition the SoPA Academic Performance and Petitions Committee after the first dismissal. Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include academic probation, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Students may appeal the decision of the Academic Performance Committee in writing to the associate dean for academic affairs under the following circumstances: new evidence, or significant evidence or material that would have likely changed the outcome of the Academic Performance Committee’s decision. This appeal must be submitted within five business days of transmission of the decision of the Academic Performance Committee to the student. The decision of the associate dean for academic affairs is final.

Petitions
Written petitions from students who have been denied registration under these regulations are evaluated by the SoPA Academic Performance Committee.

Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include limitation on the number of courses, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Class Attendance
Regular attendance is essential to successful academic progress. Students are expected to attend all classes, laboratories, seminars, and conferences as scheduled unless they are ill or prevented from attending by exceptional circumstances.

Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester and included in the course syllabus. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions. It is up to the instructor to determine whether to allow the student to make up missed quizzes, examinations, or other exercises.
Students are also responsible for notifying professors about absences that result from serious illnesses, injuries or critical personal problems. Medical excuses are not issued by the University Health Service, except in instances of illnesses or injuries that involve hospitalization, in the event of partial or complete withdrawal due to medical reasons, or in the event of a missed final examination for a medical condition being cared for by the Campus Health Center. In all of these instances, medical information will only be released with the student’s written permission. Students should be aware that instructors have the right to lower grades for excessive absence or failure to make up work missed. They may also be assigned a grade of WF (see below).

Students who find their attendance seriously interrupted by exceptional, unforeseen circumstances are encouraged to discuss their difficulties with their instructor or academic advisor.

Grades of WF are assigned by administrators and are computed in the grade-point average as if they were Fs. With the approval of the associate dean for academic affairs, at any time during the semester an instructor may have a student with excessive absences involuntarily dropped from a course with a WF grade. A written warning will be issued to the student before he or she is administratively dropped from the course. In cases where students are suspended or expelled during the semester, W or WF grades may be assigned at the discretion of the instructors and the student’s dean. A grade of W or WF also may be assigned for disciplinary penalties resulting from an honor-code or conduct-code violation. A student who ceases to attend a course but has not withdrawn officially will receive a UW [unofficial withdrawal]. After the last day to drop without record and before the last day to drop a course, students who drop courses voluntarily will have W noted on their transcripts for each course dropped.

**Code of Academic Conduct**

The integrity of all Tulane students is based on the absolute honesty of the entire community in all academic endeavors. As part of that community, students have certain responsibilities regarding all independent work that forms the basis for the evaluation of their academic achievement. Tulane students are expected to familiarize themselves with the principles of this code and to conduct themselves in a manner that complies with the code at all times. All undergraduate students at Tulane University are expected to follow the Code of Academic Conduct ([https://college.tulane.edu/code-of-academic-conduct](https://college.tulane.edu/code-of-academic-conduct)). Graduate students are expected to follow the Tulane University Unified Code for Graduate Student Academic Conduct. ([https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf](https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf))

**Conduct**

Responsible adult behavior is expected of students in SoPA in both scholastic and non-scholastic affairs. Violations of the rules and regulations, including those on academic honesty, lead to disciplinary action by a dean of SoPA, the office of the Vice President for Student Affairs, or other appropriate university authority. For a thorough description of expectations and procedures, please refer to the Code of Student Conduct ([https://studentaffairs.tulane.edu](https://studentaffairs.tulane.edu)) ([https://conduct.tulane.edu/resources/code-student-conduct](https://conduct.tulane.edu/resources/code-student-conduct)).

**Discipline**

Departures from acceptable conduct may lead to fines, disciplinary probation, suspension or expulsion. Disciplinary probation (which refers to conduct and not to academic standing) and suspension usually are imposed for a stated period. Suspension and expulsion involve exclusion from classes and from all University activities. Students suspended or expelled will receive Ws or WFs in all courses at the discretion of the dean. Expulsion is the most serious academic penalty and is permanent. It is noted on the student’s record and included on transcripts issued thereafter. Suspension is noted on the student’s record and on transcripts issued while the penalty is in effect, but the notice is removed from the transcript at the end of the suspension. Transfer credits cannot be accepted for students who attend other colleges or universities while ineligible for any reason to continue in SoPA.

**Reporting to the Dean**

All students must report to a dean of SoPA, to the Vice President for Student Affairs, to their advisor, or to their instructors, without delay, when notified to do so.

**Grievance Committee**

The SoPA Grievance Committee is composed of three faculty and two student members and the assistant dean for student support and success as a nonvoting member. One of the committee’s duties is to hear students’ grievances and complaints against Tulane University and SoPA or Tulane personnel, including the faculty. The Grievance Committee deals with issues such as the grading system, sexual harassment, and unfair treatment. Students desiring a hearing before the committee must submit their requests in writing to the associate or assistant dean.

Students may appeal the decision of the Grievance Committee by writing to the SoPA Dean under the following circumstances: new evidence or significant evidence or material that would have likely changed the outcome of the Grievance Committee’s decision. This appeal must be submitted within five business days of transmission of the decision of the Grievance Committee to the student. The decision of the Dean is final.

**Right to Privacy**

Privacy of students’ records and affairs is protected under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (P.L. 93-380) and by policies issued by the Tulane University Board of Administrators: a university must allow a student the opportunity to review and inspect his or her educational records; a university must give a student the opportunity to challenge the content of his or her records under certain circumstances; a university must not grant access to or allow disclosure of a student’s records to outside parties, unless such disclosure is specifically permitted under the law or is made with the student’s written consent; a university must notify students of their rights under the law. For further details, contact the Office of Student Affairs at 504-314-2188.

**Degree Requirements**

**Undergraduate**

**School of Professional Advancement Requirements**

Undergraduate degrees offered at SoPA provide students with a breadth of knowledge and applied skills, as relevant to their area(s) of study. Students must demonstrate proficiency in writing, oral communication, scientific inquiry, quantitative reasoning, social sciences, a foreign language or cultural knowledge, and the humanities.
Graduate degrees offered at SoPA provide students with in depth knowledge and mastery in professional disciplines and liberal arts.

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

**Proficiency Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English/Writing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (BA, BFA)</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Foreign Language or Perspectives Outside European Tradition/ Comparative Cultures</td>
<td>6-8</td>
</tr>
</tbody>
</table>

**Supporting Requirement**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

(Not required for students majoring in disciplines in the School of Liberal Arts and the School of Science and Engineering)

**Distribution Requirements**
(BA or BS with a SoPA major)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Humanities</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>12</td>
</tr>
</tbody>
</table>

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

**Designated Writing Requirement**

A designated writing course (may be a “Writing across the Curriculum” course, which can also be used to fulfill a major, minor, or distribution requirement).

**Major Requirements**

Undergraduate students have the opportunity to select a single area of study in which to gain deeper knowledge and mastery of a subject. SoPA undergraduate students must declare a major prior to earning 90 credit hours. This requires completion of the SoPA Major Declaration Form, which must have documented approval (i.e. a signature) from a SoPA academic advisor. Degree-seeking students who have completed 90 credit hours and have not declared a major will have a hold placed on future course registrations.

At any point, students may change their majors. However, students who change their majors should understand that previously completed coursework may not apply to the newly selected major, and that additional coursework may be necessary to meet the major requirements.

SoPA undergraduate majors require between 30 and 45 credits.

**Minor Option**

SoPA students may elect to complete one or more minors, which is indicated on the SoPA Major Declaration Form. SoPA minors are typically 15-18 credits.

**Electives**

Students will complete electives as needed to reach a total of 120 credits.

**Minimum Requirements to Graduate**

Undergraduate students must have a cumulative 2.0 grade point average to graduate. They must also have a minimum 2.0 grade point average in their major(s) and, if applicable, their minor(s). For SoPA majors, at least 60 credits must be earned in courses at the 2000 level or higher.

No more than half the credits used toward satisfying graduation requirements may be in the major. Students may take no more than 70 credits each of humanities, science, and social science. This includes credits in the major.

Up to 6 credits of electives earned in courses with designations such as Independent Study, Special Projects, Directed Study, and Practicum will count toward graduation requirements. Students who must exceed this limit are required to petition the dean’s office.

**English Writing Requirements**

ENGL 1010 Writing (4 c.h.), a 4-credit intensive writing course, is Tulane’s writing proficiency requirement. Students must demonstrate writing proficiency by the end of their first year at SoPA. Writing proficiency may be demonstrated by successful completion of ENGL 1010 Writing (4 c.h.) or ENGL 1011 Writing for Academic Purposes (4 c.h.), or a grade of C or better in a course equivalent to ENGL 1010 Writing (4 c.h.) from a regionally accredited institution, or an Advanced Placement score of 4 or better in either “English Literature and Composition” or “English Language and Composition” (or a similar A.P. exam). Students who do not demonstrate writing proficiency after their first year at SoPA will have a hold placed on future course registrations.

Students who need to review basic English skills before enrolling in ENGL 1010 Writing (4 c.h.) may wish to take PAEN 1000 Composition and Reading (3 c.h.) for elective credit. PAEN 1000 Composition and Reading (3 c.h.) does not count toward the completion of the writing requirement.

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

**Quantitative Reasoning Requirement**

Students working toward a Bachelor of Arts Degree in a SoPA discipline are required to demonstrate competency in 3-4 credits of quantitative reasoning by passing any mathematics course, CPST 1070 Math For Info Technology (3 c.h.), PHIL 1060 Critical Thinking (3 c.h.) or
Students working towards a Bachelor of Science Degree in a SoPA discipline are required to demonstrate competency in 6-8 credits in mathematics courses. Students in the Applied Computing B.S. programs may take CPST 1070 Math For Info Technology (3 c.h.), or BSMT 3250 Business Statistics (3 c.h.) to fulfill this requirement. Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA may not use CPST 1070 Math For Info Technology (3 c.h.), PHIL 1060 Critical Thinking (3 c.h.), or BSMT 3250 Business Statistics (3 c.h.) to satisfy this requirement. Please refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Foreign Language/non-Western Requirement
Students pursuing any bachelor’s degree offered by SoPA must demonstrate foreign language proficiency through successful completion of the second level in any foreign language, or complete two courses in Perspectives Outside the European Tradition/Comparative Cultures and International Perspectives (non-Western).

Supporting Requirement
Students majoring in SoPA disciplines are required to complete one course in oral communications (Any SPEC course, BSMT 2250 Business Communications (3 c.h.) or THEA 2100 Fundamentals of Acting (3 c.h.)). Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Distribution Requirement
Students majoring in SoPA disciplines are required to complete 12 credits each of humanities/fine arts, sciences, and social sciences. In each distribution area, courses must be chosen from at least two different disciplines.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://college.tulane.edu/general-education-curriculum)

Courses taken to satisfy Proficiency and Supporting Requirements may not be used to fulfill distribution requirements for SoPA majors. For majors in the liberal arts and sciences, courses taken to satisfy core competency requirements may not be used for distribution requirements.

Major Requirements
Courses taken to satisfy Proficiency, Supporting, and Distribution Requirements may be used to fulfill major and minor requirements. However, at least 24 credits in the major may not overlap with the minor. Students must have a grade point average of 2.0 in the major to receive the degree.

Residency
At least 60 credits of a student’s degree program must be completed at Tulane University, with the final 30 taken while enrolled in SoPA. For an associate degree, certificate, major, or minor, at least one-half of the credits required in the area of concentration must be completed while enrolled in SoPA.

Graduate
The School of Professional Advancement awards a Master of Liberal Arts (MLA) degree or a Master of Professional Studies (MPS) degree upon successful completion of the major course requirements for one of these programs. Please refer to the individual program for specific coursework requirements. No thesis is required. Students may not apply more than two independent study courses toward graduation requirements. In order to earn a master’s degree, a student must have a cumulative grade point average of at least 3.0. Students must also submit an application for degree (https://sopa.tulane.edu/sites/g/files/rdw866/f/ApplicationForDegree.pdf) at the beginning of the semester in which the student plans to complete all required coursework and graduate. This application must be completed with the student’s academic advisor.

Academic Progress Requirements
Students admitted to study at the master’s level must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00.

Students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation from the program. Students who earn two grades below a B- will be dismissed.

Academic Departments
- Applied Computing Systems and Technology Program (p. 205)
- Business and Leadership Studies (p. 208)
- Digital Design (p. 213)
- Emergency and Security Studies (p. 226)
- Business and Legal Studies Program (p. 219)
- General Legal Studies Program (p. 219)
- Kinesiology (p. 220)
- Liberal Arts and Sciences (p. 222)
- Teacher Certification Program (p. 223)

ROTC
Tulane University recognizes the need for military officers with a quality education in a variety of academic specialties and highly recommends the Reserve Officer Training Corps programs as one method of meeting this need. The university maintains Air Force, Army, and Naval ROTC units which are part of the School of Science and Engineering. Their programs are open equally to men and women in all schools. Each of the programs provides an opportunity to develop leadership and management abilities, as well as perform a valuable service to the nation. Individuals who wish to earn a commission and to serve a brief period of active duty, as well as those who are interested in a career of military service, are encouraged to participate.

A maximum of 15 credits from ROTC courses may be applied to a Tulane degree.
Air Force Reserve Officer Training Corps (AFROTC)

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

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

LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS1000 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS2000 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS3000 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training.

Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS4000 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Commandant of Cadets (COC).

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

The Air Force offers excellent scholarship opportunities in a wide variety of academic majors. For additional information or to check scholarship eligibility, contact AFROTC Detachment 320, Tulane University, at (504) 865-5394, afrotc@tulane.edu, https://tulane.edu/det320 or visit www.afrotc.com (https://www.afrotc.com).

Army Reserve Officer Training Corps (AROTC)

Army Reserve Officer Training Corps (AROTC) is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Army, the National Guard, or the United States Army Reserve. Students learn leadership and management skills important in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomores only, and a two-year Advanced Course. Non-scholarship students participating in the first two years of ARO TC do not incur any obligation to the U.S. Army. Army ROTC offers four, three, and two year scholarships that include the Guaranteed Reserve Forces scholarship. Army scholarships provide tuition assistance, a flat rate for textbooks, and a monthly subsistence allowance (up to 10 months per year). Students may elect to use scholarships for room and board (up to $10,000 annually) in lieu of tuition and fees. Admission to the ARO TC Advanced Course is conditional on meeting academic, physical, and age requirements and the approval of the Professor of Military Science. Physical training is an integral part of the ARO TC program.

To be commissioned as an officer, a student must complete either the regular four-year program, a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requiring completion of the summer ARO TC basic camp giving the student credit for the Basic Course). Advanced placement for ARO TC training may be given to veterans and students with previous ROTC experience. In addition to these requirements, a student must complete at least one course each in the areas of written communication, human behavior, military history, computer literacy and math reasoning. Uniforms and military science textbooks are issued without cost to all students. Advanced Course and scholarship students receive a subsistence allowance. They are also paid for the summer advanced leadership camp they must attend prior to completing the Advanced Course. For further information contact the Army ROTC office at 1-800-777-ARMY or 504-865-5594.

Naval Reserve Officer Training Corps (NROTC)

The Naval Reserve Officer Training Corps (NROTC) program at Tulane University offers students the opportunity to earn a commission in the Navy or Marine Corps. Students typically earn a national scholarship out of high school. Students matriculating to Tulane University, who have not already been awarded an NROTC scholarship, may participate in the NROTC College Program and compete for a 3, 2, or 1 year scholarship. These students are selected from applicants each year by the Professor of Naval Science.

NROTC Scholarship Process

The NROTC scholarship board begins accepting applications in April for the following academic year. The deadline for applications is December 31. The scholarship board uses a “rolling” selection process. The board commences reviewing applications in August and continues into the spring. Students aspiring to serve their nation should begin the application process early and provide updates through their...
fall semester to the closing of the application deadline. The Navy encourages future officers to have backgrounds in STEM majors, but all degrees are accepted.

NROTC Scholarship rewards students with full tuition, university fees, uniforms, a textbook stipend, and a subsistence stipend. Scholarship students participate in paid summer training periods and receive commissions in the Navy or Marine Corps Reserve as Ensigns or Second Lieutenants upon graduation. They have a minimum five-year active duty obligation after commissioning.

NROTC College Program

NROTC College Program students are selected from applicants each year by the Professor of Naval Science. First-year students may apply to participate in the college program at the beginning of their first or second year. College program students compete nationally for a one, two, and three-year NROTC scholarship. During the sophomore year, non-scholarship students compete for “Advanced Standing”. “Advanced Standing” guarantees the student a commission in the service upon graduation. Students failing to attain “Advanced Standing” are dismissed from the program. Advanced Standing students participate in one paid summer training period (between the junior and senior years) and receive commissions in the Navy or Marine Corps Reserve upon graduation. They incur a minimum five-year active duty obligation, Advanced Standing students are furnished uniforms and naval science textbooks and a subsistence stipend during their junior and senior years.

NROTC Requirements

Members of the NROTC program are expected to achieve high academic standards minimum of 2.5 GPA, excel at physical training and be of sound moral judgment. All members of the program are required to enroll in Naval Science classes every semester and participate in morning drill and physical training. In addition, Navy Option scholarship recipients are required to take 2 semesters of Calculus and 2 semesters of Physics.

The NROTC Unit sponsors many teams in campus intramural sports and many specialty organizations that represent the unit on campus and throughout Louisiana and the southern United States. If you would like to schedule a visit or have any questions, please call the NROTC Unit, Tulane University at (504) 865-5104, email Navy@tulane.edu (navy@tulane.edu) or visit https://nrotc.tulane.edu/content/schedule-visit-0. Additional information may be found at https://nrotc.tulane.edu/.

Applied Computing Systems and Technology Program

Undergraduate

Major

• Applied Computing and Technology Major (p. 205)

Minor

• Applied Computing Systems and Technology Minor (p. 206)

Certificate

• Cyber Security, Post-Baccalaureate Certificate (p. 207)
• Information Technology Post-Baccalaureate Certificate (p. 207)
• Integrated Application Development Post-Baccalaureate Certificate (p. 208)

Graduate

• Cybersecurity Management, Master of Professional Studies (p. 206)
• Information Technology Management, Master of Professional Studies (p. 207)

Applied Computing and Technology Major

The B.S. in Computing Systems & Technology provides a base of knowledge, skills and exposure to industry practices in areas including cybersecurity, data and systems analysis, web and application development, and information technology.

The School of Professional Advancement awards the Bachelor of Science in Applied Computing Systems & Technology degree following the successful completion of 120 credits, including 18 credits in the major and 18 credits in one of the four concentrations.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPST 1200</td>
<td>Fund of Info Systems &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2200</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3600</td>
<td>IT HW &amp; SW Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3700</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3900</td>
<td>Info Security &amp; Assurance</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Business Systems Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Application Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Security</td>
<td></td>
<td></td>
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<tr>
<td>Total Credit Hours</td>
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</table>

Concentrations

Business Systems Analysis

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CPST 3500</td>
<td>Info Systms Project Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3550</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4500</td>
<td>System Reqs Devel &amp; Testing</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4550</td>
<td>Applied Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Select one 2000 - level or above CPST elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPST 3250</td>
<td>Human-Computer Interaction</td>
<td>3</td>
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</tbody>
</table>
### Information Technology

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3500</td>
<td>Info Systms Project Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3610</td>
<td>Internet Server Admin with IIS</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3690</td>
<td>Microcomputer Hardware</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4350</td>
<td>Database Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4640</td>
<td>Tcp/IP Protocol</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4650</td>
<td>Unix System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4670</td>
<td>Advanced Network Admin</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4700</td>
<td>Wide Area Networks</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4710</td>
<td>Managing a Network Infrastruc</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4750</td>
<td>IP Routing &amp; Switching</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security, Firewall, VPN</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
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</table>

Total Credit Hours: 18

### Integrated Application Development

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3250</td>
<td>Human-Computer Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3310</td>
<td>Rel DB Design &amp; Developmt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3550</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4250</td>
<td>Integrated Applicatn Develpmnt</td>
<td>3</td>
</tr>
<tr>
<td>Select one 2000 - level or above CPST elective</td>
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<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CPST 3220</td>
<td>O-O Programming w/ Java</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3230</td>
<td>Programming In C++</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3430</td>
<td>Website Development w/ ASP</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

### Cybersecurity

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3650</td>
<td>Linux Administration &amp; Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security, Firewall, VPN</td>
<td>3</td>
</tr>
<tr>
<td>Electives (choose 2):</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CPST 4810</td>
<td>Windows Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4870</td>
<td>Forensics, Investigate &amp; Resp</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4900</td>
<td>Advanced Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

### Cybersecurity Management, Master of Professional Studies

The MPS in Cybersecurity Management was designed to provide individuals with the deep theoretical and functional knowledge of the technical, business, and management aspects of cybersecurity. This graduate program consists of eleven three-credit courses in the cybersecurity management curriculum: 3 foundation courses, 5 required courses, 1 capstone course, and two electives. Students will be prepared to effectively envision, plan, develop, document, review, communicate and lead cybersecurity efforts for an organization. This will include in-depth study of existing and emerging cybersecurity domain technologies, and the industry’s best practices and standards for organizations in need of an effective approach to managing cybersecurity.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSMT 7050</td>
<td>Leadership for CS Profnls</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7900</td>
<td>Sec &amp; Cyber Threats for Mgrs</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7700</td>
<td>Cyber Network &amp; Tele Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7800</td>
<td>Cyber Law &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7500</td>
<td>IT Sec Auditing &amp; Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7950</td>
<td>Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7300</td>
<td>Data &amp; Database Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7170</td>
<td>Business Principles and IT Mgt</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7990</td>
<td>Enterprise CS Mgt Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Elective (choose one):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSMT 7870</td>
<td>Cyber Incident Res &amp; Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7750</td>
<td>Wireless, Mobile &amp; Cloud Sec</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7920</td>
<td>Software and Web App Security</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30
Cyber Security, Post-Baccalaureate Certificate

A Post-Baccalaureate Certificate in Cybersecurity is available to students who have previously earned a bachelor’s degree. The program is designed to prepare students for careers in the fields of IT Security, Cybersecurity, Information Assurance, and Information System Security.

Requirements

Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Integrated Application Development, and Information Technology. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use any individual course to satisfy the requirements of more than one concentration.

Course ID | Title | Credits
--- | --- | ---
CPST 1200 | Fund of Info Systems & Tech | 3
CPST 2200 | Programming Fundamentals | 3
CPST 2300 | Database Fundamentals | 3
CPST 3600 | IT HW & SW Fundamentals | 3
CPST 3700 | Networking Fundamentals | 3
CPST 3900 | Info Security & Assurance | 3

Concentration Requirements

CPST 3930 | Cyber Threats & Cyber Security | 3
CPST 3650 | Linux Adminstration & Security | 3
CPST 4610 | Network Administration | 3
CPST 4930 | Network Security,Firewall,VPN | 3
Select 2 of the following: 6
- CPST 4810 | Windows Security |
- CPST 4850 | Penetration Testing |
- CPST 4870 | Forensics, Investigate & Resp |
- CPST 4900 | Advanced Computer Security |
- CPST 4950 | Website Security |

Total Credit Hours 36

Information Technology Management, Master of Professional Studies

The MPS in Information Technology Management is designed for information technology and business professionals who want to combine their managerial skills and technical acumen to advance into a leadership role in the application of computing technologies. Students will acquire: a core set of technology and management knowledge; broad business and real world perspective; communication, interpersonal, and team skills; analytical and critical thinking skills; and the ability to integrate technology, business processes and people to leverage the use of computing technologies to solve critical needs of a business or organization.

The School of Professional Advancement awards the MPS in Information Technology Management degree following the successful completion of 10 graduate courses comprised of seven core courses and 3 electives.

Requirements

Course ID | Title | Credits
--- | --- | ---
CPST 7150 | The Business of IT | 3
CPST 7200 | Enterprise Arch Software | 3
CPST 7600 | Ent Architecture - Hardware | 3
CPST 7900 | Sec & Cyber Threats - IT Mgrs | 3
CPST 7000 | IT Governance and Policy | 3
CPST 7800 | Cyber Law and Policy | 3
CPST 6501 | IT Project Management | 3
CPST 7100 | Managing the IT Department | 3

Electives (choose 2): 6
- CPST 6320 | Business Intelligence |
- CPST 6500 | Systems Req Dev and Test |
- CPST 7250 | SW Development Methods |
- HMLS 7800 | Cyber Threats and Homeland Sec |

Total Credit Hours 30

Information Technology Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Information Technology is available to students who have already earned a bachelor’s degree. The certificate program is designed to give the student the knowledge and skills needed move into a career in technology through a challenging academic program of study in Information Systems and Information Technology. The program particularly emphasizes the knowledge and skills needed to manage Information Technology infrastructure in organizations.

Requirements

Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Integrated Application Development and Cybersecurity. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use a single course to satisfy the requirements of more than one degree or concentration.

Course ID | Title | Credits
--- | --- | ---
CPST 1200 | Fund of Info Systems & Tech | 3
CPST 2200 | Programming Fundamentals | 3
CPST 2300 | Database Fundamentals | 3
CPST 3600 | IT HW & SW Fundamentals | 3
CPST 3700 | Networking Fundamentals | 3
CPST 3900 | Info Security & Assurance | 3

Certificate Requirements

CPST 1200 | Fund of Info Systems & Tech | 3
CPST 2200 | Programming Fundamentals | 3
CPST 2300 | Database Fundamentals | 3
CPST 3600 | IT HW & SW Fundamentals | 3
CPST 3700 | Networking Fundamentals | 3
CPST 3900 | Info Security & Assurance | 3
Integrated Application Development

Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Integrated Application Development is available to students who have already earned a bachelor’s degree. The certificate program is designed to give the student the knowledge and skills needed to move into a career in technology through a challenging academic program of study in Information Systems and Information Technology. The program emphasizes knowledge and skills needed to develop effective application solutions that integrate both front-end processing and back-end database processing.

Requirements

Note: SoPA also offers Post-Baccalaureate Certificates in Business Systems Analysis, Information Technology and Cybersecurity. Each requires the 6 core courses from the Applied Computing undergraduate program plus six additional concentration courses. Students seeking to earn multiple certificates (or who have earned a B.S. in Applied Computing and seek to earn a certificate in another concentration area) may not use a single course to satisfy the requirements of more than one degree or concentration.

Course ID | Title | Credits
---|---|---
CPST 1200 | Fund of Info Systems & Tech | 3
CPST 2200 | Programming Fundamentals | 3
CPST 2300 | Database Fundamentals | 3
CPST 3600 | IT HW & SW Fundamentals | 3
CPST 3700 | Networking Fundamentals | 3
CPST 3900 | Info Security & Assurance | 3

Concentration Requirements

Select 1 of the following: 3

- CPST 3200 | O-O Design & Implementation | 3
- CPST 3230 | Programming In C++ | 3

Total Credit Hours 36

Business and Leadership Studies

Programs

Undergraduate

Major

- Public Relations Major (p. 211)

Minors

- Accounting and Finance Minor (p. 208)
- Accounting Minor (School of Professional Advancement) (p. 209)
- Advertising Minor (p. 209)
- Applied Business Studies Minor (p. 209)
- Marketing Minor (School of Professional Advancement) (p. 211)
- Public Relations Minor (p. 212)
- Small Business Development Minor (p. 212)

Certificates

- Accounting Fundamentals Certificate (p. 209)
- Applied Business Certificate (p. 209)
- Digital Media and Marketing Communications Certificate (p. 210)
- Finance Certificate (p. 210)
- Human Resources Fundamentals Certificate (p. 210)
- Marketing Certificate (p. 211)
- Public Relations Certificate (p. 211)
- Small Business Development Certificate (p. 212)

Accounting and Finance Minor

A minor in Accounting and Finance teaches the fundamentals of accounting and provides an introduction to finance and investing. This minor is designed for students who may want to work in corporate finance or investing roles.

Requirements

Course ID | Title | Credits
---|---|---
BSAC 1110 | Intro to Financial Accounting | 3
BSAC 1120 | Intro to Managerial Accounting | 3
BSAC 2210 | Intermediate Accounting I | 3
BSAC 2220 | Intermediate Accounting II | 3
BSFN 2210 Intro to Finance 3
Select two of the following: 6
BSFN 2540 Intro to Investing
BSFN 3540 Intermediate Investment
BSFN 3310 Money and Banking
BSFN 3560 Personal Financial Planning
Total Credit Hours 21

Accounting Fundamentals Certificate

The Accounting Fundamentals Professional Certificate provides students with a solid foundation in the principles and practices of accounting, including financial reporting and taxation, through introductory and intermediate courses. The program prepares individuals who have budget responsibilities or who aspire to perform bookkeeping and basic accounting responsibilities.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 1120</td>
<td>Intro to Managerial Accounting</td>
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</tr>
<tr>
<td>BSAC 2210</td>
<td>Intermediate Accounting I</td>
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</tr>
<tr>
<td>BSAC 3310</td>
<td>Cost Accounting</td>
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</table>
Total Credit Hours 12

1 Does not count toward CPA Accounting Credits

Accounting Minor (School of Professional Advancement)

A minor in Accounting enables students to learn the fundamentals and intermediate aspects of accounting.

Requirements

Requirements for a Minor in Accounting

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 1120</td>
<td>Intro to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2210</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSAC 2220</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Any two other courses in Accounting (BSAC) or Finance (BSFN)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Total Credit Hours 18

Advertising Minor

The 18-credit hour minor in Advertising introduces the students to the marketing and advertising discipline and how they interact to help a company or organization achieve their communication and marketing goals, through the areas of marketing, advertising, and public relations.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3400</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3410</td>
<td>Advertising II</td>
<td>3</td>
</tr>
</tbody>
</table>
Select two of the following: 6
PRPA 2610 Princ of Public Relations
PRPA 2100 Visual Communications
DSDN 1100 Digital Design Foundation
PRDM 2900 Digital Media Princ & Strategy
Total Credit Hours 18

Applied Business Certificate

The Applied Business certificate is a 12-credit hour undergraduate certificate that offers foundation courses in business disciplines such as accounting, finance, management, marketing, and organizational behavior.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3400</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3410</td>
<td>Advertising II</td>
<td>3</td>
</tr>
</tbody>
</table>
Select any four (4) courses in different disciplines: 12

BSAC 1110 Intro to Financial Accounting
BSBL 3450 Commercial Law 1
or BSBL 3400 Legal Aspects of Business
BSMT 2310 Principles of Management
or BSMK 3340 Managing Org Behavior
or BSMK 3600 Entrepreneurship
BSEC 1000 Economics for Non-Majors
BSFN 2210 Intro to Finance
BSMK 3200 Intro to Marketing Principles
HRDV 3330 Intro To Human Resources
Total Credit Hours 12

1 BSBL 3450 Commercial Law fulfills CPA Requirement

Applied Business Studies Minor

A minor in Applied Business Studies is an ideal way for students who are new to the business environment to learn more about basic business principles. The minor offers foundation courses in business disciplines such as: accounting, finance, management, marketing, and organizational behavior.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSMFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one of the following: 3
BSBL 3400 Legal Aspects of Business
BSBL 3450  Commercial Law (fulfills CPA commercial law requirement)

Select one of the following:
- BSMT 2310 Principles of Management
- BSMT 3340 Managing Org Behavior
- BSMT 3700 Global Business

Total Credit Hours 18

Digital Media and Marketing Communications Certificate

The Professional Certificate in Digital Media and Marketing Communications enables students to advance their skill set and understanding of digital media strategies, tactics, and best practices used in today’s Public Relations and Marketing disciplines. This 12 credit-hour undergraduate certificate focuses on the strategies used in Digital Media and Marketing Communication campaigns; digital content such as infographics, e-books, and blogs; and, SEO & SEM tactics to improve an organization’s effectiveness in communicating to their audience on digital, social media, and mobile platforms.

The certificate culminates with a capstone course where students design and implement a digital media campaign for a client, incorporating the skills learned in the previous courses. Industry certifications, such as Google AdWords and HubSpot Inbound Marketing, are incorporated in the curriculum.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRDM 2900</td>
<td>Digital Media Princ &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 3010</td>
<td>Creating Digital Content</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 3410</td>
<td>SEO &amp; SEM Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 4100</td>
<td>Digital Media Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Finance Certificate

The Professional Certificate in Finance provides a fundamental understanding of how money, financial instruments, and the financial system affect individuals, organizations, and the world at large. This undergraduate certificate covers core knowledge in finance, ranging from basic concepts and models to investment theory and practices.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- BSFN 2540 Intro to Investing
- or BSFN 3560 Personal Financial Planning

Select any two other courses from:
- BSFN 2000+ Financial electives above 2000

Total Credit Hours 15

Human Resource Development Minor

A minor in Human Resource Development provides a student with the fundamentals of human resources and basic business concepts. This 18-credit hour minor includes topics such as: compensation and benefits, recruitment, selection, and performance management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAC 1000+</td>
<td>Accounting electives above 1000</td>
<td>12</td>
</tr>
</tbody>
</table>

Human Resources Fundamentals Certificate

The Professional Certificate in Human Resources Fundamentals provides students with the fundamentals of Human Resources and the education and tools needed to start their career in HR. This undergraduate certificate is comprised of five three-credit hour courses designed to provide students with a basic understanding of the following areas: employee recruitment and selection; employment law; compensation; and performance management.

Requirements

The certificate is 15 credits and will consist of the following program requirements:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3520</td>
<td>Compensation &amp; Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3650</td>
<td>Plan, Recruit &amp; Selection HR</td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3700</td>
<td>Perf Appraisal &amp; Productivity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Human Resources Management Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate (PBC) in Human Resource Development is an ideal way for students who have already earned their bachelor’s degree to learn more about basic human resources
principles. This 24-credit hour PBC provides the foundation of Human Resources, covering topics including: recruiting, selecting, compensation and benefits, and performance management.

Requirements

Course ID | Title | Credits
---|---|---
BSAC 1110 | Intro to Financial Accounting | 3

Select one of the following:
- BSMT 2310 Principles of Management
- BSMT 3340 Managing Org Behavior
- BSMT 3700 Global Business

HRDV 3330 | Intro To Human Resources | 3
HRDV 3520 | Compensation & Benefits | 3
HRDV 3650 | Plan, Recruit & Selection HR | 3
HRDV 3700 | Perf Appraisal & Productivity | 3
HRDV 3920 | Employment & Labor Law | 3
BSLS 4100 | Internship & Professional Dev (to be taken in last year) | 3

Total Credit Hours 24

Marketing Certificate

A Professional Certificate in Marketing is an ideal way for students to learn about basic marketing principles and how organizations interact with their customers, competitors, and the public. The undergraduate certificate is comprised of five three-credit hour courses designed to cover core concepts in the fields of marketing, advertising, public relations and integrated marketing communication. Students learn to think strategically about marketing, from identifying a target audience and consumer behavior to developing effective communication and launching a marketing plan. The courses in this program blend theory and practice, drawing upon examples from recent and noteworthy marketing campaigns and incorporating the leading on-line and digital marketing tools.

Requirements

Course ID | Title | Credits
---|---|---
BSMT 2250 | Business Communications | 3
BSMK 3200 | Intro to Marketing Principles | 3
BSMK 3300 | Consumer Behavior | 3
BSMK 3400 | Principles of Advertising | 3
BSMK 3410 | Advertising II | 3

Select one of the following:
- BSMT 2310 Principles of Management
- BSMT 3340 Managing Org Behavior
- BSMT 3700 Global Business

Total Credit Hours 15

Public Relations Certificate

The Professional Certificate in Public Relations teaches the fundamentals of public relations and how organizations utilize digital and mass media to manage their brands, promote their products and services, maintain their reputations, and address or mitigate crises in public view.

Requirements

Course ID | Title | Credits
---|---|---
PRPA 2610 | Princ of Public Relations | 3
PRPA 2010 | Ethical Issues in Media | 3
PRPA 2050 | Media and the Law | 3
PRPA 2650 | Public Relations Writing | 3
PRPA 3610 | Public Relations Campaigns | 3

Total Credit Hours 12

Public Relations Major

The Bachelor of Arts in Public Relations degree program covers traditional and digital methods of creating a brand and public image for products, services, and organizations. Public Relations professionals influence, engage, and build relationships between an organization and the public, shaping their attitudes and perception of that organization. Students will be prepared to communicate about an organization’s mission, products and services, and benefit to their customers and constituents.

The School of Professional Advancement awards the Bachelor of Arts in Public Relations following the successful completion of 120 credits, including 36 credits in the major. Within this degree, students may either choose to complete a concentration in Digital Media and Marketing Communication (DMMC), or to take “supporting courses” in public relations to complete requirements for the major. The concentration is ideal for students looking to advance their knowledge of how to leverage digital media strategies, tactics, and best practices to help organizations achieve their communication and marketing goals.

Requirements

All students who major in Public Relations must take the Public Relations Major Requirements comprised of six core courses, as well
as either public relations supporting requirements, or courses required for the concentration in Digital Media & Marketing Communications.

Major Requirements
Course ID  Title Credits
PRPA 2610  Princ of Public Relations 3

Select one of the following:
- PRPA 2100  Ethical Issues in Media 3
- BSMT 3380  Business Ethics
- PRPA 2050  Media and the Law 3
- BSMK 3200  Intro to Marketing Principles 3
- PRPA 2650  Public Relations Writing (Pre-req PRPA 2610) 3
- PRPA 3610  Public Relations Campaigns (Pre-req PRPA 2610) 3

Total Credit Hours 18

Major Supporting Courses
Course ID  Title Credits
Select one of the following:
- PRPA 2100  Visual Communications 3
- DDSN 1100  Digital Design Foundation
- JOUR 2010  Intro To Journalism 3
- PRPA 3650  Internet Public Relations (Pre-req PRPA 2610) 3

Select two of the following:
- PRPA 2000 level or above
- Any BSBL, BSMK, or BSMT 2000 level or above
- BSLS 4100  Internship & Professional Dev (Taken in final semester) 3

Total Credit Hours 18

Digital Media & Marketing Communications Concentration
Course ID  Title Credits
PRDM 2900  Digital Media Princ & Strategy 3

Select one of the following:
- PRDM 3010  Creating Digital Content 3
- CPST 2400  Webpage Design & Develpm
- PRDM 3410  SEO & SEM Strategies 3

Select two of the following:
- PRDM 2000+ level and above
- PRPA 2000+ level and above
- Any BSBL, BSMK, or BSMT 3000+ level or above
- BSLS 4100  Internship & Professional Dev
- PRDM 4100  Digital Media Campaigns (Capstone course to be taken during final semester) 3

Total Credit Hours 18

Public Relations Minor
A minor in Public Relations enables students to learn the fundamentals of Public Relations and how organizations utilize digital and mass media to manage their brands, promote their products and services, maintain their reputation, and mitigate public crises.

Requirements
Requirements for a Minor in Public Relations
Course ID  Title Credits
PRPA 2610  Princ of Public Relations 3
PRPA 2650  Public Relations Writing 3

Select one of the following:
- PRPA 2100  Visual Communications 3
- JOUR 2010  Intro To Journalism
- PRPA 2050  Media and the Law

Select one of the following:
- PRPA 2010  Ethical Issues in Media
- BSMT 3380  Business Ethics
- PRPA 3650  Internet Public Relations 3
- PRPA 3610  Public Relations Campaigns 3

Total Credit Hours 18

Small Business Development Certificate
The Professional Certificate in Small Business Development provides a solid foundation for developing and managing small businesses. Small and Medium-sized Businesses (SMBs) are organizations with less than 500 employees. The skills needed to start and develop a small business are different from those needed to run a larger corporation. This undergraduate certificate of five three-credit hour courses teaches business fundamentals and an understanding of the special challenges and obstacles encountered by small businesses.

Requirements
Course ID  Title Credits
BSAC 1110  Intro to Financial Accounting 3
BSMK 3200  Intro to Marketing Principles 3
BSMT 3650  Developing a Small Business 3

Select two of the following:
- BSBL 3400  Legal Aspects of Business
- BSMT 2250  Business Communications
- BSMT 2750  Intro to Franchising
- BSMK 3340  Managing Org Behavior
- HRDV 3330  Intro To Human Resources

Total Credit Hours 15

Small Business Development Minor
A minor in Small Business Development provides a foundation for developing and managing small businesses. It is designed for students without a business background who are interested in applying business fundamentals to entrepreneurial and small-business ventures.
Digital Design

Programs

Undergraduate

Major

- Digital Design Major (p. 213)

Minor

- Digital Design Minor (p. 214)

Certificate

- Digital Design Post-Baccalaureate Certificate (p. 214)

Digital Design Major

The mission of the Tulane School of Professional Advancement Digital Design program is to bridge the gap between art and technology by providing students with superior creative problem-solving, acute visual thinking, and cultural and socially significant design challenges while using industry-relevant and forward-thinking technology. In addition to building their professional design portfolios, students will gain experiences beyond the classroom through conferences and community networking events.

The Tulane School of Professional Advancement Awards the B.A. in Digital Design following the completion of 120 credits, which includes 42 credits in the major. All students in the digital design major take core courses in design foundations and then declare a career track to specialize in either Graphic Design, Game Art & Animation, or Interactive Design.

Requirements

Blocks

Each Digital Design track consists of "blocks" showing the required order of all coursework. All courses within each block must be completed before you may move on to the next block. For example, all courses in Block 1 must be completed before any courses may be taken in Block 2, and so on. Courses within a block may be taken at the same time.

Reviews

Due to the highly demanding nature of this program, students are assessed for knowledge and preparedness for further courses after both Block 2 and Block 4. The reviews include a portfolio review and a questionnaire, both of them evaluated and scored by faculty. A score of 80 or higher constitutes passing the review, which means that the student is ready to proceed in the program. Students who do not pass may resubmit their portfolios the following semester; a letter will be provided to each student with specific recommendations for how to improve their work. Students who fail the review twice may be asked to take a semester of leave to work on a portfolio, or to change majors.

Suggested Electives

Courses notated with an asterisk (*) are recommended by industry experts as highly valuable to your success in the specific track. These electives must be taken within the specific block noted. If you wish to take an optional elective from a different track other than your declared track, please check the block prerequisites and with your program director before registering.
### Digital Design Minor

A minor in Digital Design allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor allows for 6 courses (18 hours.) These include foundations course work focused on design thinking, developing software skills, typography, and overall design principles.

#### Requirements

**Digital Design Minor**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 1101</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 1102</td>
<td>Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 1401</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2101</td>
<td>Foundation Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2102</td>
<td>Digital Photography *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

### Digital Design Post-Baccalaureate Certificate

The Digital Design Post-Baccalaureate Certificate (PBC) is designed for individuals who have already earned a Bachelor’s degree. The three available PBCs in Digital Design align with the three tracks within the Digital Design major: Graphic Design, Game Art & Animation, and Interactive Design. These certificates are comprised of all of the coursework required for an undergraduate major, without required courses in other subjects.

#### Digital Design Post-Baccalaureate Certificate

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML *</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript *</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 3100</td>
<td>Sound Design *</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2600</td>
<td>Interactive Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2601</td>
<td>Digital Narrative Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 2602</td>
<td>Motion Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 3603</td>
<td>Digital Narrative Studio II</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 3604</td>
<td>Motion Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>DMSN 4406</td>
<td>Designer as Author *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18
Requirements

Matriculation Blocks

The blocks show the order in which coursework must be taken. All courses within each block must be completed before you may move on to the next block. For example, all courses in Block 1 must be completed before any courses may be taken in Block 2, and so on. Courses within a block may be taken at the same time.

Lower-Level and Upper-Level Reviews

Due to the highly competitive nature of this degree plan, students will be assessed after Block 2 and Block 3 are completed. The purpose of these reviews is to certify that students are ready to proceed on to further coursework. Each review will consist of a portfolio and questionnaire to be evaluated and scored by faculty. A score of 80 or higher constitutes passing the review. Students who do not pass may resubmit the review the following semester; a letter detailing recommendations will be provided to each student who has not passed. Students who fail a review twice may be asked to take a semester of leave to work on a portfolio or to change majors.

Recommended Elective Courses

Due to the in-depth nature of this career path, additional elective courses have been recommended by industry professionals. Please meet with the program director to identify elective courses that may complement your career goals.

Post-Baccalaureate Certificate in Digital Design – Graphic Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1400</td>
<td>Typography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1401</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2401</td>
<td>Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 3400</td>
<td>Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3403</td>
<td>M. A. D. Studio</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4400</td>
<td>Business of Design</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 4401</td>
<td>Design for Good</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4405</td>
<td>Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4100</td>
<td>Portfolio &amp; Prof Practices</td>
<td>3</td>
</tr>
<tr>
<td>Recommended Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 2600</td>
<td>Interactive Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>or DDSN 2601</td>
<td>Digital Narrative Studio I</td>
<td></td>
</tr>
<tr>
<td>or DDSN 2602</td>
<td>Motion Design Studio</td>
<td></td>
</tr>
<tr>
<td>DDSN 3600</td>
<td>Social Media Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate in Digital Design – Game Art & Animation

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1500</td>
<td>Digital Art Studio I - 2D Imag (Block 1)</td>
<td>3</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1502</td>
<td>Digital Art Studio II-Concept (Block 2)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1503</td>
<td>3D Virtual Sculpting (Block 3)</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1504</td>
<td>Modeling Studio I-Envir Model (Block 3)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1505</td>
<td>Animation Studio I-Intro to An (Block 3)</td>
<td>3</td>
</tr>
<tr>
<td>Block 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 2500</td>
<td>Modeling Studio II Character (Block 4)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2501</td>
<td>Animation Studio II (Block 4)</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate in Digital Design – Interactive Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1101</td>
<td>Digital Imaging (Block 1)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1102</td>
<td>Digital Illustration (Block 1)</td>
<td>3</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2101</td>
<td>Foundation Interactive Design (Block 2)</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 2600</td>
<td>Interactive Design Studio I (Block 4)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2601</td>
<td>Digital Narrative Studio I (Block 4)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2602</td>
<td>Motion Design Studio (Block 5)</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Review</td>
<td></td>
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</tr>
<tr>
<td>Block 4</td>
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<tr>
<td>DDSN 3602</td>
<td>Interactive Design Studio II (Block 6)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3603</td>
<td>Digital Narrative Studio II (Block 6)</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3604</td>
<td>Motion Design Studio II (Block 7)</td>
<td>3</td>
</tr>
<tr>
<td>Recommended Electives</td>
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<td></td>
</tr>
<tr>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript</td>
<td>3</td>
</tr>
</tbody>
</table>
Emergency and Security Studies

Programs

Undergraduate

Major
• Homeland Security Major (p. 217)

Minor
• Homeland Security Studies Minor (p. 217)

Graduate
• Emergency Management, Master of Professional Studies (p. 216)
• Homeland Security Studies, Master of Professional Studies (p. 217)
• Security Management, Master of Professional Studies (p. 218)

Certificates
• Advanced Emergency Management Certificate (Graduate) (p. 216)
• Advanced Security Management Certificate (Graduate) (p. 216)
• Emergency Management Certificate (Graduate) (p. 216)
• Homeland Security Studies Post-Baccalaureate Certificate (p. 217)
• Security Management Certificate (Graduate) (p. 218)
• Sport Event Security and Emergency Management Certificate (Graduate) (p. 219)

Advanced Emergency Management Certificate (Graduate)

The Advanced Emergency Management certificate is targeted to individuals who want a more in-depth knowledge of emergency management. This graduate level certificate consists of four courses that will provide students with a working knowledge of public sector emergency management in regard to risk and threat assessment and management, planning, business continuity and disaster communications.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6006</td>
<td>Emergency Planning</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6007</td>
<td>Disaster Communications</td>
<td>3</td>
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<tr>
<td>EMMT 6009</td>
<td>Emergency Management Admin</td>
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<tr>
<td>Total Credit Hours</td>
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<td>12</td>
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</table>

Advanced Security Management Certificate (Graduate)

The Advanced Security Management certificate is targeted to individuals who want more in-depth, complex knowledge of private sector security management, enabling them to advance in their careers.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMMT 6001</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6002</td>
<td>Health &amp; Med Issues in EM</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6003</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Emergency Management Certificate (Graduate)

The Emergency Management certificate is designed for students to augment their current undergraduate degree, enabling them to advance an existing career in the field or change to a career in emergency management. This graduate level certificate consists of four courses that will prepare students to apply key skills in the mitigation of, preparedness for, response to, and recovery from major emergencies, disasters, and terrorism events.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMMT 6001</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6002</td>
<td>Health &amp; Med Issues in EM</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6003</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Emergency Management, Master of Professional Studies

The MPS in Emergency Management degree from the Tulane School of Professional Advancement teaches students the skills and knowledge needed to play a leading role in protecting communities from both natural and human-created hazards and disasters, including those stemming from climate change, as well as responding to ongoing terror threats. Students gain the knowledge and the practical skills that are required in the ever-changing threat environment, both domestically and abroad.

The School of Professional Advancement awards the MPS in Emergency Management degree following the successful completion of 11 graduate courses comprised of nine core courses, one elective, and one capstone course. No thesis is required.

Requirements

The MPS in Emergency Management consists of nine core courses, one elective, and one capstone course.
Homeland Security Major

The Bachelor of Arts in Homeland Security Studies program covers a broad range of topics, from homeland security and border protections to emergency management, counterterrorism, and critical infrastructure protection. This unique program offers a practical and hands-on curriculum led by leaders in the industry.

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

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3150</td>
<td>Health and Medical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3500</td>
<td>Intelligence Rsrch &amp;Anlys</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3600</td>
<td>Critical Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3700</td>
<td>Transport &amp; Border Secur</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course:

- HMLS 3550 Human Intel & Counter Intel
- HMLS 4500 Intelligence Analysis
- HMLS 4600 Counter-Terrorism
- HMLS 4700 Maritime & Border Security

Elective Courses

Select one course:

- EENS 3050 Natural Hazards & Mitigation
- HISM 3220 Arab/Israeli Conflict
- POLA 2100 American Government
- POLA 4270 Constitutional Law
- POLI 4520 Intell. & Covert Ops.
- POLI 4530 American Foreign Policy
- POLI 4630 Strategy & Politics
- POLI 6630 International Security

Total Credit Hours: 33

Homeland Security Studies Minor

A minor in Homeland Security Studies allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours, and provides an overview of homeland security through topics in emergency management, terrorism, and security.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3150</td>
<td>Health and Medical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two elective HMLS prefix courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Homeland Security Studies Post-Baccalaureate Certificate

A Post-Baccalaureate Certificate in Homeland Security Studies is available to students who have already earned a bachelor’s degree, even in an unrelated academic discipline. The certificate program enables students to add to their existing skill set or learn skills in a discipline entirely new to them. This certificate program is designed to teach students practical application of security and emergency management. The federal government, along with every state, mid-to-large city, and county or parish have security management needs. Students will be prepared to work in the fields of emergency management, cyber security, and infrastructure management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 2750</td>
<td>Homeland Security Challenge</td>
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<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two elective HMLS prefix courses</td>
<td>6</td>
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</table>

Total Credit Hours: 24

Homeland Security Studies, Master of Professional Studies

The MPS in Homeland Security Studies prepares students to work in the fields of emergency management, intelligence analysis, counterterrorism analysis, cyber security, border protection and
security, and infrastructure protection at all levels of government and in the private sector. From courses on domestic and international terrorism and intelligence research methods to examinations of emergency management and border security, the curriculum dives deep into the policies and strategies used in today's advanced homeland security sector. Upon completion of the core courses, students may develop an individual plan of study for the remainder of their coursework with the Program Director based on their specific interests.

The School of Professional Advancement awards the MPS in Homeland Security Studies degree following the successful completion of 10 graduate courses comprised of four core 600-level courses and six 700-level courses, which may include graduate courses from other Tulane schools. No thesis is required.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 6150</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6250</td>
<td>Health &amp; Med Issues Emer Mgmt *</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6500</td>
<td>Intell Analysis Critical Think</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6600</td>
<td>Approaches Counter-Terrorism</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Requirements**

Select six courses.

- Courses may be classroom-based and/or online.
- HMLS 7200 Domestic & Intl Terrorism
- HMLS 7300 Maritime & Border Security
- HMLS 7500 Intelligence Research
- HMLS 7600 Critical Infrastr. Protection
- HMLS 7700 Transportn & Border Security
- HMLS 7750 The National Challenge
- HMLS 7800 Cyber Threats and Homeland Sec
- HMLS 7850 Law & National Security

**Total Credit Hours**

30

* HMLS-6150 Emergency Management is a pre-requisite for HMLS-6250 Health and Medical Issues in Emergency Management

### Approved Substitute Electives (available to in-residence students only)

**School of Public Health and Tropical Medicine**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6910</td>
<td>Environmental Asp of Dis</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6920</td>
<td>Env Mon/Samp &amp; Analy in a Disa</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Disast</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6960</td>
<td>Public Health Law</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7100</td>
<td>Community Reslence PH Discrse</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7910</td>
<td>Env. Dis Resp Plan &amp; Imp</td>
<td>3</td>
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</table>

**School of Social Work**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK 7070</td>
<td>Psych Aspects of Disaster</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td></td>
</tr>
<tr>
<td>SOWK 7080</td>
<td>Crisis/Brief Treatment</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 7950</td>
<td>Psych/Soc Intrv Dis or Crisis</td>
<td></td>
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</table>

**Payson Center**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IDEV 6220</td>
<td>Humn Aspect Disastr/Emer</td>
<td>3</td>
</tr>
</tbody>
</table>

### Security Management Certificate (Graduate)

The Security Management certificate is designed to augment students' current undergraduate degree, enabling them to advance an existing career in the field of security or change to a career in the private sector security field. Upon completion of the 12 credit-hour graduate level certificate, students are able to apply concepts of private sector security management in terms of physical protection systems, emergency management, risk management, threat assessment, and business continuity.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

### Security Management, Master of Professional Studies

The MPS in Security Management provides student with the practical skills required to protect businesses and corporations from terrorism, criminal acts, and disasters.

The School of Professional Advancement awards the MPS in Security Management following the successful completion of eleven graduate courses, including a capstone. The program's nine core courses that encompass various security sector topics including: emergency and risk management; threat assessment; cyber threats and homeland security; corporate security; and financial security. Elective course options include intelligence analysis and critical thinking, homeland security and approaches to counter-terrorism, and disaster communications. The program concludes with a capstone project that synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of the program. Students will develop a business-based project, creating a security proposal for a business or local government sector entity. No thesis is required.

### Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6003</td>
<td>Risk Mgt &amp; Threat Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
</tbody>
</table>
Sport Event Security and Emergency Management Certificate (Graduate)

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

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECM 6001</td>
<td>Physical Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6008</td>
<td>Sport/Event Security and Respo</td>
<td>3</td>
</tr>
<tr>
<td>SECM 7002</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>SECM 7900</td>
<td>Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
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</tr>
</tbody>
</table>

General Legal Studies Program

Programs

Undergraduate

Major

- General Legal Studies (p. 219)

Minor

- General Legal Studies Minor (p. 220)

Certificates

- Paralegal Studies Post-Baccalaureate Certificate (p. 220)

General Legal Studies

The General Legal Studies Bachelor of Arts degree and accompanying Paralegal Certificate (https://sopa.tulane.edu/degrees-programs/bachelors-degrees/bachelor-arts-general-legal-studies) require 120 credits for completion, including 36 credits in the major. Coursework begins with core skills classes that emphasize legal research, writing, and analysis, along with law office technology and other practical aspects of the legal profession. In ensuing semesters, upper-level electives allow you to explore important areas of substantive law. Finally, the practicum course, with its 100-hour law office internship and classroom component, allows students to apply their skills in a professional setting while developing job search skills in the classroom.

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

Requirements

Course ID   | Title                                | Credits |
-----------|--------------------------------------|---------|
Core Competencies
| ENGL 1010 | Writing                              | 4       |
|           | Select one of the following:         | 3       |
| Math      |                                      |         |
|           | PHIL 1060 Critical Thinking          |         |
|           | PHIL 1210 Elementary Symbolic Logic  |         |
|           | BSMT 3250 Business Statistics        |         |
|           | CPST 1070 Math For Info Technology   |         |
| Foreign Language or non-Western Culture | 6-8    |

Supporting Requirement

Select one Oral Communications Course: 3

SPEC 1400 Persuasive Public Speaking
SPEC 3110 Small Group Communicatn
THEA 2100 Fundamentals of Acting
BSMT 2250 Business Communications

Distribution Requirements

Select at least two disciplines per category:

- Humanities 12
- Sciences 12
- Social Sciences 12
- Writing Requirement 3-4

Designated writing course 3-4

Total Credit Hours 55-58

Major Requirements

To ensure compliance with ABA requirements, all students must complete at least 12 credits of GLSP coursework (four GLSP classes) via in-person or synchronous transmission format.

Course ID   | Title                                | Credits |
-----------|--------------------------------------|---------|
Major Core Courses
| GLSP 2010 | Intro to the Legal System            | 3       |
| GLSP 3020 | Legal Research                       | 3       |
| GLSP 3030 | Legal Writing 1                      | 3       |
| GLSP 3050 | Litigation I                         | 3       |
| GLSP 3060 | Litigation II 1                      | 3       |
| GLSP 3070 | Legal Technology                     | 3       |
| Select five GLSP 4000+ level (taken only after the completion of the Paralegal courses above) | 15 |

2019-2020 219
GLSP 5900  Gen Legal Studies Practicum (final semester, includes 100-hour internship requirement)  3

Minor (optional)
Varies according to minor chosen

General Electives
As needed to total 120 credits  22-26

Total Credit Hours  58-62

1 Preceding course is a prerequisite

**General Legal Studies Minor**

The General Legal Studies Minor is designed for students who are majoring in other disciplines and wish to develop a general knowledge of U.S. law. The minor is not approved by the American Bar Association, does not award a Paralegal Certificate, and is not intended to prepare graduates to work as paralegals.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing</td>
<td>3</td>
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<tr>
<td>GLSP 3050</td>
<td>Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4350</td>
<td>Law in American Society</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4190</td>
<td>Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Select one General Legal Studies Course 4000+ level</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours  18

* Preceding course is a prerequisite.

**Paralegal Studies Post-Baccalaureate Certificate**

The Paralegal Studies Post-Baccalaureate (PBC) curriculum focuses solely upon legal skills and substantive law courses, culminating in the practicum course, in which students complete a 100-hour internship in a law office and develop job search skills in the classroom. There are nine three-credit hour courses required to complete the Paralegal Studies PBC.

The School of Professional Advancement’s Paralegal Studies PBC has been approved by the American Bar Association (ABA) Standing Committee on Paralegals since 1981. Its curriculum reflects the rigor and quality that ABA requires and legal employers demand.

Paralegals are trained professionals who work under the supervision of licensed attorneys. Paralegals are not lawyers and are not permitted to practice law or to provide legal services directly to the public, except as permitted by law.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 2010</td>
<td>Intro to the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  27

* Preceding course is a prerequisite.

**Kinesiology Programs**

**Undergraduate**

**Majors**
- Exercise Science Major (p. 220)
- Health and Wellness Major (p. 221)

**Minors**
- Exercise Science Minor (p. 221)
- Health and Wellness Minor (p. 222)

**Certificates**
- Health and Wellness Post-Baccalaureate Certificate (p. 222)

**Graduate**
- Health and Wellness Management, Master of Professional Studies (p. 221)

**Exercise Science Major**

The Bachelor of Science in Exercise Science program provides students with foundational knowledge in the biomechanical, physiological, and psychological aspects of physical activity and its impact on health, society, and quality of life.

The School of Professional Advancement awards the Bachelor of Science in Exercise Science degree following the successful completion of 120 credits, including 40 credits in the major. Upon successful completion of required prerequisite courses, students will complete an internship or independent research project.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1400</td>
<td>Intro to Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3120</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KINE 3130</td>
<td>Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4030</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>
Exercise Science Minor

A minor in Exercise Science allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 20 credit hours, and provides an overview of the study of exercise science through courses in movement, exercise physiology, motor learning, and other related topics.

Requirements

Minor Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1400</td>
<td>Intro to Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3120</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KINE 4030</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 4070</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3130</td>
<td>Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4110</td>
<td>Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4120</td>
<td>Strength &amp; Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4150</td>
<td>Exercise Prescription</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours | 20

Health and Wellness Major

A Bachelor of Arts in Health & Wellness at Tulane School of Professional Advancement offers prospective students the first step toward a fulfilling career in health and fitness. Our health and wellness bachelor’s degree program focuses on nutrition, personal fitness, health evaluation, risk behaviors, and healthy behavior changes.

The Bachelor of Arts in Health & Wellness degree is awarded following the successful completion of 120 credits, including 30 credits in the major. Upon successful completion of required prerequisite courses, students can complete an internship in a healthcare setting.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
</tbody>
</table>

Health and Wellness Management, Master of Professional Studies

The Master of Professional Studies (MPS) in Health & Wellness Management provides graduates with a foundation of knowledge and skills to support healthy lifestyles among individuals and within organizations. By developing their understanding of health and wellness, students can follow their passion for promoting healthy habits and turn it into a career such as a wellness coordinator or wellness consultant.

This program covers topics in leadership, legal and ethical principles, research methods, programming approaches in health and wellness, and health systems and policies for wellness managers. Students have the option of concluding the program with a three-hour internship focused on their specific areas of interest within the health and wellness sector.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6100</td>
<td>Cross Disciplinary Aspects Mgm</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6250</td>
<td>Leadership in HEWE Professions</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6450</td>
<td>Legal Ethical Principals in Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6650</td>
<td>Research Methods for KINE</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7100</td>
<td>Exerc &amp; Nutrition Hlth Disease</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives--Select five courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 7150</td>
<td>Programming Approaches</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7200</td>
<td>Intervention Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>
Health and Wellness Minor

A minor in Health and Wellness allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours, and provides an overview of the study of Health and Wellness through topics such as nutrition, exercise, gender, aging, and illness.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2010</td>
<td>Social Aspects of Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 2330</td>
<td>Nutrition and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3330</td>
<td>Epidemiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3650</td>
<td>Childhood Obesity</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3220</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3250</td>
<td>Gender Based Issues in Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3500</td>
<td>Cultural Difference in Healing</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3600</td>
<td>Economics of Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4010</td>
<td>Catastrophic Illness &amp; Injury</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4050</td>
<td>Mass Media and Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4200</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4250</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4600</td>
<td>Wellness Coaching: Resist Chng</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4650</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Health and Wellness Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Health and Wellness provides an opportunity for students who already have a bachelor’s degree to earn a specialization or emphasis in the area of Health and Wellness. This certificate is ideal for individuals who are seeking a career change or new job opportunities. A Post-Baccalaureate Certificate is not a degree; in order to pursue a Post-Baccalaureate Certificate, students must have already earned a Bachelor’s degree.

Liberal Arts and Sciences

Programs

Undergraduate

Majors

- Humanities Major (p. 222)
- Social Sciences Major (p. 223)

Minor

- Louisiana Studies Minor (p. 223)

Graduate

- Liberal Arts, MLA (p. 223)

Humanities Major

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

The School of Professional Advancement awards the Bachelor of Arts in Humanities degree following the successful completion of 120 credits, including 30 credits in the major. In order to fulfill the major...
core course requirements, students must complete 18 credits in 3000+ level humanities courses.

Requirements
Major Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Humanities courses (any level)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Six Humanities courses (3000+ level)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

Liberal Arts, MLA
The Master of Liberal Arts (MLA) program at The School of Professional Advancement promotes the development of skills in critical thinking, reading, writing, and oral communication. The MLA degree is awarded following the successful completion of ten graduate-level liberal arts courses. These must include at least two courses designated MLAR. MLA students may be eligible to enroll in other graduate-level liberal arts courses at Tulane. Graduate level courses taken at Tulane schools outside of the School of Professional Advancement may be billed at a higher rate.

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

Louisiana Studies Minor
A Minor in Louisiana Studies gives students the opportunity to learn about the history and culture of our unique state.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISU 3930</td>
<td>Spec offr. United States ¹</td>
<td>1</td>
</tr>
<tr>
<td>EENS 2060</td>
<td>Introductory Geography</td>
<td>1</td>
</tr>
<tr>
<td>ENLS 4010</td>
<td>Special Topics ¹</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 1890</td>
<td>Service Learning: MUSC 1900</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Any LOUS course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

¹ Special offering courses must relate to a Louisiana topic.

Social Sciences Major
The Social Sciences major provides students with a versatile skill set and comprehensive interdisciplinary study of human behavior.

Social sciences students explore the cultural, economic, political, and historical contexts of societies, with courses available in anthropology, geography, Latin American studies, history, sociology, political science, and related fields.

The School of Professional Advancement awards the Bachelor of Arts in Social Sciences degree following the successful completion of 120 credits, including 30 credits in the major. In order to fulfill the major core course requirements, students must complete 18 credits in 3000+ level social sciences courses.

Requirements
Major Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Social Science courses (any level)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Six Social Science courses (3000+ level)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

Teacher Certification Program
The Teacher Preparation and Certification Program (TPCP) is a post-baccalaureate program that offers alternative certification for teaching in Louisiana in Early Childhood Education (ECE) PK-3 and Secondary Education in specific content areas.

Students enrolled in a B.A., B.S., or B.F.A. degree at Tulane University may also pursue teacher certification in ECE PK-3 or secondary education (grades 6-12) from the Louisiana State Department of Education. Students should consider the "content teaching fields" requirements in choosing a major. For example, students may major in psychology with a coordinate major in early childhood education to earn may count towards the primary teaching certification to teach in grades PK-3. For this co-major, students will work with both an adviser in the psychology department and an adviser from Teacher Preparation and Certification to ensure that both major and certification requirements are met. Undergraduate students must fulfill all Tulane degree and major requirements, resulting in a Bachelor’s bachelors degree in their content field. However, all teacher certification coursework except for the yearlong teaching residency can be completed concurrently. The final yearlong teaching or practitioner residency is completed after earning the baccalaureate degree.

Requirements
Teacher Certification Secondary Education Level

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary Content Focus Area Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select a content focus area</td>
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</tbody>
</table>

Secondary Content Area Teacher Certification Coursework
Knowledge of the Learner and Learning Environment:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
<td>Education In A Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning: EDLA 2000 ¹ For Undergrads</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Expereic ¹ For Post-bacs</td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Knowledge of the Learner and Learning Environment:

EDLA 2000 Education In A Diverse Society 3
EDLA 2890 Service Learning: EDLA 2000 ¹ For Undergrads 1
EDUC 3250 Focused Clinical Expereic ¹ For Post-bacs 1
EDUC 3410  The Craft of Teaching  3
EDUC 3260  Classroom Culture & Management  Post-bacs enroll in 3260-01. Undergrads enroll in EDUC 3260-02.  1

PSYC 3200  Educational Psychology  3
PSYC 3390  Adolescent Psychology  3

Methodology and Teaching:
EDUC 3802  Methods Reading Secondary Ed  3
EDUC 3820  Practicum SEC Reading  0
EDUC 5010  Secondary Methods of Teaching  3

Select one of the following:
EDUC 5090  Methods II Social Studies
EDUC 5100  Methods II Science
EDUC 5110  Methods II English
EDUC 5120  Methods II Math
EDUC 5130  Methods II: Foreign Language
EDUC 6916  Residency Student Teach 6-12 (Students choose either Student Teacher or Practitioner Residency)  Fall Semester  3
EDUC 6917  Residency Student Teach 6-12  Spring semester  3
EDUC 6918  Practitioner Residency 6-12  Fall Semester  3
EDUC 6919  Practitioner Residency 6-12  Spring Semester  3

PRAXIS Requirements
Required for licensure in Louisiana and many other states

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

• maintain a 3.0 GPA in education courses
• maintain a 2.75 overall GPA
• pass the Praxis I (PPST) exam (or meet SAT/ACT requirements)
• complete an entrance interview process

PRAXIS Requirements

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

Praxis II (Content Area) - Complete before residency.

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
<td>Education In A Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning: EDLA 2000 for undergrads enrolled in EDLA 2000</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Expernc for post-bacs only in EDLA 2000</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3410</td>
<td>The Craft of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3260</td>
<td>Classroom Culture &amp; Management for EDUC 3410. Post-bacs enroll in 3260-01. Undergrads enroll in 3260-02.</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3000</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 3160</td>
<td>Child &amp; Adolescent Lit</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3210</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2010</td>
<td>Teaching Writing Early Childho</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3801</td>
<td>Methods Reading Early Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3810</td>
<td>Practicum Ece Reading</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 3510</td>
<td>Teaching ECE Sci &amp; Soc Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3911</td>
<td>Math in Early Child Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6912</td>
<td>Residency Student Teach PK-3 for student teaching or practitioner residency. Fall semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6913</td>
<td>Residency Student Teach PK-3  Spring semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6914</td>
<td>Pract Resid Early Child PK-3  Fall semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6915</td>
<td>Pract Resid Early Child PK-3  Spring semester</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Childhood Education
Students who elect to earn early childhood education (ECE) certification must:

• maintain a 3.0 GPA in education courses
• maintain a 2.75 overall GPA
• pass the Praxis I (PPST) exam (or meet ACT/SAT requirements)
• complete an entrance interview process
Tulane University School of Public Health and Tropical Medicine

Dean's Office
Thomas A. LaVeist, Ph.D., Dean
LuAnn E. White, Ph.D., DABT, Senior Associate Dean

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Tidewater Building
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New Orleans, Louisiana 70112
www.sph.tulane.edu/bmph
Phone: (504) 988-5397

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T.J. Stranova,ScD, Associate Dean for Student Affairs
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Phone: (504) 988-7111

Uptown Office
Joe Keating,PhD, Associate Dean for Undergraduate Studies
Caroline Richardson Building
Phone: (504) 865-5140

Vision
Advancing public health for more than a century, in New Orleans, Louisiana, the World

Mission Statement
Advance global public health and decrease health disparities through excellence in education, research, and collaborative partnerships.

Introduction
Founded in 2012, Tulane University School of Public Health and Tropical Medicine (SPHTM) was the first school of public health in the US and has been a leader in the field of public health for more than 100 years. The school continues a strong presence in New Orleans, Louisiana, across the United States and Internationally. As the first school of tropical medicine in the country, SPHTM has led the field of topical medicine and vector-borne diseases. SPHTM has a focus on cardiovascular disease, health disparities, reproductive health, and public health responses to disasters. Tulane SPHTM has a strong, diverse faculty who are committed to advancing public health and educating the next generation of public health professionals.

Public health is an interdisciplinary field and Tulane SPHTM offers a full array of masters and doctoral degrees across the public health spectrum that includes study in biostatistics, epidemiology, environmental health, community health and behavioral science, health management and policy and tropical medicine. SPHTM education is applied and skills-based with developing strong analytical skills and managerial skills while focusing on their application to promote health and prevent diseases in communities and protecting the environment.

The Bachelor of Science in Public Health (BSPH) integrates the public health disciplines with undergraduate studies to produce highly sought after graduates who are prepared to address an array of problems and find solutions.

History
The study of public health in Louisiana began in the early 1800s when New Orleans suffered from epidemics of malaria, cholera and yellow fever. A group of young physicians sought to find solutions to control tropical diseases and prevent these epidemics established the Medical College of Louisiana in 1834. These insightful physicians realized the necessity of studying the many factors related to the diseases and studying the environment in which they occurred. In 1881, formal instruction in hygiene was offered for the first time. Creighton Wellman established the first School of Hygiene and Tropical Medicine in 1912 with a $25,000 gift from Samuel Zemurray's United Fruit Company. In 1947, the School of Hygiene and Tropical Medicine re-emerged as an independent school offering graduate level offering the masters of public health and a doctoral program in public health in 1950. Tulane was among the original 10 schools of public health as public health emerged as an independent field in 1947. In 1967, the school was renamed the School of Public Health and Tropical Medicine.

In December 2003, the University Senate approved the establishment of the Bachelor of Science in Public Health (BSPH) degree program in the School of Public Health and Tropical Medicine with the inaugural class beginning in fall 2005. Because of Hurricane Katrina, student began study of undergraduate public health in 2006.

Tulane University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacs.org) to award associate, baccalaureate, masters, doctorate, and professional degrees.

Tulane School of Public Health and Tropical Medicine is accredited by the Council on Education in Public Health (https://ceph.org) to award public health bachelor’s, master’s and doctoral degrees.

Academic Policies

Academic Policies

Students in all SPHTM degree programs are required to have a grounding in public health and must either take SPHL 6020 Foundations of Public Health or pass a challenge exam. Student in the combined BSPH/MPH program attain these competencies in their public health studies and do not have to take SPHL 6020.

Master’s Programs

Tulane prepares students for careers in public health domestically and internationally with study in all five areas of public health plus tropical medicine. Students can pursue the professional public health degrees (the MPH, the MSPH, and the MPH&TM), the academic (the MS), or the health administration degree (the MHA) in a total of 16 professional master’s programs, offered through six departments.

Professional Public Health Degrees (MPH, MSPH, MPH&TM)

All students in the professional master’s degree programs will receive a thorough grounding in the foundational aspects of public health by taking the five courses that make up the required Foundational Curriculum (https://sph.tulane.edu/foundational-curriculum). Students...
must also complete an Integrated Learning Experience and an Applied Practice Experience.

These five courses (15 credits) make up the foundational curriculum:

- SPHL 6020 Foundations in Public Health (3)
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)
- SPHL 6070 Health Systems, Policy and Management (3)
- SPHL 6080 Design Strategies for Public Health Programs (3)

Academic Masters Degrees (MS)

All students in the academic master’s degree programs develop analytical skills in Biostatistics and Epidemiology as well as study in their academic area. Student are required to complete a research project and write a Thesis.

- SPHL 6020 Foundations in Public Health (3)
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)

Doctoral Programs (PhD, DrPH)

Doctor of Philosophy In Public Health (PhD) (academic doctorate)

Doctor of Public Health (DrPH) (professional doctorate)

Students enter the doctoral programs with a prior master’s degree. Credits earned in a master’s degree that directly applies to the program of study may be applied toward the doctoral degree. The credits that may apply are determined by the department. At least 30 credits of advanced coursework must be taken at SPHTM. See the SPHTM Doctoral Guidelines for information on the comprehensive exam, prospectus, research and dissertation requirements.

All doctoral programs require a minimum of 72 credits beyond the bachelor’s degree, independent research, and a dissertation. Students take:

- Advanced Biostatistics course above the foundations level
- Advanced Epidemiology course above the foundations level
- Research methods course

Graduate certificates are non-degree programs composed of graduate-level for-credit courses. SPHTM has two types of graduate certificates.

Graduate certificates (secondary area of study) provide the opportunity for student professional masters programs (MPH, MSPH and MPTM) to supplement their degree concentrations. Graduate certificates are 14-17 credits and electives may be used toward the graduate certificate. Program course requirements cannot be double counted for the certificate. If the same course is required for both a degree program and certificate, a related course may be substituted for the certificate requirement. A graduate certificate cannot be obtained in same program as the primary degree program. Only student currently enrolled in the MPH, MSPH or MPHTM may add a graduate certificate to their degree.

Standalone graduate certificates are non-degree programs that are approximately one third (15 credits) of a professional master’s degree. These available for mid-career professional in designated distance learning and executive programs. Standalone graduate certificates provide skills in the concentration and the credits earned may be applied toward the professional master’s degree. Students must apply to and be accepted in the graduate certificates.

Degree Requirements

Undergraduate

Newcomb-Tulane College Requirements

General Education Curriculum

Newcomb-Tulane College General Education Curriculum

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

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

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

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

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

Proficiency Requirements

Writing Skills (2 courses and 6 credits)
Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

- Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3rd of the grade based upon writing (excluding in class exams), but no revision required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

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

**Formal Reasoning (1 course and 3 credits)**

One course in mathematics or symbolic logic (PHIL 1210)

**Foreign Language (0-3 courses)**

The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

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

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

Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

**Social and Behavioral Sciences (2 courses and 6 credits)**

Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

**Textual and Historical Perspectives (2 courses and 6 credits)**

Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

**Aesthetics and the Creative Arts (3 credits)**

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

**Additional Core Requirements**

**The First Year Seminar**

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

**Public Service**

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

**Race and Inclusion**

One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

**Global Perspectives**

One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

**School of Public Health and Tropical Medicine**

**Bachelor of Public Health (BSPH)**

The Tulane Bachelor of Science in Public Health (BSPH) degree is an academic degree addressing the health of populations and communities through instruction, service, and community based research. Grounded in a background of humanities, social science, and the liberal arts, the degree fulfills Tulane University’s campus-wide undergraduate core proficiency while stressing an additional commitment to quantitative and scientific skills. This degree program is nationally accredited and has specific competencies, or educational targets. Competencies for the BSPH cover core concepts and structures of public health, along with university-required proficiencies, writing and math skills, and a foreign language.

**Graduate**

**Master of Health Administration (MHA)**

The Master of Health Administration trains future managers and leaders who strive to improve the delivery of health services in diverse settings. The MHA degree requires a total of 60 credits (48 credits of required coursework and 12 elective credits) plus an administrative residency (960 hours). All SPHTM student must take SPHL 6020 Foundations in Public Health or pass a challenge exam.

The program has been accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) since 1971.

- Master of Health Administration
Master of Public Health (MPH)
The Master of Public Health is the recognized professional degree for leadership careers in public health. The MPH degree requires 42-45 credits consisting of:

- Five Foundational courses: 15 credits
- Required programmatic course work: 18-21 credits
- Electives: 9-12 credits
- Integrated learning experience (ILE)
- Applied Practice Experience

*Foundational courses are:
- SPHL 6020 Foundations in Public Health (3)
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)
- SPHL 6070 Health Systems, Policy and Management (3)
- SPHL 6080 Design Strategies for Public Health Programs (3)

The MPH is offered in the following concentrations:
- MPH in Community Health Sciences
- MPH in Disaster Management
- MPH in Epidemiology
- MPH in Health Education and Communication
- MPH in Health Policy
- MPH in Health Systems Management
- MPH in International Health and Development
- MPH in Maternal and Child Health
- MPH in Nutrition

Master of Public Health and Tropical Medicine (MPH&TM)
The Master of Public Health and Tropical Medicine is a practice-oriented program that prepares students to recognize and control infectious diseases found in tropical and subtropical regions and developing countries. This degree is unique to Tulane and reflects a century of work with tropical diseases.

The MPH&TM requires 42 credits of course work composed of:

- Five Foundational courses*: 15 credits
- Required programmatic course work: 18-21 credits
- Electives: 9-12 credits
- Integrated learning experience (ILE)
- Applied Practice Experience

*Foundational courses are:
- SPHL 6020 Foundations in Public Health (3)
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)
- SPHL 6070 Health Systems, Policy and Management (3)
- SPHL 6080 Design Strategies for Public Health Programs (3)

Master of Science (MS)
The Master of Science degree is an academic research degree. The MS requires 36 to 45 credits depending on degree area. The MS degree requires course work in Biostatistics, Epidemiology and the area of study. All SPHTM student must take SPHL 6020 Foundations in Public Health or pass a challenge exam. Student must conduct a research project and write a research thesis.

We offer the following MS programs:
- MS in Biostatistics
- MS in Epidemiology
- MS in Clinical Investigation
- MS in Tropical Medicine

Master of Science in Public Health (MSPH)
The Master of Science in Public Health is a public health professional degree with a science orientation. The MPH degree requires 42-45 credits (depending on concentration) composed of:

- Five Foundational courses*: 15 credits
- Required programmatic course work: 18-21 credits
- Electives: 9-12 credits
- Integrated learning experience (ILE)
- Applied Practice Experience

SPHTM offers the following MSPH programs:
- MSPH in Biostatistics (BIOS)
- MSPH in Global Environmental Health Sciences
- MSPH in Industrial Hygiene

Doctor of Philosophy (PhD)
The Doctor of Philosophy in Public Health is an academic research degree that prepares students for research roles in public health and a variety of other careers. The PhD requires a minimum of 72 credits beyond the bachelor's degree. Students enter the PhD with a master's degree; up to 42 master's credits directly related to the area of study may be applied toward the PhD degree. At least 30 credits of advanced course work must be completed at SPHTM. PhD student take a comprehensive exam, develop a research prospectus, conduct a major research project and defend a dissertation. The PhD program includes course work in advanced biostatistics and epidemiology beyond the foundational level and a research methods course. All SPHTM student must take SPHL 6020 Foundations in Public Health or pass a challenge exam.

The PhD in Public Health is offered with concentrations in:
- PhD in Biostatistics
- PhD in Epidemiology
- PhD in Global Community Health and Behavioral Sciences
- PhD in Global Environmental Health Sciences
- PhD in Health Policy and Management
- PhD in Tropical Medicine

Doctor of Public Health (DrPH)
The Doctor of Public Health is an applied professional doctoral degree that prepares students for leadership roles in public health practice. The DrPH builds on the foundational areas of public health. A MPH is required for entry into the DrPH and up to 42 credits may be applied to the total of 72 credits. At least 36 credits of advanced course work must be completed at SPHTM. The DrPH program includes course work in advanced biostatistics and epidemiology beyond the foundational level and a research methods course. DrPH student a
comprehensive exam, an applied practice experience and compete a
dissertation. The DrPH is offered in Community Health and Behavioral
Sciences.

• DrPH in Global Community Health and Behavioral Sciences

Academic Departments

• Department of Epidemiology (p. 229)
• Department of Global Biostatistics and Data Science (p. 234)
• Department of Global Community Health and Behavioral Sciences (p. 238)
• Department of Global Environmental Health Sciences (p. 248)
• Department of Health Policy and Management (p. 257)
• Department of Tropical Medicine (p. 263)
• Joint and Combined Degrees (p. 268)
• Undergraduate Public Health (p. 271)

Department of Epidemiology

Programs

Graduate Certificates

• Epidemiologic Methods Certificate (Graduate) (p. 230)

Graduate

• Clinical Investigation, MS (p. 229)
• Epidemiology, MPH (p. 230)
• Epidemiology, MS (p. 232)
• Epidemiology, PhD (p. 233)

Clinical Investigation, MS

The Master of Science in Clinical Investigation provides training in
the methods and conduct of clinical investigation for future leaders
in patient-oriented research. In addition to traditional instruction in
biostatistics, epidemiology and study design, this program will provide
students with a strong foundation in ethics and professionalism,
while developing skills in critical thinking, communication of scientific
findings, leadership, and study management. This one-year program
begins in the Summer and is completed the following Spring.

Program Competencies

• Problem formulation: Define focused research questions and
testable hypotheses
• Methodology: Compare and select study designs for addressing
clinical or translational research questions; identify a target
population with consideration of socioeconomic, ethnic and
cultural diversity; identify measures to be utilized while addressing
reliability and validity, data quality, and cultural diversity
• Data management and security: Manage data using computer
technology; define strategies to ensure data security and protection
of privacy are maintained
• Data analysis and interpretation: Generate statistics that fit the
study design chosen and answer research questions; identify risk/
preventive factors that may contribute to outcomes and incorporate
them into a research study; interpret computer output containing
results of statistical procedures and graphics
• Scientific communication: Compile statistical output into tables
and figures suitable for publication; prepare and communicate
research findings to different groups of individuals through oral
presentations and research papers; critically appraise the existing
literature
• Ethics and professionalism: Describe the fundamental principles
of the protection of human subjects and voluntary informed
consent; describe the authority for and professional standards
for the responsible conduct of research; explain the concept of
good clinical practice; explain conflict of interest management in
research
• Teamwork and leadership: Demonstrate group decision-making
techniques; manage conflict; lead and manage team-based and
individual projects; foster innovation and creativity

Requirements

The MS in Clinical Investigation Degree in Epidemiology requires 36
credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>EPID 6340</td>
<td>Clinical &amp; Transnl Rsrch Mthds</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6420</td>
<td>Clinical Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiolo</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7170</td>
<td>Clinical Trials: Dsgn, Cndct</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7310</td>
<td>Meta-Analysis</td>
<td>3</td>
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</table>

Biostatistics Course Requirements

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Healt</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6420</td>
<td>Responsible Conduct of Resrch</td>
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Elective

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

Total Credit Hours 36

Academic Standards

In addition to the SPHTM academic standards, students in the MS in
Epidemiology and those taking advanced epidemiology courses must
demonstrate the following standards:

• All students must complete and earn a “B” or better in the
  prerequisite foundational course, SPHL 6060 Epidemiology for
  Public Health (3 c.h.), before advancing to EPID 7120 Epidemiologic
  Methods II (3 c.h.) or other advanced epidemiology courses.
• Any Epidemiology student receiving a grade of “C” in any required
  course (including any foundation course) must repeat the course.
• Epidemiology students receiving a grade of “F” in any course
  may not continue in the MS program (unless special extenuating
  circumstances can be demonstrated).
To take an advanced epidemiology course, student must have a grade of "B" or better in any prerequisite courses.

Thesis

Students must successfully complete a thesis (https://tulane.app.box.com/v/thesis-guidelines). The thesis is based on a supervised research project demonstrating scholarship in the area of clinical research. The results will be presented orally and in writing and reviewed by two faculty members. The master's thesis must be completed within a year of completion of the required courses. It should be an academic investigation suitable for publishing.

Model Course Schedule

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
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<td>Clinical Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>MSCR 6420</td>
<td>Responsible Conduct of Resrch</td>
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Year 1, Fall

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<tbody>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6340</td>
<td>Clinical &amp; Translational Methods</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7310</td>
<td>Meta-Analysis</td>
<td>3</td>
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Year 1, Spring

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7170</td>
<td>Clinical Trials: Design, Conduct</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 9980</td>
<td>MS Thesis Research</td>
<td>0</td>
</tr>
<tr>
<td>Elective</td>
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<td></td>
</tr>
</tbody>
</table>

Purpose

Students will acquire training in observational epidemiology and clinical trials. At the conclusion of the program, students will be able to design and implement studies, conduct basic data analysis, and interpret study findings.

Eligible Students

Students enrolled in a MPH, MSPH, or MPH&TM degree program at Tulane SPHTM outside of the MPH in Epidemiology.

Certificate Competencies

Students who earn the Certificate in Epidemiologic Methods will be able to:

- Develop the appropriate research questions for biomedical and public health issues;
- Apply the best study design to answer important study questions; and
- Analyze and interpret study findings and critically review epidemiological literature

Number of Credits Required for Completion: 15

Requirements

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>or SPHU 4160</td>
<td>Intro to Statistical Packages</td>
<td>2</td>
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Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7160</td>
<td>Survey Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7170</td>
<td>Clinical Trials: Design, Conduct</td>
<td>3</td>
</tr>
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</table>

*For programs requiring BIOS 6040, the student may substitute:
BIOS 7060 Regression Analysis (3) or BIOS 7150 Categorical Data Analysis (3). For students pursuing the master's degree in biostatistics, substitute with BIOS 7220 Nonparametric Statistics (3) or BIOS 7250 Principles of Sampling.

Students should consult with their academic advisor to determine which certificate best fits their professional and academic goals and how best to plan their graduate course schedule.

Epidemiology, MPH

The MPH in Epidemiology is a professional degree that prepares students to serve as epidemiologists in mid-level positions in public health research or practice settings. The program appeals to...
professionals currently employed in the health field and as well as those without previous training or experience in public health.

The MPH in epidemiology is highly analytical and methods-based. Students learn to apply conceptual methodology to the study of public health problems and health disparities as a means of understanding how to prevent or address them. As an MPH student in epidemiology, the knowledge base and research skills are applied within a chosen content area of current importance in the field, such as chronic or infectious disease; environmental, reproductive, molecular/cancer, or genetic epidemiology. Through coursework and other learning experiences, students gain a thorough knowledge of the sources of health data, how to collect data from original sources, how to process, analyze and effectively report findings from epidemiologic studies.

Graduates can design and carry out studies in which epidemiologic information is needed for making sound health policy decisions or for the management of research projects in both public and private agencies and institutions.

**Program Competencies**

- Identify characteristics of major study designs used in epidemiologic research, including assessment of the threats to validity for each design.
- Evaluate readings from the epidemiologic literature for methodologic strengths and weaknesses, including appropriateness of the study design relative to the research question, and potential threats to the validity of study findings.
- Analyze and interpret public health and epidemiologic data, using appropriate statistical software and statistical techniques.
- Write a study protocol for a specific research question, incorporating scientific rationale, study design, and details of research methods.

**Requirements**

The MPH Degree in Epidemiology requires 45 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
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**Program Course Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
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**Advanced Methods**

Select 5-6 credits of the following: 5-6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPID 6290</td>
<td>Genetic Epidemiology</td>
</tr>
<tr>
<td>EPID 6340</td>
<td>Clinical &amp; Trnsnl Rsrch Mthds</td>
</tr>
<tr>
<td>EPID 6420</td>
<td>Clinical Epidemiology</td>
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</table>

**Descriptive Epidemiology**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPID 6090</td>
<td>EPID of Infectious Diseases</td>
</tr>
<tr>
<td>EPID 6210</td>
<td>Cancer Epidemiology</td>
</tr>
<tr>
<td>EPID 6220</td>
<td>Cardio Disease Epid</td>
</tr>
<tr>
<td>EPID 6320</td>
<td>Molecular Epidemiology</td>
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</tbody>
</table>

**Elective Courses**

Select 7 or 8 credits

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EPID 7810</td>
<td>Human Molecular Genetics</td>
</tr>
<tr>
<td>EPID 7210</td>
<td>EPID of STTs/HIV</td>
</tr>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
</tr>
</tbody>
</table>

**Academic Standards**

In addition to the SPHTM academic standards, students in the MPH in Epidemiology program and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a "B" or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health (3 c.h.), before advancing to EPID 7120 Epidemiologic Methods II (3 c.h.) or other advanced epidemiology courses.
- Any Epidemiology student receiving a grade of "C" in any required course (including any foundation course) must repeat the course.
- Epidemiology students receiving a grade of "F" in any course may not continue in the MS MPH program (unless special extenuating circumstances can be demonstrated).
- To take an advanced epidemiology course, student must have a grade of "B" or better in any prerequisite courses.

1. Required for the MPH in epidemiology. This knowledge may be demonstrated through prior coursework or passing the challenge exam for Biological Basis of Health and Disease.
2. Selected from courses offered within the department, school, or university in consultation with an academic advisor.
3. The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least three from the foundational competencies (CEPH Criterion D2 [link]). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.
All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Epidemiology conduct a public health analysis.

### MPH in Epidemiology Model Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>14</td>
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<td>Spring</td>
<td></td>
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</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
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</tr>
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<td>Summer Session</td>
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<td>Credit Hours</td>
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</tr>
<tr>
<td>Fall</td>
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<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
<td>3</td>
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<tr>
<td>SPHL 7950</td>
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<td>Spring</td>
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<td>EPID Descriptive or Advanced Methods Course</td>
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<td>Total Credit Hours</td>
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</table>

1. If TRMD 6010 Biol Basis of Disease (3 c.h.) waived, then SPHL 6070 Health Systems Policy and Mgmt (3 c.h.) or SPHL 6080 Design Strategies in PH Prgrms (3 c.h.)

### Program Competencies

- Define the concepts and contents of epidemiology.
- Formulate a research hypothesis.
- Determine study aim, objectives and appropriate study design to address the hypothesis.
- Identify risk and/or preventive factors that may contribute to outcomes and incorporate them into a research study.
- Use computers to collect, manage and analyze data for evaluation of hypotheses.
- Evaluate the use of questionnaires and measurement instruments in collection of data to maintain internal validity.
- Use existing databases to provide background or supportive data to address research questions.
- Analyze data, interpret the findings and prepare a report of study result.
- Perform ethical research.

### Requirements

The MS Degree in Epidemiology requires 42 credits that includes:

#### Course ID Title Credits

**Epidemiology Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>EPID 7000</td>
<td>Departmental Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EPID 7220</td>
<td>Analytic Epidemiology</td>
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</table>

**Advanced Methods Course Requirements**

Select 5-6 credits of the following:

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<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6290</td>
<td>Genetic Epidemiology</td>
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</tr>
<tr>
<td>EPID 6340</td>
<td>Clincal &amp; Trnsltl Rsrch Mthds</td>
<td></td>
</tr>
<tr>
<td>EPID 6420</td>
<td>Clinical Epidemiology</td>
<td></td>
</tr>
<tr>
<td>EPID 6500</td>
<td>Nutr Epid</td>
<td></td>
</tr>
<tr>
<td>EPID 7160</td>
<td>Survey Methodology</td>
<td></td>
</tr>
<tr>
<td>EPID 6750</td>
<td>Outbreak Epidemiology</td>
<td></td>
</tr>
<tr>
<td>EPID 7310</td>
<td>Meta-Analysis</td>
<td></td>
</tr>
<tr>
<td>EPID 7170</td>
<td>Clinical Trials: Dsgn, Cndct</td>
<td></td>
</tr>
<tr>
<td>EPID 7410</td>
<td>Pharmacoepidemiology</td>
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</tr>
</tbody>
</table>

**Descriptive Epidemiology Course Requirements**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6210</td>
<td>Cancer Epidemiology</td>
<td></td>
</tr>
<tr>
<td>EPID 6090</td>
<td>EPID of Infectious Diseases</td>
<td></td>
</tr>
</tbody>
</table>
Academic Standards

In addition to the SPHTM academic standards, students in the MPH in Epidemiology program and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a "B" or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health (3 c.h.), before advancing to EPID 7120 Epidemiologic Methods II (3 c.h.) or other advanced epidemiology courses.
- Any Epidemiology student receiving a grade of "C" in any required course (including any foundation course) must repeat the course.
- Epidemiology students receiving a grade of "F" in any course may not continue in the MS MPH program (unless special extenuating circumstances can be demonstrated).
- To take an advanced epidemiology course, student must have a grade of "B" or better in any prerequisite course.

Thesis

Students must successfully complete a thesis. The thesis is based on a supervised research project demonstrating scholarship in the area of epidemiology. The results will be presented orally and in writing and reviewed by two faculty members. The master’s thesis must be completed within a year of completion of the required courses. It should be an academic investigation suitable for publishing.

MS in Epidemiology Model Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
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<tr>
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<td><strong>Fall</strong></td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Healt</td>
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<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230</td>
<td>Computer Packages Epid</td>
<td>2</td>
</tr>
<tr>
<td>EPID 7000</td>
<td>Departmental Seminar</td>
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</tr>
<tr>
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<td><strong>Credit Hours</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>Select two EPID Advanced/Content Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

Epidemiology, PhD

The PhD degree program prepares students for careers in epidemiologic research and teaching, usually in an academic setting. The PhD graduate is expected to have knowledge across a wide range of epidemiologic theory and methods as well as sustained experience in the conduct of research in one or more content areas. The Ph.D. program has a strong theoretical base and is focused on research. Graduates are likely to become independent researchers and faculty members. The Ph.D. is the terminal degree in epidemiology.

Program Competencies

- Demonstrate in-depth knowledge of basic and advanced concepts of Epidemiology.
- Exhibit proficiency in grant writing and protocol development.
- Exhibit proficiency in advanced data analysis skills.
- Exhibit proficiency in ethical and scientifically sound study design and conduct.
- Demonstrate mastery of critical evaluation of the scientific literature.
- Demonstrate excellence in scientific writing (Dissertation work - 3 paper format).

Requirements

Prerequisite Coursework (from prior master’s degree)

Students who do not have these prerequisites are required to take these or equivalent courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health (or equivalent)</td>
<td>3</td>
</tr>
</tbody>
</table>
SPHL 6050 Biostatistics for Public Heath (or equivalent) 3
BIOS 6040 Intermediate Biostat (or equivalent) 3
EPID 6230 Computer Packages Epid (or equivalent) 2
EPID 7120 Epidemiologic Methods II (or equivalent) 3

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 7130</td>
<td>Observational Epidemiology</td>
<td>3</td>
</tr>
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<td>EPID 7160</td>
<td>Survey Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7170</td>
<td>Clinical Trials: Dsgn, Cndct</td>
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<td>EPID 7220</td>
<td>Analytic Epidemiology</td>
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</tr>
<tr>
<td>EPID 8300</td>
<td>Advanced Epid Methods</td>
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<td>BIOS 7060</td>
<td>Regression Analysis</td>
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<td>BIOS 7150</td>
<td>Categorical Data Analy</td>
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<tr>
<td>BIOS 7300</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 8350</td>
<td>Clustrd &amp; Longtdinal Dta Anlys</td>
<td>3</td>
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<tr>
<td></td>
<td>One Epidemiology content area course</td>
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Required Seminars

<table>
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<tr>
<td>EPID 8000</td>
<td>Doctoral Journal Club</td>
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</table>

Total Credit Hours 30-31

Academic Standards

In addition to the SPHTM academic standards, students in the MPH in Epidemiology program and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a “B” or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health (3 c.h.), before advancing to EPID 7120 Epidemiologic Methods II (3 c.h.) or other advanced epidemiology courses.
- Any Epidemiology student receiving a grade of “C” in any required course (including any foundation course) must repeat the course.
- Epidemiology students receiving a grade of “F” in any course may not continue in the MS MPH program (unless special extenuating circumstances can be demonstrated).
- To take an advanced epidemiology course, student must have a grade of “B” or better in any prerequisite courses.

Elective Courses

Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Comprehensive Exam

Students are required to pass a written comprehensive examination (https://tulane.box.com/v/epid-comprehensive-july2018) demonstrates general knowledge of epidemiologic and biostatistical methods and knowledge of the epidemiology in at least one content area. The exam will include sections on higher level epidemiologic methods, a content area and study design.

Prospectus

(See PhD handbook (https://sph.tulane.edu/doctoral-students))

Students must prepare and defend a prospectus of proposed research.

Dissertation

(See PhD handbook (https://sph.tulane.edu/doctoral-students))

Students must conduct original research and defend a dissertation based on that research.

Graduation Requirements

Students in the Epidemiology PhD program are required to maintain standards of performance that exceed the minimum required by the School. Students must earn a “B+” or better in all required coursework. Students who receive lower than a “B+” in required coursework must repeat the course at their own expense.

Department of Global Biostatistics and Data Science

Programs

Graduate Certificates

- Biostatistics Certificate (Graduate) (p. 234)

Graduate

- Biostatistics, MS (p. 235)
- Biostatistics, MSPH (p. 236)
- Biostatistics, PhD (p. 237)

Biostatistics Certificate (Graduate)

The Certificate in Biostatistics provides students with skills in applied data analysis in the areas of public health and medicine. The coursework concentrates on developing statistical skills through the use of actual data sets and computerized statistical software packages. The certificate program will benefit students who want to strengthen their public health study with strong applied data analysis skills.

Offered by: Department of Global Biostatistics and Data Science

Faculty Lead: John Lefante, PhD (https://sph.tulane.edu/gbds/john-lefante-phd)

Biostatistics Certificate Enrollment Form (https://tulane.box.com/v/gbds-certificate-enroll)

Purpose

This certificate program provides master’s level public health students with additional expertise in applied data analysis.
Eligible Students
This certificate program is designed for current MPH/MSPH/MPH&TM/ MHA students who are not pursuing the MSPH Biostatistics. The certificate is a complement to degrees in other areas.

Certificate Competencies
Students who earn the Certificate in Biostatistics will be able to:

- Formulate appropriate linear regression models and conduct simple and multiple linear regression analysis (BIOS 6040, 7060);
- Differentiate between various analysis of variance procedures and analyze data using these procedures (BIOS 6040, 7080); and
- Distinguish between procedures for analyzing discrete data and conduct logistic regression and other categorical procedures (BIOS 6040, 7150).

Number of Credits Required for Completion: 15

Requirements
Prerequisite Courses
Course ID  Title Credits
SPHL 6050  Biostatistics for Public Health 3

Required Courses
Course ID  Title Credits
BIOS 6040  Intermediate Biostat (fall and spring) 3
BIOS 7060  Regression Analysis (fall and spring) 3
BIOS 7080  Design of Experiments (spring) 3
BIOS 7150  Categorical Data Analysis (fall) 3
Select one or two of the following 7000-level Biostatistics Electives: 3-6
- BIOS 7220  Nonparametric Statistics (spring)
- BIOS 7250  Principles of Sampling (spring)
- BIOS 7300  Survival Data Analysis (fall)
- BIOS 7400  Clinical Trials (every other fall)

Total Credit Hours 15-18

1 If BIOS 6040 Intermediate Biostat (3 c.h.) is required for the major, two 7000 level Biostatistics Electives (6 credits) are required.

Biostatistics, MS
The Master of Science in Biostatistics educates students in the basic methods of mathematical and applied statistics for health data analysis. Through courses in epidemiology and related subjects, students become familiar with the general areas of public health to which statistical methodologies may be applied. Coursework includes mathematical statistics and probability theory, applied and theoretical multivariate methods, stochastic processes, basic epidemiology, and demography, enabling the student to assist in the application of statistical theory to applied statistical problems. Graduates from the MS in Biostatistics program typically pursue careers in academic research or as statisticians on projects.

Program Competencies
- Define and use the principles of probability and mathematical statistics to guide the selection and application of data analysis methods.
- Apply descriptive and inferential methodology based on study design in solving research questions.
- Design experimental and observational studies for research projects, addressing specific questions in statistics or in an applied field.
- Interpret and effectively communicate research results orally and in writing.

Requirements
The MS Degree in Biostatistics requires a total of 42 credits that includes:

Course ID  Title Credits
SPHL 6020  Foundations in Public Health 3
BIOS 6040  Intermediate Biostat 3
BIOS 7040  Statistical Inference I 3
BIOS 7050  Statistical Inference II 3
BIOS 7060  Regression Analysis 3
BIOS 7080  Design of Experiments 3
BIOS 7150  Categorical Data Analysis 3
BIOS 7250  Principles of Sampling 3
BIOS 7300  Survival Data Analysis 3
SPHL 6060  Epidemiology for Public Health 3
BIOS 9980  Master’s Thesis Research 0

Total Credit Hours 42

1 Students should choose these courses in consultation with their advisor.

Thesis
Students must successfully complete a thesis (https://tulane.app.box.com/v/thesis-guidelines). Students register in BIOS 9980 Master’s Thesis Research (0 c.h.). The thesis is based on a supervised research project demonstrating scholarship in the area of statistical methodology. The results will be presented orally and in writing. The project will be supervised by a thesis director who is a faculty member of the Department of Global Biostatistics and Data Science, and approved by at least one other member of the Biostatistics faculty. The master’s thesis must be completed within a year of completion of the required courses.

MS in Biostatistics Model Schedule
*For Fall or Spring entrance
### Biostatistics, MSPH

The MSPH program in Biostatistics emphasizes applied data analysis in the areas of public health and medicine, by preparing students to analyze data in a wide range of settings, including public health surveillance and research programs; local, state, and federal government agencies; pharmaceutical research divisions; university research programs; and consulting firms. Students learn to assist in selecting research design appropriate for the goals of the research, estimate sample size requirements, establish and maintain databases, select and conduct the appropriate statistical analysis, and communicate the results of the analysis orally and in writing fields of public health. Coursework concentrates on developing these statistical skills through the use of actual data sets and computerized statistical software packages.

#### Program Competencies
- Incorporate knowledge of the core areas of biostatistics, epidemiology, environmental health, health systems management, and the behavioral, social, and cultural aspects of health in addressing and solving problems.
- Select and conduct appropriate statistical procedures for evaluation of public health intervention and surveillance programs.
- Contribute to the design of public health programs by estimating the required sample size and power for program monitoring.

### Requirements

The MSPH Degree in Biostatistics requires a total of 42 credits that includes:

#### Course ID  Title  Credits

<table>
<thead>
<tr>
<th>Year</th>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
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<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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</tr>
<tr>
<td></td>
<td>BIOS 7040</td>
<td>Statistical Inference I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
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<tr>
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<td></td>
<td>BIOS 7060</td>
<td>Regression Analysis</td>
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<td></td>
<td>BIOS 7080</td>
<td>Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BIOS 7050</td>
<td>Statistical Inference II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>BIOS 7150</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>BIOS 7300</td>
<td>Survival Data Analysis</td>
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<tr>
<td></td>
<td>BIOS 9980</td>
<td>Master’s Thesis Research</td>
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<td></td>
<td><strong>9</strong></td>
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<tr>
<td></td>
<td>BIOS 7250</td>
<td>Principles of Sampling</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Select two Electives</td>
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<td>BIOS 9980</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>42</strong></td>
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</tbody>
</table>

1. Selected from courses offered within the department, school, or university in consultation with an academic advisor.
2. The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.
3. All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MSPH in Biostatistics conduct a public health analysis.

### MSPH in Biostatistics Model Course Schedule

*For Fall or Spring entrance*
Biostatistics, PhD

PhD in Biostatistics

The Ph.D. program in Biostatistics educates advanced students in the theory and application of biostatistics and data science methods and prepares them to be on the forefront of leadership in these areas. Education in the advanced theory of probability and statistical inference is combined with applied methods in complex study design and analysis.

Graduates from the PhD program typically pursue careers as academic researchers and teachers; in industry, such as the pharmaceutical and biomedical fields; and in other research pursuits, both public and private. Typical roles include teaching, collaborative research and independent research in statistics, biostatistics, bioinformatics methods, design, and data analysis.

Program Competencies

- Develop and/or evaluate new biostatistical and data science methods.
- Apply advanced statistical techniques with rigorous evaluation of underlying assumptions.
- Contribute to the advancement of statistical theory, methodology and knowledge through communication of results.

Requirements

The PhD program requires a minimum of 72 post-baccalaureate degree credits, with at least 30 credits of doctoral study at Tulane SPHTM. Up to 42 credits may be applied from the MPH or equivalent master’s degree. Upon admission to the PhD program, faculty review the master’s degree coursework to determine credits that may be applied toward the PhD degree. If a prerequisite course or equivalent has not been fulfilled, the student must take the course in addition to the 30 credits of advanced doctoral study but may count toward the total 72 credits. All students in SPHTM without prior public health degrees are also required to take SPHL 6020 Foundations in Public Health (3 c.h.) that provides an overview of public health. See PhD Handbook (https://sph.tulane.edu/doctoral-students).

The PhD must be completed within seven years of matriculation into the doctoral program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6220</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7150</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7040</td>
<td>Statistical Inference I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7050</td>
<td>Statistical Inference II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7060</td>
<td>Regression Analysis</td>
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<tr>
<td>BIOS 7080</td>
<td>Design of Experiments</td>
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<tr>
<td>BIOS 7150</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7250</td>
<td>Principles of Sampling</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7270</td>
<td>Asymptotic Inference</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7300</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 72

1 Students who do not have these prerequisites are required to take these or equivalent courses.
2 Additional credits may be needed to obtain a total of 72 credits. No more than 12 credits of special (independent) studies may be applied toward the doctoral degree.
Research Ethics
Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Comprehensive Exam
(See Comprehensive Exam Procedures [https://tulane.box.com/v/gbds-comprehensive-july2018])

Students are required to pass a written comprehensive examination (https://tulane.box.com/v/gbds-comprehensive-july2018) that demonstrates general knowledge of biostatistical methods and research applications. The department administers a written comprehensive examination upon completion of the required coursework. The exam is administered twice a year (October and March) and must be taken within a year after the completion of the coursework. The exam has two parts: an applied biostatistics component; and a probability and mathematical statistics component. Candidates must pass both parts to successfully complete the comprehensive exam requirement. Students have two attempts to pass each component of the examination; the second attempt must take place within a year of the first. (See GBDS PhD guidance from department)

Doctoral Committee
(See PhD Handbook [https://sph.tulane.edu/doctoral-students])

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Global Biostatistics and Data Sciences and one external to the school.

Prospectus
(See PhD Handbook [https://sph.tulane.edu/doctoral-students])

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation
(See PhD Handbook [https://sph.tulane.edu/doctoral-students])

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Department of Global Community Health and Behavioral Sciences

Programs

Graduate Certificates
• Maternal and Child Health Certificate (Graduate) (p. 245)

Graduate
• Community Health Sciences, MPH (p. 238)
• Global Community Health Science and Behavior, DrPH (p. 240)
• Global Community Health Science and Behavior, PhD (p. 241)
• Health Communication and Education, MPH (p. 242)
• International Health, MPH (p. 243)
• Maternal and Child Health, MPH (p. 245)
• Nutrition, MPH (p. 247)

Community Health Sciences, MPH
The Masters of Public Health Degree in Community Health Sciences (CHS) focuses on developing knowledge and skills to work with communities in addressing health needs and health disparities, and improving quality of life. This work requires skills in social and behavioral aspects of community health, monitoring and evaluation of community-based programs, community training methodologies, and active engagement within the community to promote health and well-being. This program is well suited for students in a combined degree (e.g. MD/MPH or MSW/MPH) seeking valuable skills in community-based interventions and public health programming.

Program Competencies
Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

• Analyze the nature of public health issues within the context of a specific community and environment, generate solutions, and apply solutions with communities.
• Design and implement theoretically informed and culturally appropriate interventions by applying public health theory and principles to a diverse set of problems at the community level.
• Develop an effective plan to monitor and evaluate a community-based public health intervention or program based on translation of scientific evidence.
• Collaborate effectively with members of a community through engagement in the process of public health programming.
• Develop an asset-based community assessment that identifies the determinants of health, local assets, and locally-determined priority needs.
• Effectively communicate in both oral and written forms to a variety of audiences and purposes related to community health.
• Apply the CHS Essential Skills concepts to public health topics.
## Requirements

The MPH degree in Community Health Sciences requires a total of 45 credits that include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Heal</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Course Requirements

**Essential Skills Courses:**

- GCHB 6030 Soc & Beh Aspects of Glo Hl 3
- GCHB 6340 M&E of Global Health Programs 3
- GCHB 6800 Community Traing Methodologies 2

**CHS Content Area Courses:**

Select 9 credits

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6610</td>
<td>Community Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 6460</td>
<td>Child Hlth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7010</td>
<td>Hlth Cmmuicatn Theory and Prac</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7100</td>
<td>Public Health Policy and Pract</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7200</td>
<td>Dvlpent Issues: Thry and Msrem</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6760</td>
<td>Intl Nutr/MCH Design for Chng</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7510</td>
<td>MCH:Lifecourse Perspective</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6470</td>
<td>Issues in Adol Hlth</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select 13 credits from courses offered within the department, school, or university in consultation with your academic advisor.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 45

1. Foundational Requirements ([https://sph.tulane.edu/foundational-curriculum](https://sph.tulane.edu/foundational-curriculum))

2. The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.

3. All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Health Policy conduct a public health analysis.

### Gender and Sexuality

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6360</td>
<td>Sexual Health: A PH Perspectiv</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6470</td>
<td>Issues in Adol Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6870</td>
<td>Adolesnt Hlth Policies &amp; Prgrm</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7070</td>
<td>Scial Impct of HIV/AIDS</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7220</td>
<td>Community Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

### Social Innovation

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GCHB 6700</td>
<td>Social Innovation for PH Profe</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7200</td>
<td>Dvlpent Issues: Thry and Msrem</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7220</td>
<td>Community Organization</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7260</td>
<td>Social Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Model Course Schedule

#### Year 1

**Fall**

- SPHL 6020 Foundations in Public Health 3
- SPHL 6050 Biostatistics for Public Heal 3
- GCHB 6030 Soc & Beh Aspects of Glo Hl 3
- SPHL 6080 Design Strategies in PH Prgrms 3

Credit Hours 12

**Spring**

- GCHB 6800 Community Traing Methodologies (Spring Intersession-1 week in January) 2
- SPHL 6070 Health Systems Policy and Mgmt 3
- SPHL 6060 Epidemiology for Public Health 3
- GCHB 6340 M&E of Global Health Programs 3

Content area course 3

Credit Hours 14

#### Year 2

**Summer Session**

- SPHL 9980 Applied Practice Experience 0

Credit Hours 0

**Fall**

- Select two Content area courses 6
- Select two Electives 6
- SPHL 7950 Integrated Learning Experience (PHA) 0

Credit Hours 12

**Spring**

- Select two 3 credit electives 6
- Select one 1 credit Elective 1

Credit Hours 7

Total Credit Hours 45

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1. Foundational Requirements ([https://sph.tulane.edu/foundational-curriculum](https://sph.tulane.edu/foundational-curriculum))

2. The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.

3. All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Health Policy conduct a public health analysis.
Global Community Health Science and Behavior, DrPH

The DrPH program in Global Community Health and Behavioral Sciences is an applied professional degree that prepares leaders in applied public health program development, evaluation, and program-relevant research in promoting community health in a global context. The GCHB DrPH program has a strong focus on field applications of program planning and monitoring and evaluation and emphasizes advanced study in social determinants of health, health systems, health policy, grant writing, qualitative methods, and research methods. A focus on health disparities and cultural competence are common themes throughout the coursework. Graduates are expected to have responsibilities that would include program leadership, evaluation, applied research, and teaching.

Program Competencies
Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Incorporate knowledge of the qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address public health issues and population health at multiple levels (individual, group, organization, community and population)
- Develop the professional leadership and management skills to coordinate community organization and mobilization, develop needs assessments and strategic plans, and design interventions in diverse global health settings
- Critically analyze the impact of social and behavioral determinants on individual, community and population health
- Demonstrate the ability to conduct and apply the interpretation of formative research to develop public health interventions in diverse contexts
- Demonstrate advanced knowledge of program planning and development of implementation plans
- Demonstrate advanced knowledge of evaluation theory and be capable of implementing monitoring and evaluation systems
- Demonstrate culturally competent capacity to understand the role of gender, culture, social, economic, and historical contexts in demonstrating and implementing global public health programs
- Demonstrate knowledge of health literacy and effective communication related to health education and messaging

Admission Requirements
To be eligible for the DrPH program, students must have completed an MPH degree or equivalent with an outstanding academic record.

Applicants must meet the school’s admission requirements, submit the application through SOPHAS and include in their application three letters of reference from individuals who are familiar with their academic and/or professional performance.

Practical experience in public health is highly preferred. A post-bachelor’s degree GPA of 3.5 or higher and GREs in the upper 50th percentiles are also preferred. All applicants will be reviewed by faculty members prior to acceptance in order to assess interest and ensure that department faculty members have the expertise to mentor applicants’ chosen areas of study.

Complete applications must be received by the priority deadline of December 1 to be considered for fellowships and other student funding. To be considered for admission to GCHB doctoral programs without funding, the completed application must be received by January 15.

A complete application includes all required documentation – career statements, letters of recommendation and verified transcripts and GRE scores. We recommend applications and required documentation be submitted in sufficient time for SOPHAS to receive and verify transcripts and GRE scores to meet the respective deadlines.

For further details regarding admissions requirements to the school, see the Tulane University School of Public Health and Tropical Medicine “Policies and Procedures for Doctoral Programs (https://tulane.app.box.com/v/doc-handbook-102015)” guide.

Requirements
The DrPH degree in Global Community Health and Behavioral Sciences requires a total of 72 post-baccalaureate credits, 36 of which must be fulfilled through advanced doctoral study at Tulane SPHTM. Up to 36 credits may be applied from a MPH or equivalent degree; however, only those that fulfill the GCHB DrPH competencies will be accepted. If a prerequisite course or equivalent has not been fulfilled, the student must take the prerequisite course.

Additional prerequisites may be required above the 36 credits of advanced doctoral study if a student has not fulfilled prerequisite requirements for the MPH degree.

Prerequisite Coursework (from prior master’s degree)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6030</td>
<td>Soc &amp; Beh Aspects of Glo Hl (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6340</td>
<td>M&amp;E of Global Health Programs (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Healt (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Doctoral Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 7250</td>
<td>Evdnc Bsed Mthds Scial &amp; Beh</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7280</td>
<td>Qual Mthds: Basic Foundations</td>
<td>2</td>
</tr>
<tr>
<td>or GCHB 7290</td>
<td>Qual Mthds II - Theory and Mth</td>
<td></td>
</tr>
<tr>
<td>GCHB 8200</td>
<td>Evaluation Theory</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 8820</td>
<td>Adv Pro Plan:Grant Writing:Res</td>
<td>3</td>
</tr>
</tbody>
</table>
GCHB 8800  Senior Grad Rsch Seminar I  1
or GCHB 8830  Senior Grad Rsch Seminar II

Select courses from each category:
- Advanced Public Health 1 Social Determinants/Health Communication 1  3
- Advanced Public Health 2 Health Policy  3
- Advanced Public Health 3 Health Systems Course  3
- Advanced Monitoring and Evaluation, select 1 of the following:  3
  - GCHB 7070  Soc Imp of HIV/AIDS
  - GCHB 7120  Mntng and Eval of Maternal
  - GCHB 7210  Srvy Data Anlysis in Fmly Plng

Electives
- Additional credits may be needed to obtain a total of 72 credits  12
- Total Credit Hours  36

1  TBD in consultation with student’s advisor

Research Ethics
Doctoral students are required to take online research ethics study via CITI or another equivalent training program in research ethics. This certification must remain current throughout the duration of the student’s academic program.

Practicum
The practicum requirement is a 300 hour advanced field experience where students demonstrate competencies in advanced practice skills under the direction of a qualified preceptor in the practice setting. The advisor works with each student to develop measurable learning objectives prior to the practicum experience. This practicum should focus on developing advanced leadership skills in public health disciplines, including the skill of reflective practice and assessment of self, teams, peers, and supervisors.

Comprehensive Exam
On completion of the coursework listed above, students will be required to pass a comprehensive examination (https://tulane.box.com/v/gchb-comprehensive-july2018) to demonstrate doctoral program competencies as well as knowledge related to their content area of expertise.

Dissertation
DrPH students must complete a dissertation focused on public health that advances the field of knowledge, practice, or policy. Dissertations may include demonstration projects with a strong monitoring and evaluation component, in-depth policy analyses, detailed programmatic proposals, implementation of routine or standardized instruments, secondary analyses, and other applied emphases, consistent with the purpose of the DrPH program.

Academic Standards
Students in the DrPH program are required to maintain standards of performance required by the School.

1. Achieve an overall grade point average (GPA) of 3.3 out of a 4.0. GPAs below 3.3 cannot be rounded up.
2. Not have a grade below a B in more than 2 courses.
3. Not receive an F in any course.

Global Community Health Science and Behavior, PhD
The purpose of the PhD program in Global Community Health and Behavioral Science is to train experts who will advance the field of global community health through research, development and application of theory, and teaching. The PhD is a highly specialized training program, integrating theory and research in a focused substantive area of global importance. Graduates will have in-depth expertise necessary for a research career, and are expected to develop careers in universities, medical schools, and other higher institutions of learning as faculty members or in research organizations globally.

Program Competencies
Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Analyze major social and behavioral sciences theories for application to evidence-based research.
- Analyze qualitative and/or quantitative data in order to answer significant research questions in social and behavioral sciences.
- Synthesize the interdisciplinary perspectives within public health.
- Design, implement and evaluate independent theory-based scientific research in an academic or practice setting.
- Translate and disseminate knowledge of global community health problems in a specific area.
- Adapt a well-rounded persona with a clear research focus including demonstrating ethical conduct, cultural sensitivity, and a sense of academic integrity.

Admission Requirements
Applicants must meet the school’s admission requirements for entrance into Doctoral programs at SPHTM.

Applicants to the PhD program must have completed a master’s degree in a related field with an outstanding academic record. Applicants are interviewed by faculty members during the admission review. Acceptance will also depend on the capacity of faculty mentors to mentor additional doctoral students.

Complete applications must be received by the priority deadline of December 1 to be considered for fellowships and other student funding. To be considered for admission to GCHB doctoral programs without funding, the completed application must be received by January 15.

A complete application includes all required documentation—career statements, letters of recommendation and verified transcripts and GRE scores. We recommend applications and required documentation be submitted in sufficient time for SOPHAS to receive and verify transcripts and GRE scores to meet the respective deadlines.

Requirements
The PhD degree in Global Community Health and Behavior requires a total of 72 post-baccalaureate degree credits with at least 30 credits
of doctoral study at Tulane SPHTM. Up to 42 credits may be applied from the MPH or equivalent master’s degree. These credits will be reviewed and those that do not fulfill the PhD competencies may not be accepted. If a prerequisite course or equivalent has not been fulfilled, the student must take the course in addition to the 30 credits of advanced doctoral study but may count toward the total 72 credits.

The advisor works with the students in identifying the course of study in the doctoral program. If the doctoral student does not have a prior public health degree, they must obtain a grounding in public health. See PhD handbook (https://sph.tulane.edu/doctoral-students).

Prerequisite Coursework (from prior master’s degree)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Soc &amp; Beh Aspects of Glo HI (or equivalent)</td>
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<tr>
<td>GCHB 6340</td>
<td>M&amp;E of Global Health Programs (or equivalent)</td>
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<td>SPHL 6050</td>
<td>Biostatistics for Public Health (or equivalent)</td>
<td>3</td>
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<td>SPHL 6060</td>
<td>Epidemiology for Public Health (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Software Course or Skills ¹</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ e.g., SPSS, SAS, STATA. GIS - TBD by Student & Advisor

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 7250</td>
<td>Evdnc Bsed Mthds Scial &amp; Beh</td>
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<td>Qual Mthds: Basic Foundations ¹</td>
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<td>GCHB 8250</td>
<td>Advncd Rsrch Mthds in GH</td>
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<tr>
<td>GCHB 8750</td>
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<td>GCHB 8760</td>
<td>Social Determinants of Hlth II</td>
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<td>GCHB 8820</td>
<td>Adv Pro Plan:Grant Writing:Res</td>
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</tr>
<tr>
<td>GCHB 8800/8830</td>
<td>Senior Grad Rsch Seminar I</td>
<td>1</td>
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</tbody>
</table>

Electives

Select 12 credits ² 12

Total Credit Hours 30

¹ TBD by advisor/student
² Additional credits may be needed to obtain a total of 72 credits. Electives may be selected from courses offered within the department, school, or university in consultation with an academic advisor. No more than 12 credits of special (independent) studies may be applied toward the doctoral degree.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Comprehensive Exam

On completion of the coursework listed above, students will be required to pass a comprehensive examination (https://tulane.app.box.com/v/gchb-comprehensive-july2018) to demonstrate doctoral program competencies as well as knowledge related to their content area of expertise.

Dissertation

(See PhD handbook) (https://sph.tulane.edu/doctoral-students)

PhD students must complete a dissertation that has a strong basic social science or natural science research focus, and make a unique and original contribution to the scientific literature. The dissertation should help the student prepare for a career in research through demonstrated excellence in the research methods that are used. Consistent with the purpose of the PhD program, dissertations should go beyond basic descriptive analyses of existing data sets (through novel theoretical or methodological applications are acceptable); and have greater innovation and significance than just monitoring and evaluation of an existing project.

Health Communication and Education, MPH

The solution to many of today’s public health problems requires some type of behavioral change. Increasingly, health practitioners are looking to the field of health education and health communication for methods to adapt behavioral science principles to solve selected health problems. The program is designed to prepare graduates to work in the challenging fields of health promotion and disease prevention, with a focus on health education program planning, monitoring and evaluation, community organization, social marketing, and qualitative and quantitative community-based participatory research methodologies. An MPH in the Health Education and Communication (HEDC) concentration provides those interested in working within the United States, and in developing countries, the opportunity to develop these learning experiences.

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Assess individual and community needs for health education/communication.
- Design a theory-based public health intervention or program.
- Apply health education communication strategies to interventions and programs.
- Develop a plan to evaluate a public health intervention or program, based on a theory of change.
- Identify health education/communication resources.
• Explain how to promote health education through advocacy campaigns and policies.

Requirements

The MPH Degree in Health Education and Communication requires a total of 45 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHTM Foundational Requirements (15 Credits)</td>
<td>SPHL 6020 Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6050 Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6060 Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6070 Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6080 Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>Program Course Requirements (18 Credits)</td>
<td>GCHB 6030 Soc &amp; Beh Aspects of Glo Hl</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 6340 M&amp;E of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 7010 Hlth Cmmuicatn Theory and Prac</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 7100 Public Health Policy and Pract</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 7220 Community Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 7260 Social Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 7250 Evdnc Bsed Mhtags Scial &amp; Beh</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Elective (3)</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective (3)</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective (3)</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

1. Selected from graduate-level courses offered within the department, school, or university in consultation with an academic advisor.

2. The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2 (https://sph.tulane.edu/content/ceph-d2-mph-foundational-competencies)). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.

3. All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies.

Model Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall Semester</td>
<td>SPHL 6020 Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6050 Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6080 Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GCHB 6030 Soc &amp; Beh Aspects of Glo Hl</td>
<td>3</td>
</tr>
<tr>
<td>Year 1, Spring Semester</td>
<td>SPHL 6060 Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6070 Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
</tbody>
</table>

International Health, MPH

The International Health and Development (IHL) Program at Tulane provides professional public health education in the underlying causes of the major health problems facing developing societies as well as approaches to assess prevalence and consequences, address the problems, and assess the effectiveness of mitigation efforts.

Students who pursue this program of study will develop expertise in one or more of health areas, gain the methodological expertise necessary to assess and mitigate public health problems as well as evaluate program effectiveness. The curriculum and applied learning opportunities draw upon Tulane’s extensive overseas research, technical assistance work, and nearly four decades of experience in providing leadership training in international health to students from around the world.

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Identify, assess, and prioritize key global public health problems linked to development in low-and-middle income countries and vulnerable populations.
- Describe and evaluate the roles and relationships of organizations influencing global health, and key sources of funding for global health programs.
- Select and apply public health assessment and analytical methods to evaluate and describe global health problems, policies, and programs in low-and-middle income countries.
- Describe and design a theory-based public health intervention or program.
- Identify, assess, and explain health disparities across population sub-groups; and select and justify potential interventions at the intersection of health and social structures, culture, gender, poverty, place, and power.
• Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.
• Demonstrate proficiency in an IHL content area.

Requirements
The MPH Degree in International Health and Development requires a total of 45 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHTM Foundational Requirements 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Course Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6030</td>
<td>Soc &amp; Beh Aspects of Glo Hi</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6240</td>
<td>Hlth Sys Strenghtening Fmly Pl</td>
<td>2</td>
</tr>
<tr>
<td>or GHSD 6270</td>
<td>Monitoring for Pgrm Mgmt in GH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6200</td>
<td>Eval of Pgrm Intrtn in Global</td>
<td>3</td>
</tr>
<tr>
<td>or TRMD 6200</td>
<td>Impact Evaluation in GH</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a minimum of 7 credits of a content area 2

Electives
Select 12 credits from graduate-level courses offered within the department, school, or university in consultation with your academic advisor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience 3</td>
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</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience 4</td>
<td>0</td>
</tr>
</tbody>
</table>

1 Foundational Requirements (https://sph.tulane.edu/foundational-curriculum)
2 Interrelated content area courses must be formally approved by your advisor prior to commencing the coursework. Below are some illustrations of content areas.
3 The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2 (https://sph.tulane.edu/content/ceph-d2-mph-foundational-competencies)). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.
4 All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in International Health and Development complete a public health analysis or capstone course to fulfill the ILE.

Content Areas
Reproductive and Sexual Health

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHSD 6760</td>
<td>Hlth Sys Strenghtening Fmly Pl</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 6870</td>
<td>Adolscent Hlth Policies &amp; Prgrm</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7120</td>
<td>Mnting and Eval of Maternal</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7020</td>
<td>Commnictns Rsch for Fmly Plnig</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7210</td>
<td>Srvy Data Anlysis in Fmly Plng</td>
<td>3</td>
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</tbody>
</table>

Population Studies

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GCHB 7800</td>
<td>Intro to Population Studies</td>
<td>3</td>
</tr>
<tr>
<td>GHSD 6760</td>
<td>Hlth Sys Strenghtening Fmly Pl</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 7200</td>
<td>Dvlpent Issues: Thry and Msrem</td>
<td>3</td>
</tr>
</tbody>
</table>

HIV

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 7140</td>
<td>Montrg/Eval of HIV/AIDS Prgms</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7070</td>
<td>Scial Impct of HIV/AIDS</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7210</td>
<td>EPID of STI's/HIV</td>
<td>3</td>
</tr>
</tbody>
</table>

Complex Emergencies and Resilience

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6310</td>
<td>Pblc Nutr &amp; Hlth in Emergenci</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 6790</td>
<td>Food Security &amp; Resil.- Italy</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6750</td>
<td>Nutr. Assess &amp; Monitorin</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Disast</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td>3</td>
</tr>
</tbody>
</table>

Maternal and Child Health

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6510</td>
<td>Essential Issues in MCH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7210</td>
<td>Srvy Data Anlysis in Fmly Plng</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7510</td>
<td>MCH/Life course Perspective (no gap here)</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6750</td>
<td>Nutr. Assess &amp; Monitorin</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6860</td>
<td>Public Health in Cuba</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7120</td>
<td>Mnting and Eval of Maternal</td>
<td>3</td>
</tr>
</tbody>
</table>

Cross-cutting Courses
(can be adapted to apply to a specific content area)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6370</td>
<td>Grant Wrting for Hlth and Dev</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6830</td>
<td>Internatl Hlth Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Model Course Schedule

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>
Maternal and Child Health Certificate (Graduate)

The Certificate in Maternal and Child Health provides the knowledge and skills that will prepare students to contribute to community programs, research, and other interventions aimed at improving the health and well-being of vulnerable and underserved women, children, and families. Students will gain knowledge about the basis of interventions and skills in assessment and methods for program planning. All the relevant courses are in GCHB. The MCH certificate courses prepare students for leadership roles in managing programs that serve women, infants, children, adolescents, and their families, and pairs well with other public health degrees.

This graduate certificate serves as a second area of study for SPHTM student enrolled in the MPH, MSPH or MPHTM degrees.

Offered by: Department of Global Community Health and Behavioral Sciences

Faculty Lead: Carolyn Johnson, PhD


Certificate Purpose

The courses required for the certificate provide students with a background in the biologic, sociocultural, behavioral, and policy issues that impact the health of the MCH population. Programs will be conceptualized with a sensitivity to cultural diversity within a global context. Students will be able to undertake the process of planning and evaluating community programs with a special emphasis on women and children.

Eligible Students

This certificate program is designed for current MPH/MSPH/MPH&TM/MHA students who are not pursuing the Master of Public Health in Maternal and Child Health. The certificate is a complement to degrees in other areas.

Certificate Competencies

Students who earn the Certificate in Maternal and Child Health will be able to:

- Recognize the different strengths, needs, values and practices of diverse cultural, racial, ethnic, and socioeconomic groups and determine how these factors affect health status, health behaviors, and program design;
- Describe the historical development, scientific basis, financing and structural organization of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving MCH populations;
- Evaluate and use theories and principles of individual and family growth and development from an intergenerational and lifespan perspective;
- Evaluate evidence-based methods that contribute to the translation of research into programming and practice.

Number of Credits Required for Completion: 15

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHB 6460</td>
<td>Child Hlth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6490</td>
<td>Key Policies &amp; Programs in MCH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6510</td>
<td>Essential Issues in MCH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7250</td>
<td>Evdnc Bsed Mthds Scial &amp; Beh</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7510</td>
<td>MCH:Lifecourse Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Students should consult with their academic advisor to determine which certificate best fits their professional and academic goals and how best to plan their graduate course schedule.

Maternal and Child Health, MPH

The Maternal and Child Health (MCH) Program provides public health education in:

- The biologic, sociocultural, behavioral, and policy issues that impact the health of the MCH population.
- A well-grounded historical context for and current federal, state and local governmental policies and services in the MCH arena.
- Underlying causes of major health problems and disparities facing the MCH population.
• Approaches to properly address these problems and the professional skills required for an MCH career whether nationally or internationally.

Students will gain the skills needed to develop, implement, and evaluate interventions with a special emphasis on women, children, and families over the lifespan. Programs will be conceptualized with sensitivity to cultural diversity within a global context.

**Program Competencies**

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

• Describe the historical development, scientific basis, financing and structural organization of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving MCH populations.

• Determine how different strengths, needs, values and practices of diverse cultural, racial, ethnic and socioeconomic groups affect health status, health behaviors and program design.

• Evaluate theories and principles of individual and family growth and development from an intergenerational and lifespan perspective.

• Apply appropriate research methods to the evaluation of MCH program and practices.

• Evaluate evidence-based methods that contribute to the translation of research into programming and practice.

• Recognize principles of ethical conduct in program management, research and data collection and storage.

Identify, assess and prioritize health problems at the level of the community

Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.

**Requirements**

The MPH degree in Maternal and Child Health requires a total of 45 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHTM Foundational Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>Program Course Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCHB 6030</td>
<td>Soc &amp; Beh Aspects of Glo Hl</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6340</td>
<td>M&amp;E of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6490</td>
<td>Key Policies &amp; Programs in MCH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6510</td>
<td>Essential Issues in MCH</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7250</td>
<td>Evdnc Bsd Mthsds Scial &amp; Beh</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 7510</td>
<td>MCH:Lifecourse Perspective</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits from courses offered within the department, school, or university in consultation with an academic advisor.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
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</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
<td>2</td>
</tr>
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</table>

Total Credit Hours 45

1 The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2 (https://sph.tulane.edu/content/ceph-d2-mpf-foundational-competencies)). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.

2 All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MSPH in Biostatistics conduct a public health analysis.

**Model Course Schedule**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6030</td>
<td>Soc &amp; Beh Aspects of Glo Hl</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6340</td>
<td>M&amp;E of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6490</td>
<td>Key Policies &amp; Programs in MCH</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

| Year 2  |
| Summer Session  |
| SPHL 9980 | Applied Practice Experience | 0            |
| Credit Hours | 0            |
| Fall   |
| GCHB 6510 | Essential Issues in MCH | 3            |
| GCHB 7250 | Evdnc Bsd Mthsds Scial & Beh | 3            |
| Select two Elective Courses | 6          |
| SPHL 7950 | Integrated Learning Experience | 0            |
| Credit Hours | 12          |
| Spring  |
| GCHB 7510 | MCH:Lifecourse Perspective | 3            |
| Select two Elective Courses | 6          |
| SPHL 7950 | Integrated Learning Experience (complete report) | 0          |
| Credit Hours | 9            |
| Total Credit Hours | 45          |
Nutrition, MPH

The MPH program in nutrition emphasizes the social and environmental determinants of nutrition and food security problems. Students learn ways to address these issues through nutritional assessment of populations, community nutrition actions, health promotion programs, and food and nutrition policies. Graduates leave the school with the skills to manage or participate in health programs that address nutritional issues. They also gain the tools needed to shape policies that improve the nutritional health and food security of populations. The program addresses problems and solutions across a full spectrum of contexts, including: humanitarian crises in low-income countries; sustainable development in low- and middle-income countries; and the dual burden problems of under- and over-nutrition common to middle and high-income countries.

This program is a member of the Association of Graduate Programs in Public Health Nutrition (https://agpphn.org)(AGPPHN).

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Identify the major types of food and nutrition related health problems in domestic and international settings and the factors that cause them.
- Apply various methods in order to assess the food security and nutritional status of populations, including anthropometric, biochemical, clinical, dietary, and ecological methods.
- Describe and design a theory-based public health intervention or program.
- Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.
- Conduct analysis of nutrition and food security data using statistical software, including the interpretation and communication of results.
- Describe major policies and programs that affect food, nutrition, and health and explain the logic of their impacts.
- Demonstrate proficiency in applying the concepts of public health programming and evaluation to food, nutrition, and health problems.

Requirements

The MPH Degree in Nutrition requires a total of 45 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHTM Foundational Requirements</td>
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<td>2</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6610</td>
<td>Community Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 6640</td>
<td>M&amp;E of Global Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6690</td>
<td>Intro to Nutrition</td>
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<td>GCHB 6610</td>
<td>Community Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>GCHB 6750</td>
<td>Nutr. Assess &amp; Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6780</td>
<td>Dble Burden of Malnutrition</td>
<td>2</td>
</tr>
</tbody>
</table>

Nutrition Policies and Programs

Select one of the following: 2-3

- GCHB 6310 | Pubhc Nutr & Hlth in Emergenci |
- GCHB 6760 | Intl Nutr/MCH Design for Chng |
- GCHB 6770 | U.S. Food & Nutrition Policy |

Elective Courses

Select 9-10 credits Courses selected from those offered within the department, school, or university in consultation with an academic advisor

- SPHL 9980 | Applied Practice Experience | 4 |
- SPHL 7950 | Integrated Learning Experience | 5 |

1 Foundational Requirements (https://sph.tulane.edu/foundational-curriculum)
2 May be waived if challenge exam is passed.
3 May be waived with prior nutrition course.
4 The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2 (https://sph.tulane.edu/content/ceph-d2-mpf-foudational-competencies)). The APE is conducted after completion of the foundational courses. An APE report and poster summarizing the field experiences are required.
5 All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies.

Model Course Schedule

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th></th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Credits</td>
<td>Course ID</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
<td>SPHL 6050</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
<td>GCHB 6030</td>
</tr>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease</td>
<td>3</td>
<td>TRMD 6010</td>
</tr>
<tr>
<td>GCHB 6610</td>
<td>Community Nutrition</td>
<td>2</td>
<td>GCHB 6780</td>
</tr>
<tr>
<td>GCHB 6750</td>
<td>Nutr. Assess &amp; Monitoring</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Department of Global Environmental Health Sciences

Programs

Graduate Certificates

- Disaster Management and Resilience Certificate (Graduate) (p. 248)
- Disaster Management Certificate (Graduate) (p. 249)
- Environmental Health Certificate (Graduate) (p. 250)
- Health and Safety Management Certificate (Graduate) (p. 253)
- Industrial Hygiene Certificate (Graduate) (p. 254)
- Occupational and Environmental Health Certificate (Graduate) (p. 255)

Graduate

- Disaster Management, MPH (p. 249)
- Environmental Health Sciences, MSPH (p. 251)
- Global Environmental Health Science, PhD (p. 252)
- Health and Safety Management, MPH (p. 253)
- Industrial Hygiene, MSPH (p. 254)
- Occupational and Environmental Health, MPH (p. 256)

Disaster Management and Resilience Certificate (Graduate)

The graduate Certificate in Disaster Management and Resilience is designed for students in other programs at Tulane SPHTM who wish to acquire a more in-depth knowledge of public health in the context of disaster preparedness and management. For example, the certificate program would appeal to an epidemiology major who has an interest in applying epidemiologic principles to the study and management of chronic disease in the aftermath of disasters; a community health sciences major who will be working on the impact of land use and built-environment on post disaster recovery; a global health systems and development major who plans to work with disaster-prone populations overseas; and an infectious disease or tropical medicine major who will address post-disaster changes in infectious disease control. Disasters are a concern globally and many public health professionals will end up dealing with the aftermath of disasters no matter their chosen field or where they travel professionally.

This graduate certificate serves as a second area of study for SPHTM student enrolled in the MPH, MSPH or MPH&TM degrees.

Offered by: Department of Global Environmental Health Sciences

Faculty Lead: Maureen Lichtveld, MD (https://sph.tulane.edu/gehs/maureen-lichtveld-md-mph)

Disaster Management Certificate Enrollment Form (https://tulane.box.com/v/gehs-disastermang-cert-enroll)

Certificate Purpose

Students earning the certificate in Disaster Management and Resilience will be prepared to apply cross-disciplinary knowledge and skills to integrate common concepts of disaster prevention, protection, mitigation, response, and recovery by focusing on health and resilience at multiple social levels, i.e., individual, family, community, and public sector.

Eligible Students

This certificate program is designed for current MPH/MSPH/MPH&TM/MHA students who are not pursuing the Master of Public Health in Disaster Management. The certificate is a complement to degrees in other areas.

Certificate Competencies

Students who earn the Certificate in Disaster Management and Resilience will be able to:

- Apply public health, policy, practice and scientific principles to address the health threats resulting from natural and intentional disasters (GEHS 6930, GEHS 6950, GEHS 6200);
- Integrate environmental public health strategies in the development, execution, and evaluation of each core component of disaster management including: preparedness, detection, response, containment, and recovery (GEHS 6930, GEHS 6950, GEHS 6200);
- Implement population-based interventions to protect communities, particularly vulnerable populations, from natural and intentional disasters (GEHS 6930, GEHS 6430, GEHS 6950, GEHS 7100); and
- Evaluate the capacity of public health systems to effectively and efficaciously respond to natural and intentional disasters (GEHS 6930, GEHS 6430, GEHS 6950).

Number of Credits Required for Completion: 15

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6430</td>
<td>Disaster and Emer Communicatio</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Disast</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7100</td>
<td>Community Reslence PH Discrse</td>
<td>3</td>
</tr>
</tbody>
</table>
Chose one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6200</td>
<td>Elem Hlth Safety &amp; Trn Ev</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 6220</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Students should consult with their academic advisor to determine which certificate best fits their professional and academic goals and how best to plan their graduate course schedule.

**Disaster Management Certificate (Graduate)**

The Graduate Certificate Disaster Management prepares professionals in disaster preparedness, response and management. The graduate certificate is a non-degree program with provides skills in working within the management structure and operational models unique to disasters including; crises communication, population issues and psychosocial aspects of disasters.

Courses carry degree credit and may be applied toward the MPH degree in disaster management.

Professionals who select the certificate may already have a master's degree and seek a specialization in industrial hygiene. Others seek a credential to work in the disaster management fields.

Backgrounds of professionals in the disaster management certificate have experience in public health, on disaster management teams, occupational or environmental health professionals with disaster management responsibilities and a wide range of other professional experiences.

**Program Competencies**

- At the completion of the Graduate Certificate in Disaster Management, the student will be able to:
- Apply public health, policy, practice and scientific principles to address the health threats resulting from natural and intentional disasters.
- Integrate environmental public health strategies in disaster preparedness, response, containment, and recovery.
- Integrate public health skills in emergency planning and response, crisis communications, protecting vulnerable populations, and managing the psychosocial impact of disasters.

**Requirements**

The Graduate Certificate in Disaster management requires 15 credits includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6430</td>
<td>Disaster and Emer Communicatio</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6910</td>
<td>Environmental Asp of Dis</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Dis</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Apply Graduate Certificate credits toward the MPH in Disaster Management

Course credits received in the graduate certificate may be applied to the MPH in Disaster Management. Students proceeding into the MPH degree complete a total of 42 credits that include the remainder of the required Disaster Management courses and the SPHTM core. Only the MPH degree in Disaster Management is awarded. Student must have a GPA of 3.0 in coursework and meet the MPH degree admission requirements to transfer to the degree program. Contact the DL manager prior to completion of the certificate for information.

Combined Graduate Certificate in Disaster Management with a MPH degree in another area

Student in another MPH degree program seeking to add a graduate certificate in Disaster Management may use the elective credits available in the degree program, but not required courses, for the graduate certificate. Required courses cannot be double counted toward both the MPH and a graduate certificate. If there is an overlap in required courses, the student, in consultation with their advisor, selects another disaster management courses to meet the 15 credits. The combined MPH and graduate certificate may take 5 to 6 additional credits beyond the total for the degree alone. The combined MSPH in industrial hygiene and graduate certificate will take an additional 14 credits.

**Disaster Management, MPH**

The MPH in Disaster Management program prepares professionals to apply scientific principles to prevent, detect, and mitigate environmental public health problems and threats associated with natural and technological disasters locally to globally. Students gain skills to implement population-based interventions to protect communities, particularly vulnerable populations, from natural, accidental, and intentional disasters. This MPH offering is intended for both pre-professionals and mid-career individuals. Students typically have a background in a life or physical science or engineering. This course is offered by Distance Learning and on campus.

**Program Competency**

Upon completion of the MPH degree in Disaster Management, graduates will have the following competencies:

- Apply scientific principles to prevent, detect, respond to, and mitigate local and global threats to environmental health that are associated with natural and technological disasters.
- Integrate public health strategies in each core component of disaster management: prevention, preparedness, response, mitigation, and recovery.
- Implement population-based interventions to protect communities and particularly vulnerable populations from natural, accidental, and intentional disasters that affect personal and community health.
- Evaluate the capacity of public health systems to effectively respond to natural and intentional disasters.
- Apply international, federal, and state regulatory policies, guidelines, and authorities to address public health needs during disasters.
Requirements

The MPH Degree in Disaster management requires 45 credits that includes:

SPHTM Foundational Requirements (15 credits)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>12</strong></td>
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</table>

- Program Course Requirements (21 credits total)

<table>
<thead>
<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6910</td>
<td>Environmental Asp of Dis</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7620</td>
<td>Health Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7750</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Elective courses (9 credits)

Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Applied Practice Experience (SPHL 9980)

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.

Integrated Learning Experience (SPHL 7950)

All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MSPH in Biostatistics conduct a public health analysis.

Model Course Schedule

Year 1, Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
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<tr>
<td>GEHS 6910</td>
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Semester subtotal: 12

Year 1, Spring Semester

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<td>Epidemiology for Public Health</td>
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<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6930</td>
<td>Pop Issues During Disast</td>
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</tr>
<tr>
<td></td>
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Semester subtotal: 12

Year 1, Summer

<table>
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<tr>
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<tbody>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
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<tr>
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<td><strong>Total Credit Hours</strong></td>
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</table>

Semester subtotal: 0 credit with full-time enrollment

Year 2, Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
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<tbody>
<tr>
<td>GEHS 6950</td>
<td>Psych/Soc Asp Disaster</td>
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<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
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Semester Subtotal: 6

Year 2, Spring Semester

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>GEHS 7620</td>
<td>Health Risk Assessment</td>
<td>3</td>
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<tr>
<td>GEHS 7750</td>
<td>Environmental Policy</td>
<td>3</td>
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<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
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</tr>
<tr>
<td></td>
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</table>

Elective Hours: 3

Semester subtotal: 9

Total degree credits: 45

Environmental Health Certificate (Graduate)

The Graduate Certificate in Environmental Health is designed for students in other programs at Tulane SPHTM who wish to acquire more in-depth knowledge of the relationship between the environment and public health. For example, an epidemiology major may have an interest in applying epidemiologic principles to the study and management of environmental risk factors of disease; a community health sciences major might plan to work on health problems related to the built environment; a global health systems and development major may plans to work overseas and want experience in environmental health; and an infectious disease or tropical medicine major might address the environmental influences on infectious and tropical diseases, such as the impact of climate change on vector control. Environmental health impacts nearly all areas of public health and this certificate will provide...
students with that additional applied knowledge that will be useful in their future careers.

This graduate certificate serves as a second area of student for SPHTM student enrolled in the MPH, MSPH or MPHTM degrees

Offered by: Department of Global Environmental Health Sciences

Faculty Lead: Roy Rando, ScD (https://sph.tulane.edu/gehs/roy-rando-msph-scd)

Environmental Health Certificate Enrollment Form (https://tulane.box.com/v/gehs-certificate-enroll)

Certificate Purpose
Students earning the Certificate in Environmental Health will be prepared to apply scientific principles to recognize, evaluate, prevent, and mitigate environmental public health problems and threats both locally and globally, and will gain knowledge and skills related to environmental health science, practice, and policy.

Eligible Students
This certificate program is designed for current MPH/MSPH/MPH&TM/MHA students who are not pursuing a master's degree in any Global Environmental Health Sciences program. The certificate is a complement to degrees in other areas.

Certificate Competencies
Students who earn the Certificate i Environmental Health will be able to:

- Evaluate global, regional, community, and workplace environmental health concerns involving water quality, air pollution, food safety, waste management, and resource sustainability (GEHS 6420, GEHS 6510, GEHS 6590, GEHS 6110, GEHS 6540, GEHS 6720);
- Describe methods for assessment and management of biological, chemical, and physical contamination of the environment and environmental media (GEHS 6420, GEHS 6510, GEHS 6590, GEHS 6720); and
- Communicate environmental health concepts and concerns to peer groups, health practitioners, and the general public (GEHS 6420, GEHS 6510, GEHS 6590, GEHS 6110, GEHS 6540).

Number of Credits Required for Completion: 15

Requirements

Prerequisite Courses
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours
3

Applicants should also have a suitable undergraduate background in the basic or applied sciences.

Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6110</td>
<td>Glob Clim Chg Iss Ph Pol</td>
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<tr>
<td>GEHS 6420</td>
<td>Global Food Safety and PH</td>
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<td>GEHS 6510</td>
<td>Water Quality Management</td>
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<td>GEHS 6590</td>
<td>Air Pollution I</td>
<td>3</td>
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Chose one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
<td>3</td>
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</tbody>
</table>

or GEHS 6720 Principles Indus Hygiene 15

Students should consult with their academic advisor to determine which certificate best fits their professional and academic goals and how best to plan their graduate course schedule.

Environmental Health Sciences, MSPH

The MSPH degree in Global Environmental Health Sciences prepares students to recognize, evaluate and control global environmental health problems, use quantitative and qualitative methods to evaluate environmental data, and to manage delivery of global environmental health services. Beyond the school core requirements, students select elective coursework in consultation with their academic advisor to strengthen their knowledge, skill and competence in specific areas of environmental health. The MSPH degree is designed for both pre- and mid-career professionals.

Program Competencies
Upon completion of the MSPH degree in Global Environmental Health Sciences graduates will have the following competencies:

- Recognize, evaluate, and control global environmental health problems.
- Apply environmental health principles to solve global public health problems.
- Use quantitative and qualitative methods to evaluate environmental and health data.
- Translate research in global environmental health into practice.
- Communicate environmental health information to peer groups, environmental health practitioners, affected communities, and the public.

Requirements
The MSPH Degree in Global Environmental Health Sciences requires 45 credits that include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHTM Foundational Requirements (15 credits)</td>
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<td></td>
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<td>SPHL 6050</td>
<td>Biostatistics for Public Heal</td>
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</tr>
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<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
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</table>

Program Course Requirements (21 credits total)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6420</td>
<td>Global Food Safety and PH</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6510</td>
<td>Water Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6560</td>
<td>Env Health Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7500</td>
<td>Air Samp &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or GEHS 6920</td>
<td>Env Mon/Samp &amp; Analy in a Disa</td>
<td></td>
</tr>
<tr>
<td>GEHS 7620</td>
<td>Health Risk Assessment</td>
<td>3</td>
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</tbody>
</table>
Elective Courses

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
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</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
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</tbody>
</table>

Total Credit Hours 45

1 Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Global Environmental Health Science, PhD

The PhD degree in the Global Environmental Health Sciences Department is an advanced research degree that prepares students to employ laboratory and community approaches to address adverse environmental health impacts. Students use basic and applied research methodologies to examine consequences of chemical and non-chemical stressors and disasters. Graduates of the PhD programs advance to careers at academic institutions, governmental agencies, industry and nonprofit organizations.

Program Competencies:

- Design original environmental health research.
- Collect data to address environmental health problems.
- Analyze environmental health data.
- Make recommendations based on environmental health data.
- Communicate environmental health research findings.

Requirements

The PhD program requires a minimum of 72 post-baccalaureate degree credits, with at least 30 credits of doctoral study at Tulane SPHTM. Up to 42 credits may be applied from the MPH or equivalent master's degree. Upon admission to the PhD program, faculty review the master's degree coursework to determine credits that may be applied toward the PhD degree. If a prerequisite course or equivalent has not been fulfilled, the student must take the course in addition to the 30 credits of advanced doctoral study, but may count toward the total 72 credits. All students in SPHTM without prior public health degrees are also required to take SPHL 6020 Foundations in Public Health (3 c.h.) that provides an overview of public health. [link to PhD Handbook]

The PhD must be completed within seven years of matriculation into the doctoral program.

Prerequisite Coursework (from prior master's degree)

Students who do not have these prerequisites are required to take these or equivalent courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Healt (or equivalent)</td>
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</table>

Required Courses

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
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<td>Intermediate Biostat</td>
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<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
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</tr>
<tr>
<td>SPHL 8500</td>
<td>Interdisciplinary Doctoral Sem</td>
<td>1</td>
</tr>
<tr>
<td>GEHS 7270</td>
<td>Practicl Applictns in EHS Rsrh</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select a minimum of 20 credits

Total Credit Hours 30

1 Electives selected from relevant advanced courses offered within the department, school, or university in consultation with an academic advisor. Additional credits may be needed to obtain a total of 72 credits. No more than 12 credits of special (independent) studies may be applied toward the doctoral degree.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Comprehensive Exam

The departmental faculty administer the comprehensive examination (https://tulane.box.com/v/gehs-comprehensive-july2018). The exam should be taken no later than a year after completing all required coursework. The comprehensive exam is offered in January, August, or by special arrangement. The exam consists of written questions from the faculty that gauge the student’s ability to identify, assess, and propose approaches to study environmental health problems.

Students have two attempts to pass the examination; the second attempt must take place within a year of the first. (Link to GEHS PhD guidance)

Doctoral Committee

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Global Environmental Health Sciences and one external to the school.

Prospectus

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student
defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Please the doctoral students resources page (https://inside.sph.tulane.edu/student/doctoral_students) for handbooks, FAQs, and other tools.

Health and Safety Management Certificate (Graduate)

The online Graduate Certificate Occupational Health and Safety Management (OHSM) provides management skills to occupational health, environmental health, industrial hygiene professionals have the technical skills and seek to further their careers through management leadership. The graduate certificate provides graduate study in the fundamentals of project management, financial management and applies systems thinking to manage health and safety programs. This graduate certificate is offered by distance learning for midcareer professionals.

The Graduate Certificate is a non-degree program designed for those who seek a graduate level study concentrated in a specialty area. A standalone certificate is used to show study in an area, but may not need a full master's degree. Students with a prior master's degree may seek additional study through a Graduate Certificate. Courses carry degree credit and may be applied toward the MPH degree in health and safety management.

Requirements

The Graduate Certificate in Occupational Health and Safety Management requires 16 credits includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health (^1)</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6700</td>
<td>Principles of Safety (^1)</td>
<td>2</td>
</tr>
<tr>
<td>GEHS 7230</td>
<td>Fundmts of Prjt Mgmt for ES&amp;H</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7240</td>
<td>Applyng Systms Thnking to EH&amp;S</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7260</td>
<td>Fin Aspects Env Hlth Saf</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7310</td>
<td>Occ Laws and Compliance</td>
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<tr>
<td>Total Credit Hours</td>
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<td>16</td>
</tr>
</tbody>
</table>

\(^1\) Students who demonstrate knowledge in these areas may substitute this course with an elective course.

Graduate Certificate credits may be applied toward the MPH in Health and Safety Management.

Health and Safety Management, MPH

The MPH in Occupational Health and Safety Management (OHSM) MPH Program is a mid-career professional program designed to enhance management skills of health and safety professional. The MPH is designed for those who already have a technical background and seek to move into leadership positions within their organizations and industries. The program provides the fundamentals of project management, financial management and budgeting, and applies systems thinking to occupational and environmental health and safety programs. Graduates improve their abilities to manage people, projects and processes. The program is offered by distance learning format only.

Typical backgrounds/experience of students in the program include: Industrial hygienists, safety engineers, environmental health & safety specialists, occupational health physicians and nurses.

Program Competencies

Upon completion of the MPH degree in Occupational Health and Safety Management, graduates will have the following competencies:

- Integrate the fundamentals of project management into occupational and/or environmental health and safety programs.
- Implement financial management within an occupational health and safety programs.
- Analyze safety and health investment strategies and cost/benefits of health and safety.
- Apply systems thinking to occupational/ environmental health programs and strategic management.
- Evaluate the program performance for ongoing improvement.

Requirements

The MPH Degree in Occupational Health and Safety Management requires a total of 42 credits that include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHTM - Foundational Requirements - 15 Credits</td>
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<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>MPH in Occupation Health and Safety Management - Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease (^1)</td>
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<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7230</td>
<td>Fundmts of Prjt Mgmt for ES&amp;H</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7240</td>
<td>Applyng Systms Thnking to EH&amp;S</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7260</td>
<td>Fin Aspects Env Hlth Saf</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7310</td>
<td>Occ Laws and Compliance</td>
<td>2</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Select 10 credits from courses offered within the department, school, or university in consultation with an academic advisor</td>
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<td></td>
</tr>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience (^2)</td>
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</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
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</tr>
<tr>
<td>Total Credit Hours</td>
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<td>42</td>
</tr>
</tbody>
</table>

\(^1\) Students who demonstrate knowledge of public health biology may substitute this course with an elective course.

\(^2\) Students who demonstrate knowledge of public health biology may substitute this course with an elective course.
Industrial Hygiene Certificate (Graduate)

The online Graduate Certificate in Industrial Hygiene prepares professionals with basic knowledge of industrial hygiene and toxicology to recognize and control workplace hazards arising from chemical and physical agents. The Graduate Certificate in Industrial Hygiene is a non-degree program with concentrated study in industrial hygiene topics. Courses carry degree credit and may be applied toward the MSPH or MPH degrees. This graduate certificate is offered by distance learning for midcareer professionals.

The Graduate Certificate program provides knowledge and skills to meet the educational requirements of the American Board of Industrial Hygiene (ABIH) certification exam. ABIH has the final determination of eligibility to sit for the CIH exam. The CIH certification is the hallmark of professional achievement and competence within the field of industrial hygiene.

Professionals who select the certificate may already have a master’s degree and seek a specialization in industrial hygiene. Many who do not have a master’s degree apply the credits from the graduate certificate toward the MSPH in industrial hygiene.

Backgrounds of professionals in the industrial hygiene program include: those with experience in health and safety, occupational health, environmental public health, or science bachelor’s degrees who seek careers in occupational health and safety.

Program Competencies
At the completion of the Graduate Certificate in Industrial Hygiene, the student will be able to:

- Recognize hazardous agents and the adverse effects of exposure
- Anticipate and evaluate workplace hazards using basic and applied scientific and engineering principles.
- Specify types of personal protective equipment and other controls for workplace hazards and exposures.

Requirements
The Graduate Certificate in Industrial Hygiene requires a total of 15 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6720</td>
<td>Principles Indus Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6300</td>
<td>Radiological Health</td>
<td></td>
</tr>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
<td></td>
</tr>
<tr>
<td>GEHS 6620</td>
<td>Phy Agents &amp; Erg Haz/Workplace</td>
<td></td>
</tr>
<tr>
<td>GEHS 7110</td>
<td>Industrial Ven &amp; Chem Haz Cont</td>
<td></td>
</tr>
<tr>
<td>GEHS 7500</td>
<td>Air Samp &amp; Analysis¹</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

¹ This course requires a one week on campus laboratory section. Dates for on campus lab posted in calendar.

Apply Graduate Certificate Credits toward the MSPH in Industrial Hygiene
IH course credits taken in the graduate certificate may be applied to the MSPH in industrial hygiene. Students proceeding onto the MSPH degree in IH complete a total of 45 credits that include the remainder of the required IH courses and the SPHTM core. Only the MSPH degree is awarded. Student must have a GPA of 3.0 in coursework and meet the IH admission requirements to transfer to the degree program. Contact the DL manager prior to completion of the certificate for information.

Combined Graduate Certificate with a MPH Degree in Another Area
Student in another MPH degree program seeking to add a graduate certificate in IH may use the elective credits available in a degree program, but not required courses, for the graduate certificate. Required courses cannot be double counted toward both the MPH and the IH graduate certificate. If there is an overlap in required courses, the student, in consultation with their advisor, selects other industrial hygiene courses to meet the 15 credits for the certificate. The combined MPH and the IH graduate certificate may take 2 to 6 additional credits beyond the total for the MPH degree alone.

Industrial Hygiene, MSPH
Industrial hygiene is the profession that anticipates, recognizes, evaluates, and controls workplace conditions to prevent injury or illness in workers. Industrial hygienists use environmental and workplace monitoring and analytical methods to identify exposures and estimate risk and use engineering, work practices, and protective equipment.
to control potential health hazards. The MSPH in Industrial Hygiene provides the knowledge and skills to identify workplace hazards, comply with government regulations, and manage occupational exposures and risk. The program is ABET-accredited and graduates receive one year of credit towards the experience requirement to sit for the exam to become a board-certified industrial hygienist (CIH). This program is offered on-campus and by distance learning.

The Tulane MSPH program in Industrial Hygiene is supported by a Training and Education grant awarded by the National Institute for Occupational Safety and Health (NIOSH). Students in the MSPH–IH program are eligible to apply for a NIOSH traineeship which may provide partial tuition support and stipend. For further details on the NIOSH training program, contact Program Director Dr. Roy Rando.

Program Competencies
At the completion of the MSPH degree, the student will be able to:

- Anticipate and identify hazards in the workplace using basic and applied scientific and engineering principles.
- Quantify and evaluate the hazard or risks of occupational health stressors utilizing the methods and techniques of analytical chemistry, other measurement sciences, and statistics.
- Analyze and interpret toxicology and epidemiology data and information on occupational health hazards.
- Design and evaluate engineering and administrative controls for workplace hazards, with emphasis on general and local exhaust ventilation.
- Select and specify appropriate types of personal protective equipment for control of occupational exposures.
- Demonstrate knowledge of the development, management, and evaluation of industrial hygiene programs.
- Communicate verbally and in writing, the nature, risks, and remediation of workplace and environmental hazards.
- Interpret and apply environmental and occupational safety and health regulations and standards.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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<td>Health Systems Policy and Mgmt</td>
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</tr>
<tr>
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<td>Design Strategies in PH Prgrms</td>
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Program Course Requirements (31 credits)

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<thead>
<tr>
<th>Course ID</th>
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</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
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</tr>
<tr>
<td>GEHS 6300</td>
<td>Radiological Health</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6620</td>
<td>Phy Agents &amp; Erg Haz/Workplace</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6700</td>
<td>Principles of Safety</td>
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</tr>
<tr>
<td>GEHS 6720</td>
<td>Principles Indus Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7110</td>
<td>Industrial Ven &amp; Chem Haz Cont</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7310</td>
<td>Occ Laws and Compliance</td>
<td>2</td>
</tr>
<tr>
<td>GEHS 7500</td>
<td>Air Samp &amp; Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 46

The MSPH in Industrial Hygiene requires 46 credits. In addition, students must also pass the industrial hygiene comprehensive examination or obtain certification from the American Board of Industrial Hygiene (CIH).

Model Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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</tr>
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<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
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</tr>
<tr>
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<td>Principles Indus Hygiene</td>
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Year 1, Spring Semester

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPHL 6060</td>
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<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6620</td>
<td>Phy Agents &amp; Erg Haz/Workplace</td>
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<tr>
<td>GEHS 7500</td>
<td>Air Samp &amp; Analysis</td>
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Year 1, Summer Semester

<table>
<thead>
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<th>Course ID</th>
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<tbody>
<tr>
<td>GEHS 6700</td>
<td>Principles of Safety</td>
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</tr>
<tr>
<td>GEHS 7310</td>
<td>Occ Laws and Compliance</td>
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<tr>
<td>SPHL 9980</td>
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Year 2, Fall Semester

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
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<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
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</tr>
<tr>
<td>GEHS 7110</td>
<td>Industrial Ven &amp; Chem Haz Cont</td>
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</table>

Year 2, Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6300</td>
<td>Radiological Health</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7620</td>
<td>Health Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credit Hours 46

Industrial hygiene comprehensive examination

Semester subtotal: 6

Total degree credits: 46

Occupational and Environmental Health Certificate (Graduate)

The Graduate Certificate in Occupational and Environmental Health (OEH) prepares professionals to assess and manage the impact of environmental and workplace hazards on human health. The program provides the knowledge and skills to recognize and characterize chemical exposures and hazards, assess health effects, design and implement preventive measures, and promote workplace wellness. This graduate certificate is offered by distance learning for midcareer professionals.
A standalone Graduate Certificate is a non-degree program designed for those who seek a graduate level study concentrated in a specialty area. Often students with a prior master’s degree may seek additional specialization through a Graduate Certificate. Courses carry degree credit and may be applied toward the MPH degree in occupational and environmental health.

Program Competencies
At the completion of the Graduate Certificate in Occupational and Environmental Health, the student will be able to:

- Assess occupational and environmental hazards and exposure pathways and the impact on health.
- Conduct work place and chemical exposure history and environmental exposure assessments.
- Integrate health promotion and wellness applications into occupational and environmental health programs.
- Apply best practices in developing training for occupational and environmental health professionals.

Requirements
The Graduate Certificate in Occupational and Environmental Health requires 17 credits includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
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<td>GEHS 6840</td>
<td>Occupational Health</td>
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<td>Principles of Toxicology</td>
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<tr>
<td>GEHS 6720</td>
<td>Principles Indus Hygiene</td>
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</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Apply Graduate Certificate credits toward the MPH in Occupational and Environmental Health

Course credits received in the graduate certificate may be applied to the MPH in OEH. Students proceeding into the MPH degree complete a total of 42 credits that include the remainder of the required OEH courses and the SPHTM core. Only the MPH degree in OEH is awarded. Student must have a GPA of 3.0 in coursework and meet the MPH degree admission requirements to transfer to the degree program. Contact the DL manager prior to completion of the certificate for information.

Combined Graduate Certificate in Occupational and Environmental Health with a MPH degree in another area

Student in another MPH degree program seeking to add a graduate certificate in may use the elective credits available in a degree program, but not required courses, for the graduate certificate. Required courses cannot be double counted toward both the MPH and a graduate certificate. If there is an overlap in required courses, the student, in consultation with their advisor, selects another OEH courses to meet the 17 credits for the certificate. The combined MPH and graduate certificate may take 5 to 6 additional credits beyond the total for the degree alone. The combined MSPH in industrial hygiene and graduate certificate will take an additional 15 credits.

Occupational and Environmental Health, MPH

The online MPH in Occupational and Environmental Health prepares professionals to recognize and prevent the impact of environmental and occupational hazards on human health. The program provides the knowledge and skills to assess and characterize chemical exposures and hazards, assess health effects, design and implement preventive measures, conduct medical surveillance and promote healthy behaviors in the workplace.

The program follows MPH didactic requirements for the general preventive medicine and occupational medicine boards.

Typical backgrounds: physicians, nurses and other health providers in occupational and environmental medicine; public health professionals; environmental health professionals; people with biology, health and other science degrees seeking careers in public health.

Program Competencies
Upon completion of the MPH degree in Occupational and Environmental Health, graduates will have the following competencies:

- Apply scientific principles to recognize, characterize and manage the impact of environmental and occupational hazards on human health.
- Interpret the impact of chemical exposures on workers and general populations health within the frame work of the route of exposure, estimated dose, duration and frequency of exposure and the acute and chronic effects of the agent.
- Design, implement and evaluate primary, secondary and tertiary prevention applications including clinical, behavior and environmental interventions for the protection of worker health
- Utilize population data from hazard and medical surveillance to prevent negative health effects in the work place
- Demonstrate written and oral communication skills for reaching a variety of target audiences including workers and patients, managers and H&S professionals, and other scientists and clinicians.

Requirements
The MPH Degree in Occupational and Environmental requires a total of 43 credits that include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Hlth</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Hlth</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
</tbody>
</table>

MPH in Occupational and Environmental Health - Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environ Hlth</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6320</td>
<td>Workplace Wellness</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6540</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6600</td>
<td>Principles of Toxicology</td>
<td>3</td>
</tr>
</tbody>
</table>
Administrative Leadership Certificate (Graduate)

The Graduate Certificate in Administrative Leadership prepares current and aspiring executives to lead complex, integrated healthcare delivery systems. The program equips student with quantitative and evidence-based management and leadership skills necessary for future success. Courses carry graduate degree credit and may be applied toward a master's degree.

Participants proceed through the certificate requirements in an executive style cohort with monthly on-site sessions with intervening distance and worksite experiential activities, supplemented with visiting scholar and leaders' conferences. Sessions are facilitated by recognized experts with demonstrated teaching skills, knowledge and “real world” experience, and are supported by a team coordination and project management software.

Admission: Prospective student must have:
- Bachelor's degree; an official transcript is required
- Minimum of three years of professional experience
- A statement of purpose and program fit

Competencies:
- Define the guiding principles of positive-change leadership and positive business in healthcare
- Define current business, financial and economic trends in the healthcare ecosystem and the necessary accounting and budgeting processes to assure the financial health of the organization
- List key fundamental of operational design, performance improvement, framework, strategy and innovation in healthcare
- Explain new care delivery models, human-centered innovation, organizational learning and deployment strategies in a consumer-driver healthcare market
- Identify personal skills and relational capacities for effective leadership

Requirements
The Graduate Certificate in Administrative Leadership requires 15 credits including:

The Administrative Leadership certificate enrolls cohorts that proceed through the program together. Topics the physician leadership certificate include:

- Leadership, Improvement and Innovation
- Business and Operational Strategy and Design
- Accounting and Financial Management
- Organizational and Workforce Development
- Cases in Administrative Leadership (Capstone)

Health Policy and Management, PhD

The PhD program in Health Policy and Management (HPAM) provides doctoral study in health systems research and analysis methodology, health policy planning and analysis, and management strategies. The program provides in-depth study in research approaches and methods and the application of these skills to health systems research.

Department of Health Policy and Management

Programs

Graduate Certificates
- Administrative Leadership Certificate (Graduate) (p. 257)
- Physician Leadership Certificate (Graduate) (p. 262)
- Program Management Certificate (Graduate) (p. 262)

Graduate
- Health Policy and Management, PhD (p. 257)
- Health Policy, MPH (p. 258)
- Health Systems Management, MPH (p. 259)
- Master Health Administration, MHA (p. 260)
highly variable character of health systems around the world demands capable researchers who are able to analyze and understand these changes and trends and to make recommendations. Graduates pursue careers in academia, health systems research and policy analysis in the health care industry.

Program Competencies

- Acquire knowledge of theories and supporting concepts pertinent to applied, multi-disciplinary, public health research.
- Outline and articulate the key elements of the research process from identifying the research question, selecting a theoretical framework, developing a study design, using appropriate methodologies, conducting the analysis, and interpreting the results.
- Compare advantages and disadvantages of different formal study designs and approaches. Provide feasible alternative standard research designs for given research.
- Develop and write an original research protocol or prospectus that includes identifying the research question, selecting a theoretical framework, developing a study design, using appropriate methodologies, conducting the analysis, and interpreting the results.
- Develop and use instruments for primary and secondary data collection and perform data analysis using correct and appropriate research methods.
- Disseminate and discuss research knowledge and findings to appropriate audiences.

Requirements

The PhD program requires a minimum of 72 post baccalaureate degree credits, with at least 30 credits of advanced courses work taken at SPHTM. Up to 42 credits of course work may be applied from a MPH or other master’s degree. The master’s courses are reviewed and those fulfilling the required competencies are applied toward the 72 credits for the PhD. If prerequisite knowledge or skills are needed for advanced PhD study, these are determined on an individual basis and theses courses do not count toward the 30 credits of advanced study. The advisor works with the student to outline a course of study in the doctoral program (See PhD handbook (https://sph.tulane.edu/doctoral-students)).

Prerequisite Coursework

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
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</table>

Advanced Doctoral Study (17 Credits)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>HPAM 8770</td>
<td>Health Services Rsrch Mthds</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 8350</td>
<td>Policy Analysis Natural Experi</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 8310</td>
<td>Org Theory And Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 8410</td>
<td>Cost Benefit/Effective Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (13 credits)

Electives are selected from relevant advanced level courses offered within the department, school, or university in consultation with an academic advisor. Additional credits may be needed to obtain a total of 72 credits. No more than 12 credits of special (independent) studies may be applied toward the doctoral degree.


On completion of doctoral coursework, students will be required to pass a comprehensive examination (https://tulane.box.com/v/ghmp-comprehensive-july2018) to demonstrate global health management and policy PhD program competencies.

Students are required to pass a written comprehensive examination that tests students’ ability to demonstrate mastery of theory, research design, analytic skills; and knowledge of a substantive subject area. These skills represent the research focus of the Health Policy and Management. The exam is coordinated by the HPAM Doctoral Program Director and is offered once a year only in the spring (March/April) over four day period. If a student does not pass the exam, they have one opportunity to retake it. A retake will be offered during the fall semester of the same year, and the same HPAM Doctoral Exam Committee will preside over the retake exam.

Doctoral Committee (See PhD handbook (https://sph.tulane.edu/doctoral-students))

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Global Health Management and Policy and one external to the school.

Prospectus (See PhD handbook (https://sph.tulane.edu/doctoral-students))

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation (See PhD handbook (https://sph.tulane.edu/doctoral-students))

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Health Policy, MPH

The MPH in Health Policy provides students with a foundation in health policy processes, concepts, and issues as well as strong analytical skills to help develop and evaluate health policies. The Health Policy program offers students’ opportunities to tailor their studies in domestic and international health policy, with courses focused on foundations, methods, and a topical area of expertise.
Graduates of the program go on to work in leadership and research in the public or private sector, domestically or internationally. Employment settings include institutions involved in developing policy, evaluating of health programs and projects, or providing goods and services in support of health sector program implementation or development. Entities include both government and non-governmental organizations across a range of disciplines and development paradigms. The MPH in Health Policy can also serve as a strong academic foundation for students who may wish to pursue a doctoral degree in health policy or management.

Program Competencies
At the completion of the MPH degree, the student will be able to:
- Analyze the influence of policy mechanisms on patient and provider behavior and health systems outcomes.
- Assess health systems performance and issues of quality, access, and efficiency.
- Apply economic and legal concepts and theories to the analysis of healthcare policy and management issues.
- Apply fundamental research and analytic methods to problems in health policy and management.
- Critique the health policy literature.
- Communicate health policy issues written and orally.
- Incorporate knowledge of the public health core areas of epidemiology, biostatistics, environmental health, health systems management, and the biological, behavioral, social, and cultural aspects of health and disease in addressing and solving problems.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPHTM</td>
<td>Foundational Requirement (15 Credits)</td>
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<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6090</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6100</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6110</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6120</td>
<td>Health Systems Policy and Mgmt</td>
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</tr>
<tr>
<td>SPHL 6130</td>
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<td>Select six credits from following methods courses.</td>
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<tr>
<td>BIOS 6040</td>
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<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
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</tr>
<tr>
<td>GCHB 7280</td>
<td>Qual Mthds: Basic Foundations</td>
<td></td>
</tr>
<tr>
<td>GCHB 7290</td>
<td>Qual Mthds II - Theory and Mth</td>
<td></td>
</tr>
<tr>
<td>HPAM 7740</td>
<td>Econ. Eval. and Modeling</td>
<td></td>
</tr>
<tr>
<td>GCHB 8250</td>
<td>Advnced Rsrch Mthds in GH</td>
<td></td>
</tr>
<tr>
<td>SPHL 9980</td>
<td>Applied Practice Experience</td>
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<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
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</tr>
<tr>
<td>Electives</td>
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<td>13</td>
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</tbody>
</table>

Total Credit Hours: 45

Electives selected from courses offered within the department, school, or university in consultation with academic advisor.

Model Course Schedule

<table>
<thead>
<tr>
<th>Year 1, Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020 Foundations in Public Health</td>
</tr>
<tr>
<td>SPHL 6050 Biostatistics for Public Health</td>
</tr>
<tr>
<td>SPHL 6070 Health Systems Policy and Mgmt</td>
</tr>
<tr>
<td>HPAM 7660 Health Policy Analysis</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6060 Epidemiology for Public Health</td>
</tr>
<tr>
<td>SPHL 6080 Design Strategies in PH Prgrms</td>
</tr>
<tr>
<td>HPAM 6010 Comparative Health Systems</td>
</tr>
<tr>
<td>Methods course selected by student (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 9980 Applied Practice Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAM 6450 Health Economics</td>
</tr>
<tr>
<td>Methods course selected by student (3)</td>
</tr>
<tr>
<td>Electives 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 7950 Integrated Learning Experience</td>
</tr>
<tr>
<td>HPAM 6210 Health Law and Regulation</td>
</tr>
<tr>
<td>Electives 7</td>
</tr>
</tbody>
</table>

Health Systems Management, MPH

The Health Systems Management program prepares future managers and leaders who will improve the healthcare delivery services in diverse organizational settings worldwide. Students learn the fundamental areas of management of health services through coursework and practicum experience, preparing them for entry-level managerial roles in healthcare settings. Taking a systems approach, courses emphasize active management in planning, financing, implementing, evaluating, and maintaining complex systems.

Program Competencies
At the completion of the MPH degree, the student will be able to:
- Apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and making recommendations for improved health in clinical practice settings. Identify the theoretical and applied bases of economics in health care in the delivery of care to populations; access to care of populations; and organization of medical service delivery organizations. Explain and analyze the issues of quality, access, and efficiency of healthcare service delivery. Identify and describe the main components of the organization, financing and delivery of health services and public health systems in the U.S. and other contexts. Describe frameworks for understanding and assessing health systems performance. Apply “systems thinking” approaches to viewing complex situations, defining problems, and formulating solutions. Apply basic managerial concepts and tools to program planning, budgeting, monitoring and evaluation of organizational and community-based initiatives. Incorporate knowledge of the public health core areas of epidemiology, biostatistics, environmental health, health systems...
management, and the biological, behavioral, social and cultural aspects of health and disease, in addressing and solving problems.

Requirements

The MPH Degree in Health Systems Management requires 45 credits that includes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Course Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPAM 6140</td>
<td>Leadership for Clin Improve</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6170</td>
<td>Qual Mgmt in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6380</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6450</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6540</td>
<td>Mgr Acct. for Hlth Care Mgrs</td>
<td>2</td>
</tr>
<tr>
<td>HPAM 6780</td>
<td>Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select 13 credits from courses offered within the department, school, or university in consultation with an academic advisor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPHL 9980</td>
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</tr>
<tr>
<td>SPHL 7950</td>
<td>Integrated Learning Experience</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credit Hours

45

1 Foundational Requirements (https://sph.tulane.edu/foundational-curriculum)

2 The Practicum or Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The Practicum allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The Practicum is conducted after completion of the foundational courses. After identifying the Practicum setting and defining the competencies, students enter the information into Terra Dotta. A Practicum report is required that summarizes the field experiences.

3 All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Epidemiology conduct a public health analysis.

Model Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6170</td>
<td>Qual Mgmt in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>
care institutions. The MHA opens a path to leadership positions and opportunities for advancement.

**Program Competencies**

At the completion of the MHA degree, the student will be able to:

- Speak and write in a clear, concise and logical manner in formal and informal situations within healthcare settings to convey cogent business presentations and to facilitate a group. (Effective Communication)
- Demonstrate attributes necessary to influence others to achieve high performance in a healthcare setting. (Leadership)
- Continuously strive to improve oneself and to act with respect and sensitivity for others. (Professionalism)
- Consider the business, demographic, ethno-cultural, political, and regulatory factors in developing strategies that continually improve the long-term success and viability of healthcare organizations. (Strategic Management)
- Utilize data to effectively organize and coordinate the performance and activities of a healthcare organization in order to achieve defined objectives. (Management)
- Deconstruct complex problems into smaller elements and synthesizing that with other data to derive recommendations. (Critical Thinking and Analysis)
- Use financial and accounting information to assess the financial health of an organization, to inform short-term operational decisions and to assess long-term resource allocation opportunities. (Financial Skills)

**Requirements**

The MHA requires a total of 60 credits total that includes:

### Course ID Title Credits

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>HPAM 6050</td>
<td>Health Systems Concepts</td>
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<td>HPAM 6120</td>
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<td>HPAM 6170</td>
<td>Qual Mgmt in Health Care</td>
<td>3</td>
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<td>HPAM 6190</td>
<td>Eth Conc of Hlth Care Managers</td>
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<td>HPAM 6200</td>
<td>Intro to Healthcare Analytics</td>
<td>3</td>
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<td>HPAM 6210</td>
<td>Health Law and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6320</td>
<td>Managerial Communications</td>
<td>2</td>
</tr>
<tr>
<td>HPAM 6360</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6450</td>
<td>Health Economics</td>
<td>3</td>
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<td>HPAM 6500</td>
<td>Intro to Health Care Acct.</td>
<td>2</td>
</tr>
<tr>
<td>HPAM 6540</td>
<td>Mgr Acct. for Hlth Care Mgrs</td>
<td>2</td>
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<tr>
<td>HPAM 6550</td>
<td>Dynamics of Pay Sys Pol &amp; Func</td>
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</tr>
<tr>
<td>HPAM 6710</td>
<td>Quantitative Decision Models</td>
<td>3</td>
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<tr>
<td>HPAM 6910</td>
<td>Ldshrsp and Prfsnlsm in Hlthcre</td>
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<tr>
<td>HPAM 9990</td>
<td>Dissertation Research</td>
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**Course ID Title Credits**

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<th>Credits</th>
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<tbody>
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**Credit Hours**

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<th>Credit Hours</th>
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<tr>
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<td>HPAM 6450 Health Economics</td>
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<tr>
<td></td>
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<td>2</td>
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<tr>
<td></td>
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**Year 2**

<table>
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<tr>
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<tbody>
<tr>
<td>SPHL 9980</td>
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**Credit Hours**

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>HPAM 6890 Health Mkt Analysis</td>
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<td>HPAM 7580 Financial Management</td>
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<tr>
<td></td>
<td>SPHL 6020 Foundations in Public Health</td>
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**Credit Hours**

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<tr>
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<tr>
<td>HPAM 6190 Eth Conc of Hlth Care Managers</td>
<td>2</td>
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<tr>
<td>HPAM 6210 Health Law and Regulation</td>
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</tr>
<tr>
<td>HPAM 7170 Strategic Mgmt &amp; Plan for Hlth</td>
<td>3</td>
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</tbody>
</table>

MHA students may select other departmental courses or other graduate-level courses with advisor approval.

**Administrative Residency**

MHA students conduct an administrative residency that fulfills provides practical experience in the field. See MHA guidance for more information about the residency requirement.

**Integrated Learning Experience**

The MHA program requires an oral comprehensive examination. The exam consists of a case study and four competency-specific questions. The case study tests the student’s ability to integrate material taken from all areas of the curriculum through the analysis of a complex situation, while the four questions assess specific knowledge in the MHA program competency domains.

**MHA Model Course Schedule**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>HPAM 6050</td>
<td>Health Systems Concepts</td>
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<td>HPAM 6450</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6500</td>
<td>Intro to Health Care Acct.</td>
<td>2</td>
</tr>
<tr>
<td>HPAM 6910</td>
<td>Ldshrsp and Prfsnlsm in Hlthcre</td>
<td>2</td>
</tr>
<tr>
<td>HPAM 9990</td>
<td>Dissertation Research</td>
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**Credit Hours**

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<th>Title</th>
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<tr>
<td>Fall</td>
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<td>HPAM 6050 Health Systems Concepts</td>
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**Credit Hours**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Summer Session</td>
<td>SPHL 9980 Applied Practice Experience</td>
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**Credit Hours**

<table>
<thead>
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<th>Year 2</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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<td></td>
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<td></td>
<td>SPHL 6020 Foundations in Public Health</td>
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**Credit Hours**

<table>
<thead>
<tr>
<th>Spring</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>HPAM 7170 Strategic Mgmt &amp; Plan for Hlth</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Physician Leadership Certificate (Graduate)

Preparing Physician Leaders for Consumer-Driven Healthcare
The Graduate Certificate in Physician Leadership prepares physicians to lead complex, integrated healthcare delivery systems. The program equips student with qualitative and evidence-based management and leadership skills. Courses carry graduate degree credit and may be applied towards a master’s degree.

Participants proceed through the certificate requirements in an executive style cohort with monthly on-site sessions with intervening distance and worksite experiential activities, supplemented with visiting scholar and leaders’ conferences. Sessions are facilitated by recognized experts with demonstrated teaching skills, knowledge and “real world” experience, and are supported by a team coordination and project management software.

Admission: Prospective student must have:
• Medical degree (MD, DO or equivalent; an official transcript is required)
• Minimum of three years of professional experience
• A statement of purpose and program fit

Program Competencies
• Apply the guiding principles of positive human-centered leadership.
• Identify innovative human-centered leadership and operational design practices.
• List key components of relational high-performing teams and positive organizational learning cultures.
• Explain human-centered organizational transformation and deployment of design strategies.
• Interpret current business models, and contemporary financial and economic trends in the health care ecosystem.
• Practice personal mastery skills and relational capacities for effective communication, shared decision-making, and organizational development.

Requirements
The Physician Leadership certificate enrolls cohorts that proceed through the program together. Topics the physician leadership certificate include:
• Leadership and Innovation
• Business Trends, Models, and Payment Systems
• Relational Communication and Professionalism
• Accounting and Financial Management
• Performance Improvement and Organizational Learning

The Graduate Certificate requires 15 credits.

Program Management Certificate (Graduate)

Program management is a crucial need among organizations and programs in the health services sector. Strengths in program design and implementation, managing budgets, quality, information, processes and resources, and managerial effectiveness improve an organization’s ability to accomplish program goals and mission attainment. Program managers are needed in organizations that are public or private, governmental or non-governmental, domestic or international.

This graduate certificate serves as a second area of student for SPHTM student enrolled in the MPH, MSPH or MPHTM degrees.

Offered by: Department of Global Health Management and Policy

Program Management Certificate Enrollment Form (https://tulane.box.com/v/gchb-program-mang-cert-enroll)

Purpose
The Certificate in Program Management gives students the skills to manage public health programs in a wide range of settings and is an appropriate choice for students who plan to lead or direct projects in international settings. The certificate builds skills related to management of human, financial and organizational resources.

Eligible Students
Students currently enrolled in an MPH, MSPH, MPH&TM, or MHA program at Tulane SPHTM.

Certificate Competencies
Students who earn the Certificate in Program Management will be able to:
• Apply basic managerial concepts and tools to program planning, implementation, monitoring and evaluation of organizational and community-based initiatives.
• Engage, motivate, and empower others to act toward achievement of group or organizational goals.
• Develop, organize, prioritize, and present information clearly and concisely in both oral and written formats.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GHSD:Budgeting for Public Health Programs</td>
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<tr>
<td>HPAM 6270</td>
<td>Monitoring for Prgrm Mgmt in GH</td>
<td>3</td>
</tr>
<tr>
<td>HPAM 6140</td>
<td>Leadership for Clin Improve</td>
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<td>HPAM 6360</td>
<td>Human Resource Management</td>
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Department of Tropical Medicine

Programs

Graduate Certificates
- Methods in Monitoring and Evaluation Certificate (Graduate) (p. 263)
- Tropical Medicine Certificate (Graduate) (p. 266)

Graduate
- Public Health and Tropical Medicine, MPHTM (p. 264)
- Tropical Medicine, MS (p. 266)
- Tropical Medicine, PhD (p. 268)

Methods in Monitoring and Evaluation Certificate (Graduate)

Certificate in Methods in Monitoring and Evaluation

Monitoring and evaluation (M&E) is critical as donors, governments, and other relevant stakeholders attempt to validate their investments and improve public health program performance. Students with a Certificate in Methods in M&E can expect to acquire the necessary skills to assess the performance, effectiveness, and impact of global public health programs. The courses offered will enable students to work effectively with global public health organizations involved with M&E and program implementation. The Tulane School of Public Health and Tropical Medicine is recognized for its expertise in M&E, and for producing students with strong marketable skills in this area. Jobs in this area include M&E specialists and advisors, technical advisors, data analysts and program managers.

Certificate Purpose

Students will meet the following learning objectives to earn a certificate in M&E:

1. Utilize and apply the basic terminology and definitions of M&E including basic epidemiological measurements, impact evaluation, indicators, precision, bias, internal and external validity, logical frameworks and public health program goals, measurable objectives, inputs, outputs, outcomes and impacts;
2. Calculate basic measures commonly used in M&E;
3. Draw appropriate inferences from M&E data;
4. Work with stakeholders to conduct evaluations and improve programs; and
5. Communicate M&E information and findings to other lay and professional audiences.

Eligible Students

Students enrolled in a MPH, MSPH, MPHTM degree program at Tulane SPHTM.

Certificate Competencies (https://sph.tulane.edu/certificate-methods-monitoring-and-evaluation)

Students obtaining a certificate in M&E can expect to acquire the following competencies:

- Understand the theory and role of M&E of global public health programs, and explain the importance of M&E data for informing public health programs and decision making (courses providing competencies include GCHB 6280, GHSD or GCHB 6270, and TRMD 6200);
- Ability to monitor and assess the implementation, effectiveness, and impact of public health programs (courses providing competencies include: GHSD or GCHB 6270, TRMD 6200, TRMD 7440, GCHB 8250, BIOS 6040, BIOS 6800, EPID 7120); and
- Ability to work effectively with donors, governments, implementing organizations and other relevant stakeholders to validate investments and improve global public health program performance (courses providing competencies include: GCHB 6270 and TRMD 6200).

Number of Credits Required for Completion: 15

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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<td>GCHB 6340</td>
<td>M&amp;E of Global Health Programs</td>
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<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
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<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
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<td>GCHB 8250</td>
<td>Advanced Rsrch Mthds in GH</td>
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<td>TRMD 7440</td>
<td>Houshld Smplng Apps in Dvlping</td>
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</tr>
<tr>
<td>GCHB 7140</td>
<td>Montrg/Eval of HIV/AIDS Prgms</td>
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In addition to the main requirements of the certificate as stated above, students are expected to take three additional credits in a topical area relevant to M&E. These three credits, which may be made up of one or several courses determined and documented in advance, in collaboration with the certificate leader, are intended to provide deeper and/or topic specific training in an area relevant to M&E. This training might come in the form of measurement in a topical area, additional methodological training appropriate for M&E experts, or in applications of M&E approaches to specific public health problems or areas. Examples of classes include GCHB 8250 Advanced Research Methods in Global Health, TRMD 7440 Household Sampling Applications in Developing Countries, and GCHB 7140 Monitoring and Evaluation of HIV/AIDS Programs. These credits will enrich this largely methods focused certificate by providing additional training in the M&E of a topical area of interest to the student and/or by expanding their knowledge of relevant M&E methods.
Public Health and Tropical Medicine, MPHTM

The Master of Public Health and Tropical Medicine (MPHTM) is a public health degree with a specialty in infectious diseases, and especially those diseases found in tropical regions. The program prepares public health practitioners to plan and evaluate disease control and prevention programs, physicians to better treat and evaluate tropical diseases, or students to pursue medical school and other medical professions. The curriculum consists of core public health courses and specialty courses in the biological, medical, social, and epidemiological aspects of diseases that are more prevalent in tropical countries. Physicians are able to pursue a clinical focus of study and are eligible for the Certification Exam in Clinical Tropical Medicine and Traveler’s Health by the American Society of Tropical Medicine and Hygiene.

Program Competencies (https://sph.tulane.edu/trmd/mphtm)

- Assess key elements affecting the pathogenesis and transmission of infectious diseases commonly found in the tropics.
- Assess the risk factors influencing tropical disease prevention, control and diagnosis.
- Apply identification appropriate techniques, as they relate to specific tropical disease pathogen and vector.
- Critique relevant methods for planning and evaluating tropical disease control and prevention programs.
- Apply appropriate diagnostic and treatment techniques for tropical diseases (clinical track only).

Requirements

The MPH&TM degree requires a total of 42 credits that include:

**Foundational Requirements** (15 credits)

<table>
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<tr>
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<tr>
<td>SPHL 6020</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<td>Epidemiology for Public Health</td>
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<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
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<tr>
<td>SPHL 6080</td>
<td>Design Strategies in PH Prgrms</td>
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**Program Course Requirements** (16 to 20 credits)

1. Public Health focus (9 credits)

<table>
<thead>
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<tbody>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease</td>
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<tr>
<td>TRMD 6060</td>
<td>Medical Entomology</td>
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<tr>
<td>TRMD 6420</td>
<td>Tropical Virology</td>
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OR

2. Clinical Focus (5 credits)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TRMD 6310</td>
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<tr>
<td>TRMD 6340</td>
<td>Diagnostic Meth/Microbio</td>
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</tr>
<tr>
<td>TRMD 6360</td>
<td>Clinical Case Presentats</td>
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</table>

**Electives** (7-11 credits)

Selected from courses offered within the department, school, or university in consultation with an academic advisor.

**Additional Clinical Track Recommended Coursework**

Physicians and other eligible health care professionals interested in deepening their knowledge of diagnoses and treatment of tropical diseases will take additional courses on the clinical aspects of tropical diseases. To be eligible for the Certification Exam in Clinical Tropical Medicine and Traveler’s Health offered by the American Society of Tropical Medicine and Hygiene, students are required to successfully complete the courses below.

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>TRMD 6360</td>
<td>Clinical Case Presentats</td>
<td>1</td>
</tr>
</tbody>
</table>

Students in the clinical track must take Tropical Medicine Seminar (TRMD-7000) at least once to fulfill the specialty requirements.

**Applied Practice Experience (SPHL 9980)**

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.

**Integrated Learning Experience (SPHL 7950)**

All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MSPH in Biostatistics conduct a public health analysis.

**MPHTM Model Course Schedule**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall Semester</td>
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<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<tr>
<td>TRMD 6050</td>
<td>Medical Helminthology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6070</td>
<td>Medical Protozoology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6330</td>
<td>Microbial Disease of Trp</td>
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<tr>
<td>Year 1, Spring Semester</td>
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<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
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<td>TRMD 6060</td>
<td>Medical Entomology</td>
<td>3</td>
</tr>
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<td>TRMD 6080</td>
<td>Medical Protozoology Lab</td>
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</tr>
<tr>
<td>TRMD 7000</td>
<td>Tropical Medicine Semin</td>
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</table>

Elective (clinical focus)
Year 1, Summer Session

SPHL 9980  Applied Practice Experience  0

Year 2, Fall Semester

TRMD 6350  Disease Prev and Control  2
TRMD 7000  Tropical Medicine Semin  1
TRMD 6200  Impact Evaluation in GH  3
TRMD 6310  Clinical Trop Medicine  2
TRMD 6340  Diagnostic Meth/Microbio  2

Year 2, Spring Semester

SPHL 7950  Integrated Learning Experience  0

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)

Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)
Elective (clinical focus) (3)

Semester subtotal: 14

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)

Semester subtotal: 12-14

Year 2, Spring Semester

Electives 1-3
Public Health Analysis

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)

Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)

Semester subtotal: 13

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)

Semester subtotal: 12-14

Year 2, Spring Semester

Electives 1-3
Public Health Analysis

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)

Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)  
Elective (clinical focus) (3)  
Semester subtotal: 14

Year 2, Fall Semester
TRMD6350 Disease Prevention and Control in Developing Countries (2)  
TRMD7000 Tropical Medicine Seminar (1)  
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)  
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)  
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)  
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)  
Electives (6)  
Semester subtotal : 12-14

Year 2, Spring Semester
Electives 1-3  
Public Health Analysis
Total Degree Credits: 42

Tropical Medicine Certificate  
(Graduate)
This Diploma course is a non-degree certificate program designed for physicians and clinical health care providers to deal with infectious public health problems in tropical developing countries. This program prepares physicians to understand the epidemiology, biologic and social aspects of tropical diseases; it also prepares the student to evaluate and plan diseases prevention and control programs. the Diploma course is a 4 month program for health care professional intended to prepare them for the Certification Exam in Clinical Tropical Medicine and Traveler’s Health offered every other year by the American Society of Tropical medicine and Hygiene.

Graduates of the Diploma Courses program are prepared to:
• Work overseas in disease control programs with tropical developing countries  
• Plan and implement disease control program at the local, provincial, national or international level  
• Teach the most important diagnostic and management aspects of clinical tropical medicine, emphasizing public health issues related to the transmission of soil-borne, vector-borne, water-bor4ne and other diseases  
• Provide Traveler’s health information related to clinical tropical diseases and prevention

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRMD 6050</td>
<td>Medical Helminthology</td>
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<tr>
<td>TRMD 6070</td>
<td>Medical Protozoology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6090</td>
<td>Parasitology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 6310</td>
<td>Clinical Trop Medicine</td>
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</tr>
<tr>
<td>TRMD 6330</td>
<td>Microbial Disease of Trp</td>
<td>2</td>
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<tr>
<td>TRMD 6340</td>
<td>Diagnostic Meth/Microbio</td>
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<tr>
<td>TRMD 6350</td>
<td>Disease Prev and Control</td>
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<td>TRMD 6360</td>
<td>Clinical Case Presentats</td>
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<tr>
<td>TRMD 7000</td>
<td>Tropical Medicine Semin</td>
<td>1</td>
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</tbody>
</table>

Total Credit Hours 15

Tropical Medicine, MS

MS in Tropical Medicine
The MS in Tropical Medicine is an academic degree designed to build a strong knowledge of infectious diseases of global public health importance. Coursework provides a solid foundation in parasitology,
vector biology and other infectious diseases of public health significance. Foundational public health courses and specialty courses in biological, cellular and epidemiological aspects of pathogens and infectious disease comprise the curriculum. Students are also required to carry out original research and write a thesis based on the findings of the research project.

Graduates of the MS degree in Tropical Medicine are expected to find careers in public health, biomedical sciences, or related fields at academic institutions, governmental and non-governmental organizations, healthcare organizations, or biotechnology/pharmaceutical companies. Many individuals enter the program with the intention of subsequently pursuing doctoral or medical degrees.

Program Competencies (https://sph.tulane.edu/trmd/msph)

The following competencies are necessary for success in the particular branch of public health to which this degree relates. They were developed through rigorous analysis of employers, community and global needs, and the quality standards set forth by accrediting bodies.

1. Explain infectious disease including types of organisms, mechanisms or transmission, and natural history.

2. Demonstrate knowledge of the biology and immunology of host-pathogen interactions and their outcomes.

3. Interpret and effectively communicate research-based peer-reviewed literature to an academic audience.

4. Analyze research projects that address specific questions as applied to tropical medicine.

5. Identify appropriate statistical tests and research methodology for performing hypothesis-driven research that address public health problems.

6. Evaluate how biomedical methods can be applied to public health research.

Requirements

The MS degree requires a total of 42 credits that includes:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPHL 6020</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6060</td>
<td>Epidemiology for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6010</td>
<td>Biol Basis of Disease</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6050</td>
<td>Medical Helminthology</td>
<td>2</td>
</tr>
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<td>TRMD 6060</td>
<td>Medical Entomology</td>
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<tr>
<td>TRMD 6070</td>
<td>Medical Protozoology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6090</td>
<td>Parasitology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 6170</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6250</td>
<td>Biomedical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6330</td>
<td>Microbial Disease of Trp</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6420</td>
<td>Tropical Virology</td>
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</tr>
<tr>
<td>TRMD 7020</td>
<td>Infectious Disease Seminar</td>
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Taken Fall and Spring

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRMD 9980</td>
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Electives

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<th>Credits</th>
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<tr>
<td>Select 9 credits</td>
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</table>

Total Credit Hours

42

1 Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Thesis

Students must successfully complete a thesis (https://tulane.app.box.com/v/thesis-guidelines). Students register in TRMD 9980 Master's Thesis Research (0 c.h.). The thesis is based on a supervised research project demonstrating scholarship in Tropical Medicine research. The project will be supervised by a thesis director who is a faculty member of the Department of Tropical Medicine. The master's thesis should be completed within a year of completion of the required courses.

Model Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Year 1</td>
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<td>Fall</td>
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<td>Biol Basis of Disease</td>
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<td>Medical Helminthology</td>
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<td>TRMD 6090</td>
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<td>TRMD 7020</td>
<td>Infectious Disease Seminar</td>
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<tr>
<td>SPHL 6050</td>
<td>Biostatistics for Public Health</td>
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<tr>
<td>Summer Session</td>
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<td>TRMD 7000</td>
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<td>SPHL 6060</td>
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Spring

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<tbody>
<tr>
<td>TRMD 9980</td>
<td>Master's Thesis Research</td>
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</table>
Tropical Medicine, PhD

The PhD program in Tropical Medicine is an advanced degree that prepares students to pursue careers in tropical medicine. The PhD graduate is expected to have knowledge across a wide range of tropical diseases as well as sustained experience in the conduct of research in one or more content areas. Graduates of the PhD program pursue careers in basic and applied research in academic institutions, governmental agencies, industry and nonprofit organizations.

Program Competencies

- Demonstrate proficiency in an area of expertise/research specialization
- Demonstrate proficiency in the design and conduct of studies and protocol development
- Analyze collected data using appropriate techniques
- Communicate original research methods and results to peer groups, students, practitioners/industry, and the general public
- Synthesize results and knowledge to address unanswered questions to public health problems

Requirements

The PhD program requires a minimum of 72 post baccalaureate degree credits, with at least 30 credits of advanced coursework taken at SPHTM. Up to 42 credits may be applied from a MPH or other master’s degree. The master’s courses are reviewed and only courses fulfilling the required competencies may be applied toward the 72 credits for the PhD. Prerequisite or equivalent courses will not count in the 30 credits of advanced study, but may count toward the total 72 credits. The advisor works with the students in identifying the course of study in the doctoral program.

Prerequisite Coursework

<table>
<thead>
<tr>
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<th>Title</th>
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<td>Biostatistics for Public Health</td>
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<td>TRMD 6050</td>
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<td>TRMD 6200</td>
<td>Impact Evaluation in GH</td>
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<td>TRMD 7020</td>
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Advanced Doctoral Study

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<td>BIOS 6040</td>
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<tr>
<td>EPID 7120</td>
<td>Epidemiologic Methods II</td>
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Advanced Topics in Tropical Medicine

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<td>TRMD 7800</td>
<td>Adv Medical Entomology</td>
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<tr>
<td>TRMD 7820</td>
<td>Malaria</td>
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<tr>
<td>TRMD 7420</td>
<td>Pop Bsed Malaria Prev and Ctrl</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 8990</td>
<td>Doctoral Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Advanced electives or independent studies to obtain a total of 30 credits of advanced study

1 In conjunction with a laboratory rotation (TRMD 8100 Laboratory Rotation (2 c.h.))

Comprehensive Exam

Students are required to pass a written comprehensive examination that demonstrates general knowledge of Tropical Medicine and research applications. The department administers a written comprehensive examination upon completion of the required coursework. Candidates must successfully complete the comprehensive exam requirement to move on to dissertation research.

Doctoral Committee

(See PhD Handbook)

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Tropical Medicine and one external to the school.

Prospectus

(See PhD Handbook)

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

(See PhD Handbook)

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Joint and Combined Degrees

Students enrolled in other Tulane professional programs may pursue a joint degree (simultaneous study) with the School of Public Health and Tropical Medicine:

- School of Medicine: MPH, MSPH, MPHTM or PhD
- School of Social Work: MSW/MPH in Community Health Sciences
Undergraduate Public Health majors (BSPH) student have the opportunity for a combined degree (sequential study) with a SPHTM professional degree (MPH, MSPH, MPHTM or MHA).

The benefit of the joint or combined degree is that student to share 10 credits (Joint) or 12 credits (Combined) that count toward both degrees. Since theses degrees are done at the same time, they must be completed without a gap between the degrees in order to take advantage of the counting of credits toward both degrees.

**Undergraduate Combined Degree**

BSPH degree may be combined with the MPH (all professional programs except the MPH in Community Health Sciences), MSPH, MPHTM or MHA degrees.

**Graduate Joint Degrees**

Medical student may enroll in a joint degree in SPHTM with study in any of the concentrations in the MPH, MSPH or MPHTM degrees. Up to 10 credits from the medical school may be applied toward the MPH, MSPH or MPHTM degrees. Students complete the same concentration requirements for the public health degrees. Students complete the MD and MPH or MSPH or MPHTM in four years.

School of Social Work students in the MSW degree program may obtain a joint degree in SPHTM pursuing the MPH in Community Health Sciences. Up to 10 credits from the medical school may be applied toward the MPH or MHA degree. Students complete the same public health degree requirements for the public health degrees.

Business School students in the MBA may obtain a joint degree with the MHA degree at SPHTM. Up to 10 specific credits from the MBA may be applied toward the MHA degree. Students complete the same MHA degree requirements.

**Programs**

- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (p. 269)
- JD/MPH or MHA Joint Degrees (p. 270)
- Master of Social Work/Master of Public Health Joint Degree (p. 270)
- MBA/MHA Joint Degree (p. 270)
- MD/MPH or MSPH or MPHTM Joint Degree (p. 271)

**BSPH/MPH or MSPH or MPHTM or MHA Combined Degree**

The BSPH may be combined with a professional master's degree: MPH (most concentrations), MSPH, MPHTM or MHA degrees. The combined program allows for the sharing of 12 credits toward both degrees and saves approximately 1 semester. Students fulfill the MPH, MSPH, MPHTM or MHA degree requirements.

Students submit their application to the combined degree in the second semester of their senior year (See Timeline for details) and begin graduate coursework during their senior year. After receiving the BSPH, the student continues in full-time graduate study to the professional master's degree. In order to share 12 credits for both degrees, continuous registration is required with no gap in enrollment.

The BSPH may be combined with all of the SPHTM professional master's programs in the MPH (except Community Health), MSPH, MPHTM or MHA degrees. See MHA below.

**BSPH/MPH or MSPH or MPHTM Combined Degrees**

Combined degree student select a specific MPH, MSPH or MPHTM program (concentration) of study. Student may select any of the MPH, MSPH, or MPHTM concentrations (except the generalist MPH in Community Health). These degrees require a total of 42 - 45 credits plus a practicum and a culminating experience: 12 shared credits (foundational courses) plus another 30-33 master's credits required for their selected MPH, MSPH or MPHTM program (concentration) (See the requirements for each program (concentration).

Combined degree students may take up to 12 credits in four foundational courses (no substitutions):
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)
- SPHL 6070 Health Systems, Policy and Management (3)
- SPHL 6080 Design Strategies in Public Health Programs (3)

Note: the competencies for SPHL 6020 Introduction to Public Health (3) are obtained in the BSPH degree, therefore, this course is waived for Combined Degree Students. Student may substitute another course to obtain the total number of credits required for the professional master's.

The BSPH/MPH or MSPH or MPHTM combined degree may be completed in approximately 1½ - 2 years following graduation from the undergraduate BSPH, a time savings of 1 semester. A MPH or MSPH degree typically takes 2 to 2½ years to complete. Actual time depends on the number of credits students complete per semester and the time to do the practicum and integrated learning experience.

Combined Degree students should meet with their faculty advisor early in their senior year to plan study that will incorporate the goals and competencies of the MPH/MSPH/MPHTM program they intend to pursue. Please note that Combined Degree students must complete all requirements for the BSPH and graduate from the BSPH program. The professional master's require a practicum and integrated learning experience (ILE). These are done toward the end of the course work and planned with the master's advisor to fulfill the program competencies. Practical experience or internships that is not planned within MPH competencies may not count as either the practicum or ILE.

**Combined BSPH/MHA**

The MHA program is a 60 credit masters in health administration plus a 950-hour administrative residency. (See the MHA degree requirements) BSPH/MHA Combined Degree students may share up to 12 credits during their senior year in the BSPH program. Combined
Degree students may only begin the MHA full time in the fall semester. Students are eligible to attempt to test out of several of these classes and proceed to the next class in sequence. MHA courses that may be taken from the following courses:

**Fall Semester**
- SPHL 6060 Biostatistics for Public Health
- BIOS 6040 – Intermediate Biostatistics

**Spring Semester (Chose 2)**
- HPAM 6360 Human Resource Management
- HPAM 6050 Health Systems Concepts
- HPAM 6210 Health Law & Regulation
- HPAM 6710 Quantitative Decision Models
- HPAM 6170 Quality Management in Health Care
- HPAM 6780 Information Systems

**Requirements**

**BSPH/MPH or MSPH or MPHTM or MHA Combined Degrees**

BSPH students may select any of the professional degree programs as the master’s level of specialization, except the MPH in Community Health Sciences (CHS). The CHS concentration is a generalist program that may overlap with portions of the BSPH degree.

Combined degree students complete four of the foundational courses during their senior year. The Tulane BSPH students do not take the SPHL 6020 because the competencies for this course have been obtained during undergraduate study.

In the selected area of study, combined degree students complete the MPH, MSPH, MPHTM or MHA requirements as listed for these degrees.

**JD/MPH or MHA Joint Degrees**

Student enrolled in Tulane School of Law may apply for the joint JD/MHA degree. The joint degree requires student to complete all requirements in both schools; student may share 10 credits that count toward both degrees. The student should then work closely with advisors in both schools for course selection and advising.

The MHA is a 60 credit degree program plus a plus a 950-hour administrative residency. (See the MHA degree requirements).

The MPH in health policy is an option for the joint JD/MHA degree program. Contact Professor Mollye Demosthenidy for specific information.

**Requirements**

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

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

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

Contact Professor Mollye Demosthenidy for specific requirements and scheduling.

**Master of Social Work/Master of Public Health Joint Degree**

The joint MSW/MPH joint degree is an opportunity for student to pursue both a MSW from School of Social Work and a MPH from the School of Public health and Tropical Medicine. The joint degree requires student to complete all requirements in both schools; student may share 10 credits that count toward both degrees.

The MPH in Community Health Sciences is the concentration option for the joint degree. The joint degree allows students to count 10 credits earned in the MSW program toward the MPH degree in Community Health. These 10 credits serve as electives toward the total of 42 credits required for the MPH, MSPH or MPHTM degrees.

Student from either school may apply to the other school's degree program under the joint degree. The student should then work closely with advisors in both schools for course selection and advising.

**Requirements**

Tulane student in the MSW in Social Work may combine their studies with the MPH in Community Health Sciences. The MPH degrees requires a total of 45 credits plus a practicum and integrated learning experience. Students accepted as joint degree students may apply up to 10 credits of specific MSW courses related to public health or behavioral health toward the MPH degree. Joint degree students complete the same requirements for the MPH in Community Health Sciences.

Contact Catherine Taylor, PhD for specific requirements and scheduling.

**MBA/MHA Joint Degree**

Student enrolled in Tulane School of Business may apply for the joint MBA/MHA degree. The joint degree requires student to complete all requirements in both schools; student may share 10 credits that count toward both degrees. The student should then work closely with advisors in both schools for course selection and advising.

The MHA is a 60 credit degree program plus a plus a 960-hour administrative residency. (See the MHA degree requirements).

Contact Professor Mollye Demosthenidy for specific information.

**Requirements**

Tulane MBA students may combine their studies with the MHA degree for health administration. The MHA degrees requires a total of 60 credits plus a 960 hour administrative residency. Students accepted as joint degree students may apply up to 10 credits of specific MBA courses related to health care toward the MHA degree.
MD/MPH or MSPH or MPHTM Joint Degree

Tulane's MD/MPH or MSPH or MPHTM joint degree programs are open to students who have been accepted to Tulane's School of Medicine and who wish to pursue both an MD from Tulane and an MPH from Tulane's School of Public Health and Tropical Medicine (SPHTM). The joint degree requires students to complete all requirements in both schools; students may share 10 credits that count toward both degrees.

The MD/MPH program is a global, integrated program in an excellent learning environment which:

- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills; and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

Student in the joint degree program may select any program (concentration) in the MPH, MSPH or MPHTM degree programs. The joint degree allows students to share 10 credits earned in the Medical School to a public health degree. These 10 credits serve as electives toward the total of 42 credits required for the MPH, MSPH or MPHTM degrees.

The joint degree programs are designed so that students may complete the MD and public health degree in four years.

Requirements

MD/MPH, MSPH or MPHTM

Medical student in the joint degree program may select any of the professional degree programs as the master's level of specialization. The MPH in Health Systems Management, the MPH in Community Health Sciences (generalist) and MPH in Epidemiology are the most common areas selected, but all professional degree areas are available.

In the selected area of study, combined degree students complete the MPH, MSPH, MPHTM or MHA requirements as listed for these degrees.

Undergraduate Public Health Programs

Undergraduate

Major

- Bachelor of Science in Public Health (p. 271)

Minor

- Public Health Minor (p. 273)

Bachelor of Science in Public Health

The Tulane Bachelor of Science in Public Health (BSPH) degree is an academic degree which addresses the health of populations and communities through instruction, service, and community-based research. The degree is firmly grounded in a background of humanities, social science and the liberal arts. The degree fulfills Tulane University's campus-wide undergraduate core proficiency through this background while stressing an additional commitment to quantitative and scientific skills.

Newcomb-Tulane Core Proficiencies

General Education Curriculum

Newcomb-Tulane College General Education Curriculum

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

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

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

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

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

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

- Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3 of the grade based upon writing (excluding in class exams), but no revision required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3 of the grade based upon writing (excluding in class exams), to include review and re-evaluation by the instructor.

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

Formal Reasoning (1 course and 3 credits)

One course in mathematics or symbolic logic (PHIL 1210)

Foreign Language (0-3 courses)
The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

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

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

Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

**Social and Behavioral Sciences (2 courses and 6 credits)**

Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

**Textual and Historical Perspectives (2 courses and 6 credits)**

Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

**Aesthetics and the Creative Arts (3 credits)**

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

**Additional Core Requirements**

**The First Year Seminar**

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

**Public Service**

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

**Race and Inclusion**

One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

**Global Perspectives**

One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

**Additional BSPH Proficiencies**

- Writing Intensive Course or Writing Practicum
- Mathematics: One additional course
- Foreign Language: Complete proficiency to the 2030-level or above

**Requirements**

**Program Competencies**

- Describe the history, philosophy, core values, concepts, functions, and population-based approaches of public health.
- Explain the behavioral, environmental, biological, and socio-economic determinants that impact human health and contribute to health disparities.
- Apply data collection and analysis to develop evidence-based population approaches to public health problems.
- Discuss and apply cultural competencies and concepts of public health planning, implementation, assessment, and evaluation.
- Describe the fundamental characteristics and organizational structures of the U.S. health system as well as the systems in other countries.
- Describe the legal, ethical, economic, and regulatory aspects of public health practice and health policy.
- Demonstrate public health communication skills using oral, written, mass media, and electronic technology formats.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHU 1010</td>
<td>Intro To Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 1020</td>
<td>Cell, Individual &amp; Commu</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 2150</td>
<td>Foundations of Environ Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3010</td>
<td>Foundations of Health Care Sys</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3110</td>
<td>Social &amp; Behavioral Perspectiv</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3160</td>
<td>Biostatistics in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3170</td>
<td>Foundations of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4010</td>
<td>Formulation Public Hlth Policy</td>
<td>3</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHU 4560</td>
<td>Capstone Internship ¹</td>
<td>3</td>
</tr>
<tr>
<td>BSPH Electives</td>
<td>Select a minimum of six classes</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credit Hours 45

¹ Students are eligible to complete their capstone after five semesters as an undergraduate, and with a majority of their other program requirements completed. See capstone options at tulane.edu/publichealth/bsph/bsph-internships.cfm.

**BSPH Electives**

The BSPH Electives provides the student a chance to focus on specialized knowledge which complements their core classes. In recognition of the multi-disciplinary nature of public health, students are encouraged to consider classes in other academic fields and consult with their academic and faculty advisors to discuss ways to integrate fields in the liberal arts and sciences into their curriculum.

The BSPH Basic Core provides the student with a comprehensive foundation in public health. This core curriculum is designed to expose students to the fundamental principles and concepts of public health, as well as to develop skills in critical thinking, problem-solving, and communication. Students will have opportunities to apply these skills in a variety of settings, including clinical, community, and research environments. The BSPH Basic Core also enables students to explore different career paths in public health and to develop a personal philosophy of public health practice. Upon completion of the BSPH Basic Core, students will be prepared to pursue advanced coursework in public health and to contribute to the public health workforce.
Certain pre-medical classes, as well as a few graduate-level classes are acceptable for this requirement.

A minimum of 3 courses for a minimum of 9 credit hours must be completed in classes offered by public health faculty.

**Public Health Electives**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHU 2050</td>
<td>Arthropods and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 2016</td>
<td>Evolu, Microbes &amp; Disease Emer</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 2220</td>
<td>Concepts of Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 2300</td>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 2333</td>
<td>Intro to Global MCH</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3015</td>
<td>PH Program Implement &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3020</td>
<td>Info In Public Hlth Prac</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3120</td>
<td>Issues &amp; Strategies in PH</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3200</td>
<td>Nutrition &amp; Chronic Disease</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4200</td>
<td>Evidence Based Pub Hlth</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4210</td>
<td>Health &amp; Environmental Risk</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4240</td>
<td>Epid of Sexually Transm Infect</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3250</td>
<td>Global Food Security &amp; PH</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4300</td>
<td>Public Health Comm.</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4330</td>
<td>Resilience in Int'l Disasters</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4400</td>
<td>Practical Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4570</td>
<td>Internship (non-capstone)</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 4910</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>SPHU 3250</td>
<td>Global Food Security &amp; PH</td>
<td>3</td>
</tr>
</tbody>
</table>

Any other SPHU class that is not a core class

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**Additional Electives**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 2000 or higher level MATH class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELL 2050</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3030</td>
<td>Intro To Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 3040</td>
<td>Intro Research Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HISU 3541</td>
<td>Reproductive Health in the US</td>
<td>3</td>
</tr>
<tr>
<td>POLC 4392</td>
<td>Controversies-GLOBAL Pub Hlth</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional classes above the 2000-level as approved by the student's faculty advisor

Study Abroad credits as approved by faculty advisor or from pre-approved list

Graduate level Public Health classes taken as a senior or BSPH/MPH combined degree student

**Public Health Minor**

The Public Health Minor has been designed for students who are looking for an introduction to the field and its disciplines. This minor offers a complementary curriculum for students who are on a pre-medical track or those majoring in fields, such as environmental sciences or policy, which may incorporate a health focus. The coursework for the minor offers exposure to the concepts and applications of public health in a variety of the specific disciplines which make up the School of Public Health and Tropical Medicine.

**Requirements**

The Public Health Minor requires a minimum of 18 hours in undergraduate public health credits. See below, or check out the Minor requirements checklist, for details.

Students are required to take the following courses for a total of 9 credits:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHU 1010</td>
<td>Intro To Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 1020</td>
<td>Cell, Individual &amp; Commu</td>
<td>3</td>
</tr>
<tr>
<td>SPHU 3170</td>
<td>Foundations of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Select three additional Public Health courses</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

1. Students may choose from any SPHU undergraduate public health courses not listed as required courses for an additional 9 credits.

**Please note the following before applying to the Public Health Minor:**

- Applicants must be in good academic standing with an overall GPA of 2.0 or better.
- All minor courses must be taken for a letter grade.
- Completion of the minor requires a GPA of 2.0 or better in all classes taken for credit towards the minor.

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MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) count as 1 MATH class. PHIL 1210 Elementary Symbolic Logic (3 c.h.) does not count as mathematics class for BSPH requirements.
SCHOOL OF SCIENCE AND ENGINEERING

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Interim Associate Dean for Graduate Studies, Research and Facilities

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

Mission Statement

The mission of the Tulane University School of Science and Engineering is to provide outstanding opportunities for learning and discovery in science and engineering and to foster an environment that is student focused, research intensive, trans-disciplinary, entrepreneurial, and responsive to the needs of society and the community.

Programs of Study

The School of Science and Engineering offers three degrees at the undergraduate level, the Bachelor of Science in Engineering (B.S.E.), the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.); and two graduate degrees, the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.). Students seeking an undergraduate degree from the School of Science and Engineering must have a primary major offered by the school. Students may have an additional major or minor in a second program. However, special programs such as teacher certification and ROTC are not major or minor programs and are undertaken in addition to a major program. To qualify for graduation, an undergraduate student must satisfy the requirements of the Newcomb-Tulane core curriculum, the school specific core, and the major program and meet the residency and quality of work requirements of Newcomb-Tulane College. To qualify for graduation, a graduate student must meet the graduate program requirements.

Degrees

The School of Science and Engineering offers the Bachelor of Science in Engineering (B.S.E.) degree in the following programs: Biomedical Engineering, Chemical Engineering, and Engineering Physics. The School of Science and Engineering offers the Bachelor of Science (B.S.) degree in the following programs: Biological Chemistry, Cell and Molecular Biology, Chemistry, Ecology and Evolutionary Biology, Environmental Biology, Environmental Science, Geology, Mathematics, Neuroscience, Physics, and Psychology. The School offers the Bachelor of Science degree (B.S.) in Computer Science as a Coordinate Major with any other stand-alone major offered by Newcomb-Tulane College. The School offers the Bachelor of Arts degree (B.A.) in Psychology and Early Childhood Development. The School offers graduate-level certificates in Geographic Information Systems (GIS), Health Psychology, and River Science and Engineering. The School offers the Master of Science (M.S.) degree in the following programs: Behavioral Health (4+1 only); Biomedical Engineering, Cell and Molecular Biology, Chemical and Biomolecular Engineering, Computational Science, Earth and Environmental Sciences, Ecology and Evolutionary Biology, Interdisciplinary, Materials Science and Engineering, Mathematics, Neuroscience, Physics (4+1 only), and Psychology (4+1 only); and Statistics. The School offers the Doctor of Philosophy (Ph.D.) degree in the following programs: Bioinnovation, Biomedical Engineering, Cell and Molecular Biology, Chemical and Biomolecular Engineering, Chemistry, Earth and Environmental Sciences, Ecology and Evolutionary Biology, Interdisciplinary, Materials Engineering and Physics, Mathematics, Neuroscience, Physics, and Psychology.

Undergraduate Degree Programs

School Specific Core Curriculum

Students seeking the B.A. should complete all the degree requirements as described in the School of Liberal Arts section. Students seeking a B.S. should satisfy all core requirements as outlined in the Newcomb-Tulane College section and meet the school-specific and major requirements in this section. Students seeking a B.S.E. should satisfy all core requirements except that of Foreign Language as outlined in the Newcomb-Tulane College section and meet the school-specific and major requirements in this section.

Mathematics and Science

Candidates for the B.S. and B.S.E. degrees in the School of Science and Engineering must take a minimum of 32 credits of science and mathematics selected from at least two different disciplines: cell and molecular biology, chemistry, ecology and evolutionary biology, earth and environmental sciences, mathematics, neuroscience, physics and psychology. At least one of these courses must include a laboratory.

A minimum of six credits of mathematics is required. Any two Mathematics courses numbered 1210 and above may be used to satisfy this requirement. However the combination of MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may count as one course toward this requirement. Students may satisfy all, or part, of the requirement with the appropriate AP score(s). A score of 4 or 5 on the Advanced Placement AB Calculus exam earns credit for MATH 1210 Calculus I (4 c.h.). A score of 3 on the BC Calculus exam together with a score of 4 or 5 on the AB subsession of the BC exam earns credit for MATH 1210 Calculus I (4 c.h.). A score of 4 or 5 on the BC exam earns credit for MATH 1210 Calculus I (4 c.h.) and MATH 1220 Calculus II (4 c.h.). Departments may recommend, or require, particular mathematics or science courses for their majors, and students are advised to consult the major department's listing in this catalog.

Candidates for the B.A. degree (Psychology and Early Childhood Education) follow the School of Liberal Arts Core.

Writing Intensive/Writing Skills Requirement

For students who matriculated fall 2018 or later: Students should satisfy the Writing Skills core requirements as outlined in the Newcomb-Tulane College section. Students may satisfy the Tier 2...
requirement within the School of Science and Engineering by taking one course designated "writing-intensive" in the course schedule.

For students who matriculated prior to the fall 2018 semester: Students may satisfy this requirement by taking one course designated as "writing-intensive" in the course schedule. Alternatively, with the approval of the instructor and the Associate Dean for Undergraduate Programs of the School of Science and Engineering, a student may take a course that does not carry the "writing intensive" designation but that fits the criteria of the requirement. The student should submit a petition to the Associate Dean and, upon approval, will be added to a writing intensive course, SCEN 3880 Writing Intensive (0 c.h.). Completion of the first-year writing competency requirement is a prerequisite to enrollment in a writing intensive course.

Additional Requirements for Engineering Majors
Students majoring in biomedical engineering, chemical engineering, and engineering physics must take an additional six credits (for a total of 18 credits) of humanities, fine arts, and social sciences. A student enrolled in the School of Science and Engineering must select a major offered by the school no later than the beginning of a student's fourth semester of college study.

Undergraduate Special Programs
Second Majors and Minors
Students in the School of Science and Engineering may elect to complete a second major. They must complete all courses for each major and a total of at least 18 different courses in the two majors. At least half of the coursework required for majors must be completed at Tulane University, and students must have a grade point average of at least 2.00 in all coursework applied to the major. Students who satisfy the requirements for two majors in the School of Science and Engineering will receive one bachelor's degree, and their transcript will reflect that a double major has been completed. Second majors from an outside division are subject to the conditions set by requirements for that major as designated by the home division or department. Science and engineering students also may pursue one or two minors. The minor is intended to give structure to the study of a secondary field of interest chosen by the student. Students must complete at least 24 credits in their major that do not overlap with the minor. Students who elect to complete the requirements for a minor must earn a grade-point average of at least 2.00 in courses counting toward that minor. No courses counting toward the student's first minor will count toward the student's second minor. Individual departments may have additional restrictions on major-minor overlap. Students should consult the department listings for additional information.

Internships for Academic Credit
Some departments offer internships for academic credit as part of the major. An internship combines a relevant academic component with experiential learning. The academic component may, for example, consist of a term paper, a number of short papers, or discussions of a number of books. Internships ordinarily are open only to those students completing a major in the department that will award the credit. Students participating in internships register for Internship Studies (course numbers vary) within the appropriate department after having made initial arrangements with a professor who will sponsor the internship.

Registration is completed in the academic department sponsoring the internship. A student may not take a salaried position outside the university while earning credit for an internship, except where such an arrangement is required by the cooperating organization for insurance purposes. If a student must take a salaried position for this reason, a letter to this effect from the cooperating organization must be filed with the chair of the sponsoring department prior to the end of the add period. Only one internship may be completed each semester. Students may earn a maximum of six credits for internships. Internships are graded satisfactory/unsatisfactory (S/U) unless they are housed in the Center for Public Service (CPS). The sponsoring professor will assign a grade for the internship at the close of the semester after evaluating its academic and experiential aspects. Internships offered through Science and Engineering departments are open only to juniors and seniors in good standing.

An alternative internship experience is offered to students through Newcomb-Tulane College. This internship was created to accommodate students seeking internships with organizations which require that interns earn credit for their experience. INTR 1990 LAS Internship (1 c.h.) carries one credit, which will apply toward the degree but will not apply toward any core curriculum, major, or minor requirement. Only one credit of INTR 1990 LAS Internship (1 c.h.) may be applied toward the degree. INTR 1990 LAS Internship (1 c.h.) must be taken on a satisfactory/unsatisfactory (S/U) basis. Students who have completed fewer than 30 credits may not register for this course. Students desiring to register for INTR 1990 LAS Internship (1 c.h.) must receive approval from the Associate Dean of the Newcomb-Tulane College before registering for the course.

Graduate Degree Programs
Students at Tulane University may pursue a Master of Science (M.S.) or Doctor of Philosophy (Ph.D.) program in the School of Science and Engineering of Tulane University. The M.S. degree is awarded with a minimum of 24 credit hours plus a thesis. With approval, a student in some disciplines may also elect to pursue a non-thesis M.S. that requires a minimum of 30 credit hours. The Ph.D. degree is awarded with a minimum of 48 credit hours plus a dissertation. Summer research work is typically required for the timely completion of the program. The 4+1 Master’s program allows students in the School of Science and Engineering to complete the requirements for both the bachelor’s and master's degree in five years.

Admissions
Applicants holding the equivalent of a bachelor’s degree in mathematics, science or engineering or a related field from recognized institutions may be admitted to the graduate program of the School of Science and Engineering if their academic records and personal attributes indicate ability to pursue advanced study successfully. Students must present to the appropriate department satisfactory evidence of adequate preparation for the subjects in which they seek to specialize. Ordinarily, only students whose undergraduate average is B or above are admitted. Students required to make up undergraduate course deficiencies before being admitted to the graduate program of the School of Science and Engineering may be asked to enroll in an undergraduate program as special students. Graduate credit is not awarded for courses taken to make up deficiencies. A master's degree is not a prerequisite for study for the doctorate, but a student may be required to qualify for the master's degree while working toward the doctorate.
Financial Aid and Scholarships
The School of Science and Engineering awards financial support for graduate students primarily on the basis of academic merit. For full-time students, financial assistance is available in the form of teaching assistantships, research assistantships, and fellowships, as well as partial and full tuition scholarships.

Graduate Academic Regulations
Registration Requirement
To maintain full time status all graduate students must enroll for a minimum of 9 credit hours in the Fall Semester and a minimum of 9 credit hours in the Spring Semester (or equivalent). Ph.D. and M.S. with thesis students must enroll for a minimum of 3 credit hours of "Masters Research" or 3 credits of "Dissertation Research" during the Summer Semester. Ph.D. and M.S. with thesis students who have completed all of their required course work must enroll for 3 credit hours of "Master's Research" or 3 credit hours of "Dissertation Research," whichever is applicable, each semester until all degree requirements are complete.

Course Credits
Graduate work is measured in terms of credits. A credit represents a measurement of academic progress in terms of work undertaken and satisfactorily completed and is not specifically related to an hour concept for class lecture or recitation. For purposes of evaluating graduate transfer credit, in most cases a credit is equal to a semester hour.

Grades and Grade Points
The same grading system is used throughout Tulane University. A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree in the School of Science and Engineering.

Confering of Degrees
A student who has completed all of the requirements for a degree will have that degree conferred at the annual spring commencement, in May. Degrees are also conferred at the close of the fall semester in December and at the close of Summer School, in mid-August.

Transfer Credit
In general, up to 12 transfer credits may be accepted toward a master's degree, and up to 24 transfer credits may be accepted toward the doctorate. Only grades of B or better will be considered for transfer credit. The courses must be graduate courses, which were taken while the student was classified as a graduate student and after all requirements for the bachelor's degree have been met. The appropriate department and the Associate Dean for Graduate Programs must approve credit for graduate work done at other institutions. The decision concerning the acceptance of all transfer credit to the record of a graduate student will not be made until after the student has completed at least one semester of successful study in the School of Science and Engineering.

Students ordinarily must complete the requirements for the doctorate within seven years from the original date of registration. Only in unusual cases, and with the approval of the department chair and Associate Dean for Graduate Programs will credit be approved for courses taken more than six years before the date of the general or preliminary examination.

Credit for 6000-level courses taken by a senior undergraduate beyond the credits needed for an undergraduate degree at Tulane University and passed with a grade of B or better may be transferred to a graduate degree program in the School of Science and Engineering on the recommendation of the Department Chair and with the approval of the Associate Dean for Graduate Programs. Normally, no more than 12 credits should be earned before admission to a graduate program. These credits may not be counted toward requirements for the bachelor’s degree.

Transfer Between Programs
To transfer from one graduate program to another offered by the School of Science and Engineering, a student must submit an application for admission to the new program. Transferring students must fulfill any obligations they have incurred in the first program prior to receiving their degrees from the second programs. The Department Chair and Associate Dean for Graduate Programs will determine whether credit from the initial program can be applied toward a degree in the new program.

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

- Work below the standard specified by the School of Science and Engineering
- Violation of the Code of Academic Conduct or other misconduct
- Possibility of danger to the health of the student or to other students if enrollment is continued

A minimum grade point average of 3.00 (B) must be maintained by all students to remain in good standing in any graduate degree program. Students whose grade point average falls below 3.00 will be considered for a probationary semester in consultation with the chair of the appropriate department. Students who receive a grade below B- or two grades of B- will also be considered for probation in consultation with the chair of the appropriate department. The terms of the probation are determined by the department chair, in consultation with the Dean or designee. Students who fail to meet the terms of their probation in two consecutive semesters will be required to withdraw from the program. Students are subject to dismissal in consultation with the appropriate department if they receive two grades below B- in a given semester. Two grades of B- are considered equivalent to one grade below B-. If a student becomes subject to dismissal during the semester in which other graduation requirements are met, the student will be excluded and will not receive the degree. Courses with grades below B- may not be used to meet degree requirements. It is the department's responsibility to report to the Dean any student not making reasonable progress toward the degree. The School of Science and Engineering and the University reserve the right to deny admission to any applicant or to forbid any student's continued enrollment without assignment of reason; to change any of its rules, courses, regulations, and charges without notice, and to make such changes applicable to students already registered as well as to new students.

Awards
Alpha Eta Mu Beta Award
This award, given by the biomedical engineering honor society, is presented to a junior for outstanding performance as a student in the biomedical engineering curriculum.

**AICHE Awards**
Several awards are offered. Two are scholastic awards, one offered by the New Orleans Section to the senior in chemical engineering with the highest scholastic average, and one by the National Society to the junior in chemical engineering who made the highest average in the freshman and sophomore years. The annual chapter award is for outstanding participation in chapter activities, particularly participation in the student paper presentation. The student chapter award is for outstanding services to the profession. American Chemical Society Prizes were established in 1930 by the Louisiana section of the American Chemical Society and are awarded for excellence in chemistry.

**William L. Alworth Prize in Biological Chemistry**
This award honors Professor Emeritus William L. Alworth who retired in June of 2004 and will be awarded annually to the outstanding graduating senior majoring in Biological Chemistry. It is based on academic and research performance.

**The American Chemical Society Award**
For excellence in chemistry, a senior will be honored at a dinner given by the local chapter of the American Chemical Society, and also receive a check from the department. American Institute of Chemists Award Established to honor seniors in chemistry, chemical engineering, or biochemistry. Given in recognition of potential advancement of the chemical professions on the basis of a student's demonstrated record of leadership, ability, character, and scholastic achievement.

**Stuart S. Bamforth Prize**
Awarded for excellence in environmental studies to the graduating senior in earth and environmental sciences or ecology and evolutionary biology.

**Biomedical Engineering Graduate Student Outstanding Achievement Award**
For outstanding accomplishments as a graduate student in the Department of Biomedical Engineering, Tulane University.

**Biomedical Engineering Society Scholarship Award**
This award is presented to the outstanding senior in biomedical engineering with the highest scholastic grade point average.

**Chevron Undergraduate Award**
Awarded to two students who have completed the second semester of the junior year and have the highest scholastic average.

**Glendy Burke Medals** were established in 1848 (oratory) and 1879 (mathematics) by Glendy Burke. They are awarded for excellence in the fields of speech and mathematics.

**Fred R. Cagle Memorial Prize** was established in 1981 in memory of Professor Cagle, a former chair of the Department of Zoology. The prize is awarded for outstanding achievement in ecology and evolutionary biology, taking into consideration the student’s academic record, difficulty of academic program completed, and the likelihood of a substantial contribution to scholarship in integrative biology.

**The Cell and Molecular Biology Prize**
Special recognition for interest, enthusiasm and proficiency in Biology.

**Chairman's Award**
Given to a graduating senior who is outstanding in geology or earth science.

**The Department of Chemistry Award for Excellence in Undergraduate Research**
This award is given to Juniors/Seniors who demonstrate leadership ability, character and scholastic achievement.

**Nissim Nathan Cohen Memorial Award**
This award is presented to a graduating senior in Biomedical Engineering who has contributed most to his or her class, school, and the profession of Biomedical Engineering, as voted on by the senior class.

**Elsie Field Duprâ© Memorial Prize in Physics**
This award honors a female physics student for her interest, enthusiasm, and proficiency in physics.

**Liz Earley Prize in Cell and Molecular Biology**
Awarded for excellence and proficiency in laboratory science.

**Professor Erik G. Ellgaard Award for Excellence in Cell and Molecular Biology**
For the best graduating senior in Cell and Molecular Biology.

**Arnold Gerall Award in Neuroscience**
The award recognizes exceptional performance in academic and research activities in the area of Neuroscience by a Psychology major or a Neuroscience major advised by a member of the Psychology faculty.

**Kappa Kappa Gamma Prize in Mathematics**
Awarded to an outstanding undergraduate female math student.

**Gerald E. Gunning Memorial Award**
Awarded annually to an exceptional undergraduate major in ecology and evolutionary biology.

**Gerald S. Gussack Award**
Awarded to the most outstanding male graduating senior in Cell and Molecular Biology. The recipient is chosen based on excellence in grade point average, creativity in honors thesis research, and a demonstration of well-balanced academic achievement. The award is named in honor of the late Gerald Gussack, a Professor of Otolaryngology at Emory University School of Medicine, who was a 1975 graduate of Tulane College.

**Rosa Cahn Hartman Medal**
The award recognizes exceptional performance in academic and research activities in Psychology by a Newcomb-Tulane College senior.

**Aaron Hartman Award**
The award recognizes exceptional performance in academic and research activities in Psychology by a Newcomb-Tulane College senior.

**Honors Thesis Award in Cell and Molecular Biology**
For the student with the most outstanding thesis in Cell and Molecular Biology.

**Kenneth H. Kuhn, Sr. Memorial Award Senior**
Team Design Project 1st Place Winners The students are selected by a panel of judges as the 1st place winners of the Senior Team Design Project for their ability to integrate the scholarship of discovery, learning, and service, by applying biomedical engineering to improve the quality of life for people with disabilities in the New Orleans Metro Area.

The Joseph J. Kyame Physics Award
This award was established in 1990 by the physics faculty, and is given to a senior for excellence in physics.

Terry Lawson Prize in Mathematics
Awarded to a graduating senior for excellence in undergraduate mathematical research.

Anne M. McPherson Award in Psychology
The award recognizes junior or senior students who have demonstrated a capacity for cutting-edge research in the field of Psychology. Awardees should possess a strong overall grade point average and conduct research with a faculty member of the Department.

Merck Index Awards
This award is presented each year to an outstanding student in Chemistry.

The Barbara E. Moely Award for Application of Psychology
The award recognizes exceptional public service to the community.

National Society of Black Engineers
There are two awards. One is awarded to the Outstanding Executive Board member and the other is to the graduating senior with the highest grade point average.

The Neuroscience Faculty Award
The award recognizes exceptional performance in academic and research activities in Neuroscience by a Newcomb-Tulane College senior.

New Orleans Geological Society Memorial Foundation Scholarships
Awarded annually to the outstanding freshman, sophomore, junior, and senior geology or earth science majors, upon recommendation of the faculty of the Department of Earth and Environmental Sciences.

Omega Chi Epsilon Award
This award, presented by the chemical engineering honor society, is awarded for scholarship and service in the Department of Earth and Environmental Sciences.

R. A. Steinmayer Award
Established in 1957 by the Tulane geological alumni in honor of R. A. Steinmayer, emeritus professor of geology, for the outstanding graduating student in the Department of Earth and Environmental Sciences.

Francis M. Taylor Award
Established in 1971 by chemical engineering alumni to honor Professor Emeritus Taylor. Awarded to a senior in chemical engineering for outstanding citizenship, professional attitudes, and accomplishments.

Joyous and William Van Buskirk Scholarship Award
The student was selected by the biomedical engineering faculty for his outstanding achievement in biomedical engineering studies.

Daniel H. Vliet Award
Established in 1989 to honor Dr. Daniel H. Vliet who served on the faculty of Electrical Engineering for 37 years, including four years as head of the department, before his retirement in 1986. The award goes to a sophomore in an engineering program who has demonstrated superior performance in freshman physics.

Harold E. Vokes Award
Established in 1992 by the faculty of the Department of Geology in honor of Harold E. Vokes, professor emeritus of geology, for an outstanding graduating student in the Department of Earth and Environmental Sciences. Vokes Fellowship Awarded annually to the top Ph.D. candidate in the Department of Earth and Environmental Sciences.

The Zoology Prize
Awarded to a graduating senior majoring in ecology and evolutionary biology for outstanding achievement in zoology.

Academic Policies
A full description of academic policies for all students in Newcomb-Tulane College (p. 18) can be found in the college’s section of this catalog. Students should review these policies thoroughly.
Degree Requirements
Undergraduate

As a student in the School of Science and Engineering, you will be offered outstanding opportunities for learning and discovery in science and engineering in an environment that is student-focused, research-intensive, interdisciplinary, entrepreneurial, and responsive to the needs of the community. The school offers a broad range of undergraduate programs in the sciences, engineering, and mathematics. The undergraduate experience is further enriched by opportunities to engage in research, internships, study abroad, and public service. The school offers the Bachelor of Science, Bachelor of Science in Engineering, and Bachelor of Arts degrees.

To declare a major or minor in the School of Science and Engineering you must contact the appropriate departmental office. The Major/Minor Declaration Form (http://www2.tulane.edu/sse/academics/undergrad/upload/Major-Minor-Declaration-Form.pdf) requires the approval of the Department Chair. When declaring your major you will receive a Major Advisor to help schedule your Major and/or Minor required courses. The signed major/minor declaration form must be turned in to the student's Newcomb-Tulane advisor.

Newcomb-Tulane College Requirements
General Education Curriculum

Newcomb-Tulane College General Education Curriculum

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

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

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

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

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

Proficiency Requirements
Writing Skills (2 courses and 6 credits)

Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

• Tier 1: Freshman writing (ENGL 1010 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3rd of the grade based upon writing (excluding in class exams), but no revision required.

• Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

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

Formal Reasoning (1 course and 3 credits)

One course in mathematics or symbolic logic (PHIL 1210)

Foreign Language (0-3 courses)

The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. This requirement is waived for students in B.S.E. programs.

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

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

Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

Social and Behavioral Sciences (2 courses and 6 credits)

Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

Textual and Historical Perspectives (2 courses and 6 credits)

Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

Aesthetics and the Creative Arts (3 credits)

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

Additional Core Requirements

The First Year Seminar

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 or 1020).

Public Service

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general
Masters degree programs are offered in: dependent on the program. A masters degree may take from one year to three years to complete, pursuing admission to doctoral programs and professional schools. You will find masters programs at Tulane which are designed to enhance your employment opportunities as well as to assist you in

Global Perspectives
One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

Graduate
The School of Science and Engineering has active research programs in 11 focus areas within the school and a rich variety of interdisciplinary programs linked to Tulane's School of Medicine and the Primate Research Center. While the emphasis of most programs is the training of Ph.D. scientists, some disciplines offer M.S. degrees. With 120 research faculty and over 350 students in Ph.D. programs, Tulane's Science and Engineering programs are large enough to have state-of-the-art facilities, but small enough to provide an intimate research atmosphere, where faculty and students work side by side.

Master of Science
You will find masters programs at Tulane which are designed to enhance your employment opportunities as well as to assist you in pursuing admission to doctoral programs and professional schools. A masters degree may take from one year to three years to complete, depending on the program.

Masters degree programs are offered in:

- Biomedical Engineering (http://www2.tulane.edu/sse/bme/academics/graduate)
- Cell and Molecular Biology (http://www2.tulane.edu/sse/cell/academics/graduate)
- Computational Science (http://www2.tulane.edu/sse/ccs/masters)
- Earth and Environmental Sciences (http://www2.tulane.edu/sse/eens/academics/graduate/master-science.cfm)
- Ecology and Evolutionary Biology (http://www2.tulane.edu/sse/eebio/academics/graduate/programs.cfm#ms-procedures)
- Materials Science and Engineering (http://www2.tulane.edu/sse/cbe/academics/graduate/master-science.cfm)
- Mathematics (http://www2.tulane.edu/sse/math/academics/graduate/programs.cfm#ms-4+1masters)
- Neuroscience (http://www2.tulane.edu/sse/neuro/academics/graduate/master-science.cfm)
- Physics (http://www2.tulane.edu/sse/eebio/academics/graduate/master-science.cfm)
- Psychology (http://www2.tulane.edu/sse/psyc/academics/graduate/master-science.cfm)
- Statistics (http://www2.tulane.edu/sse/math/academics/graduate/degree-requirements.cfm#ms_statistics)
- Interdisciplinary Master of Science (http://www2.tulane.edu/sse/academics/graduate/msinterdisciplinary.cfm)

With permission of department and instructor, students also may enroll as non-degree special students (http://www2.tulane.edu/sse/academics/graduate/special-students.cfm)

4+1 Master's Programs
The 4+1 Masters programs at Tulane University provide Tulane undergraduates with the opportunity to earn a masters degree in a single year following the completion of the bachelor's degree. Tuition for the 4+1 masters programs in the School of Science and Engineering is 35% of regular graduate tuition. 4+1 Masters Degree Programs are offered in the following disciplines:

- Biomedical Engineering (http://www2.tulane.edu/sse/bme/academics/undergraduates/current/bme-ms.cfm)
- Behavioral Health
- Chemical and Biomolecular Engineering (http://www2.tulane.edu/sse/cbe/academics/graduate/degree-programs/4plusone.cfm)
- Computational Science (http://www2.tulane.edu/sse/ccs/masters)
- Ecology and Evolutionary Biology (http://www2.tulane.edu/sse/eebio/academics/graduate/degree-programs/4plusone.cfm)
- Economics (http://www2.tulane.edu/sse/math/academics/graduate/degree-requirements.cfm#phd_math_4+1)
- Environmental Science (http://www2.tulane.edu/sse/neuro/academics/graduate/master-science.cfm)
- Physics (http://www2.tulane.edu/sse/physics/academics/graduate/master-science.cfm)
- Psychology (http://www2.tulane.edu/sse/psyc/academics/graduate/master-science.cfm)
- Statistics (http://www2.tulane.edu/sse/statistics/academics/graduate/degree-requirements.cfm#ms_statistics)
- Interdisciplinary Master of Science (http://www2.tulane.edu/sse/academics/graduate/msinterdisciplinary.cfm)

With permission of department and instructor, students also may enroll as non-degree special students (http://www2.tulane.edu/sse/academics/graduate/special-students.cfm) at 50% graduate tuition.

Doctor of Philosophy
The School of Science and Engineering at Tulane University places significant emphasis on doctoral education. Nearly all of our over 300 doctoral students are supported by assistantships or fellowships and conduct research with over 120 faculty members. Facilities are excellent and the close knit community of students, faculty and staff serves to stimulate multidisciplinary collaboration. This characteristic is reflected in the descriptions of research programs of individual faculty.

Ph.D. programs are offered in the following areas:

- Bioinnovation Interdisciplinary Ph.D. (http://www2.tulane.edu/bioinnovation-IGERT)
- Biomedical Engineering (http://www2.tulane.edu/sse/bme/academics/graduate/prospective/programs.cfm)
- Cell and Molecular Biology (http://www2.tulane.edu/sse/cell/academics/graduate/phd/requirements.cfm)
• Chemical and Biomolecular Engineering (http://www2.tulane.edu/sse/cbe/academics/graduate/degree-programs/phd.cfm)
• Chemistry (http://www2.tulane.edu/sse/chem/academics/graduate)
• Computer Science (http://tulane.edu/sse/cs/academics/graduate)
• Ecology and Evolutionary Biology (http://www2.tulane.edu/sse/eebio/academics/graduate/programs.cfm#phd-procedures)
• Earth and Environmental Sciences (http://www2.tulane.edu/sse/eens/academics/graduate/doctor-philosophy.cfm)
• Interdisciplinary Ph.D. in Aging Studies (http://tulane.edu/som/aging/interdisciplinary-phd-program-in-aging.cfm)
• Inter-School Programs and the Interdisciplinary Ph.D. (http://www2.tulane.edu/sse/academics/graduate/interdisciplinary-phd.cfm)
• Materials Physics and Engineering (http://www2.tulane.edu/sse/pep/academics/graduate/materials-program.cfm)
• Mathematics (http://www2.tulane.edu/sse/math/academics/graduate/phd-requirements.cfm)
• Neuroscience (http://www2.tulane.edu/sse/neuro/academics/graduate/phd)
• Physics (http://www2.tulane.edu/sse/pep/academics/graduate)
• Psychology (Psychological Science; School Psychology) (http://www2.tulane.edu/sse/psyc/academics/graduate/phd-programs)

Academic Departments
• Biological Chemistry Program (p. 281)
• Department of Biomedical Engineering (p. 282)
• Department of Cell and Molecular Biology (p. 284)
• Department of Chemical and Biomolecular Engineering (p. 287)
• Department of Chemistry (p. 290)
• Department of Computer Science (p. 292)
• Department of Earth and Environmental Sciences (p. 294)
• Department of Ecology and Evolutionary Biology (p. 297)
• Department of Mathematics (p. 301)
• Department of Physics and Engineering Physics (p. 307)
• Department of Psychology (p. 320)
• Department of River-Coastal Science and Engineering (p. 322)
• Interdisciplinary Graduate Degree Programs (p. 323)
• Neuroscience Program (p. 326)

Biological Chemistry Program

Programs
Undergraduate
Major
• Biological Chemistry Major (p. 281)

Minor
• Biological Chemistry Minor (p. 282)

Biological Chemistry Major
A major in Biological Chemistry must include the cell and molecular biology, chemistry, physics and mathematics courses in lists I – IV below. At least two elective courses, selected from list V, also must be included. In addition, an appropriate six-credit special project (list VI) integrating the student's biological and chemical studies is required.

Because of the interdisciplinary nature of the Biological Chemistry major, students in this program may not minor in chemistry, cell and molecular biology, or ecology and evolutionary biology.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 2050</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3030</td>
<td>Molecular Biology</td>
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<tr>
<td>CELL 3035</td>
<td>Molecular Biology Lab</td>
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<tr>
<td>CELL 3750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 4220</td>
<td>Microbiology</td>
<td>3</td>
</tr>
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</table>

Chemistry Required Courses

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<tbody>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1075</td>
<td>General Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1085</td>
<td>General Chemistry Lab II</td>
<td></td>
</tr>
<tr>
<td>CHEM 2410</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 2415</td>
<td>Organic Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>CHEM 2420</td>
<td>Organic Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; CHEM 2425</td>
<td>Organic Chemistry Lab II</td>
<td></td>
</tr>
<tr>
<td>CHEM 3120</td>
<td>Physical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 3125</td>
<td>Physical Chemistry Lab II</td>
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</tr>
<tr>
<td>CHEM 3830</td>
<td>Intro To Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>&amp; CHEM 3835</td>
<td>Intro to Biochem Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 3840</td>
<td>Intermediate Biochem</td>
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</table>

Physics Required Courses

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
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</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
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Mathematics Required Courses

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<th>Course ID</th>
<th>Title</th>
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</thead>
<tbody>
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<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives
Select at least two of the following: 6

- CELL 3050 Foundations of Pharmacology
- CELL 3210 Physiology
- CELL 3310 Cellular Neuroscience
- CELL 3320 Systems Neuroscience
- CELL 3755 Cell Biology Laboratory
- CELL 4130 Embryology
- CELL 4160 Developmental Biology
- CELL 4225 Microbiology Laboratory
- CELL 4340 Neurobiology of Disease
To Minor in Biological Chemistry, you cannot Major in Chemistry or Cell and Molecular Biology.

**Department of Biomedical Engineering**

**Programs**

**Undergraduate**

Major

- Biomedical Engineering Major (p. 282)

Minors

- Biomedical Engineering Minor (p. 283)
- Biomedical Engineering Minor for Non-Engineering Majors (p. 283)

**Graduate**

- Biomedical Engineering, MS (p. 284)
- Biomedical Engineering, PhD (p. 284)

**Biomedical Engineering Major**

Welcome to the Department of Biomedical Engineering at Tulane University in New Orleans, LA. Since 1977, our department has been a leader in engineering science investigations of health and medicine. As you explore this site, you will see that our curriculum and translational studies are targeted and integrated, spanning areas of biomaterials, biomechanics, device development and tissue engineering. Our team of faculty and staff members brings energy and enthusiasm towards educating future generations of biomedical engineers as we solve today's most complex and interesting basic and applied research problems relevant to healthcare. We welcome the opportunity to develop collaborations at all levels.

**Requirements**

**Course**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1075</td>
<td>General Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
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</tr>
<tr>
<td>TIDES Tulane Inter. Exp. Sem.</td>
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<td></td>
</tr>
<tr>
<td>Service Learning (1st or 2nd year)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
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<td>17</td>
</tr>
</tbody>
</table>

**Spring**

- MATH 1220 Calculus II 4
- CHEM 1080 General Chemistry II 3
- CHEM 1085 General Chemistry Lab II 1
- CULT Cultural Knowledge Elective 3
- PHYS 1320 General Physics II 4
ENGP 1410  Statics  3  
Credit Hours  18

Year 2
Fall
MATH 2210  Calculus III  4
CELL 1010  Intro to Cell & Molec Biology  3
CELL 2115  General Biology Lab  1
BMEN 2310  Product & Experimental Design  3
ENGP 2010  Electric Circuits  3
ENGP 2011  Electric Circuits Lab  1
ENGP 2430  Mechanics of Materials  3
Credit Hours  18

Spring
MATH 2240  Intro To Applied Math  4
BMEN 2020  Comput Concepts & Applic  4
BMEN 2600  Intro Organic & Biochem  3
BMEN 2730  Biomedical Electronics  4
ENGP 3120  Materials Science & Engr  3
Credit Hours  18

Year 3
Fall
BMEN 3035  Anat & Phys for Engr Lab  1
BMEN 3440  Biofluid Mechanics  3
BMEN 3xx  "Domain" class  3
PELECT Professional Elective  6
CULT Cultural Knowledge Elective  3
BMEN 490x Research & Prof. Practice I  2
BMEN 3030  Anatomy & Physio for Engr  3
Credit Hours  21

Spring
BMEN 3070  Quantitative Physiology  3
BMEN 3075  Quat. Physiology Lab  1
BMEN 3820  Math Analysis Bio Systms  3
BMEN 3xx  "Domain" class  3
BMEN 4900  Art of Professional Eng  1
CULT Cultural Knowledge Elective  3
Credit Hours  14

Year 4
Fall
BMEN 4040  BMEN Team Dsgn Proj II  3
BMEN 6720  Departmental Seminar  0
CULT Cultural Knowledge Elective  6
PELECT Professional Elective  3
Credit Hours  12

Spring
BMEN 4040  BMEN Team Dsgn Proj II  12
Credit Hours  12

Total Credit Hours  130

1 Students are required to take a 1-hour “service learning” course before the end of the Sophomore year.

2 One Professional Elective must be a BMEN6xxx advanced class, following up on a BMEN3xxx domain class.

Biomedical Engineering Minor
Students in Chemical Engineering or Engineering Physics may earn a Minor in Biomedical Engineering through completion of the following courses: See requirements.

For Non-Engineering Majors
Students may earn a Minor in Biomedical Engineering through completion of the following sequence of courses. Students majoring in other Engineering fields should consult the department for an alternate list of requirements for the Minor.

Requirements
Students in chemical and biomolecular engineering may earn a Minor in biomedical engineering through completion of the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 2115</td>
<td>General Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 2600</td>
<td>Intro Organic &amp; Biochem</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 3035</td>
<td>Anat &amp; Phys for Engr Lab</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 3070</td>
<td>Quantitative Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 3075</td>
<td>Quat. Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 3300</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  15

Biomedical Engineering Minor for Non-Engineering Majors
Students may earn a Minor in Biomedical Engineering through completion of the following sequence of courses. Students majoring in other Engineering fields should consult the department for an alternate list of requirements for the Minor.

Requirements

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2240</td>
<td>Intro To Applied Math</td>
<td>4</td>
</tr>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology (or approved substitute)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Engineering Courses
Required of all Biomedical Engineering minors:
Biomedical Engineering, MS

A non-thesis Master of Science degree (MS) is offered by the Graduate Division of the School of Science and Engineering upon the completion of 30 semester hours of approved graduate course work. This coursework must satisfy the distribution requirement (see below). Students receiving aid in the form of a teaching assistantship or a research assistantship are generally not eligible for a Master’s degree as their terminal degree. Doctoral students that have completed 30 semester hours of approved graduate credit and who have successfully defended their research prospectus may then petition the Department for a non-thesis MS degree.

Tuition is set at 50% of regular full graduate division for students in the terminal non-thesis MS program.

Requirements

In order to prepare our students for careers in biomedical engineering, which is a rapidly evolving interdisciplinary field, we require all graduate students to complete a distribution of classes. These are:

1. **Anatomy and Physiology**
   
   BMEN 6030 Anatomy & Physio for Engr (3 c.h.)/BMEN 6035 Anat & Phys for Engr Lab (1 c.h.)
   
   BMEN 6070 Quant Physio Lec (3 c.h.)/BMEN 6075 Quant. Physiology Lab (1 c.h.)

2. **Biomedical Engineering Domains**
   
   One BMEN 6xxx level course in three of the following four domains: Biomedical Design, Biomaterials and Tissue Engineering, Biomechanics and Biotransport, Biosignals and Biosystems. One of these three courses may be cross-registered with a BMEN 3xxx course.

3. **Mathematics**

   One course in advanced mathematics (e.g., various 6000-level MATH courses)

Biomedical Engineering, PhD

The Ph.D. is an academic degree that prepares students for careers in teaching and research. A Master’s degree is not required for students seeking the Doctoral degree.

Requirements

The specific requirements are as follows:

1.) Distribution Requirements
   
   a. Anatomy and Physiology
   
   BMEN 6030 Anatomy & Physio for Engr (3 c.h.)/BMEN 6035 Anat & Phys for Engr Lab (1 c.h.)and BMEN 6070 Quant Physio Lec (3 c.h.)/BMEN 6075 Quant. Physiology Lab (1 c.h.)

   b. Biomedical Engineering Domains
   
   One course in three of the four domains, as described in Table 1. Only one (1) of the domain requirements may be satisfied through the completion of a BMEN 3xxx/6xxx domain course

   c. Mathematics
   
   One course in advanced mathematics (e.g., various 6000-level MATH courses)

2.) Coursework

The student must demonstrate superior performance while completing 48-hours of graduate study with nine in-class “didactic” classes completed (see Table 3).
distill, and interpret data. A love of living systems and a level of comfort with complexity are both essential.

Due to the extensive overlap in curricula, Cell and Molecular Biology majors cannot double major in Biological Chemistry. Students can double major in Cell and Molecular Biology and Neuroscience, but there are additional requirements that must be met beyond those requirements for most double major combinations.

Requirements

Students majoring in cell and molecular biology must complete a minimum of eleven courses in the biology components, totaling at least 25 credits; 16 credits in chemistry; and 8 credits of physics with laboratories. Students must also complete Calculus (MATH 1210 Calculus I (4 c.h.) or MATH 1310 Consolidated Calculus (4 c.h.)) and Statistics for Scientists (MATH 1230 Stats For Scientists (4 c.h.)) to satisfy the major and BS requirements.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 1075</td>
<td>General Chemistry Lab I</td>
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</tr>
<tr>
<td>CHEM 1085</td>
<td>General Chemistry Lab II</td>
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<tr>
<td>CHEM 2410</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2420</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2415</td>
<td>Organic Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Math Component**

Select one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>3-6</td>
</tr>
<tr>
<td>MATH 1310</td>
<td>Consolidated Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Long Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MATH 1160</td>
<td>and Long Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Stats For Scientists</td>
<td>4</td>
</tr>
</tbody>
</table>

**Physics Component**

Select one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1210</td>
<td>Introductory Physics I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; PHYS 1220</td>
<td>and Introductory Physics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 1320</td>
<td>and General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

**Cell and Molecular Biology Core Component**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 2115</td>
<td>General Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 2050</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3030</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3755</td>
<td>Cell Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or CELL 3035</td>
<td>Molecular Biology Lab</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional 3 or 4 credit CELL lecture or lecture/lab course

**Biochemistry Component**

Select one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3830</td>
<td>Intro To Biochemistry</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 3840</td>
<td>and Intermediate Biochem</td>
<td></td>
</tr>
<tr>
<td>CENG 4450</td>
<td>Applied Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CENG 4460</td>
<td>and Applied Biochemistry II</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 51-58

**Elective Component**

An additional three elective courses are required, with at least two of the three being laboratory oriented. Only one laboratory elective may be satisfied by independent laboratory research (CELL 4910 Independent Study (1-3 c.h.), CELL 4920 Independent Study (1-3 c.h.), CELL 4990 Honors Thesis (3 c.h.) or CELL 5000 Honors Thesis (4 c.h.)). Students may use approved courses from other departments to fill the elective component. A list of courses which fulfill this requirement is available on the CMB Department website or from the CMB Department office.

**Capstone Component**

Finally, students must complete a capstone course. A list of courses which fulfill the capstone requirement is available on the Department website or from the CMB Department office.

**Cell and Molecular Biology Minor**

The minor in Cell and Molecular Biology introduces the mechanistic study of the life of the cell at the molecular level. Due to the extensive overlap in curricula, Biological Chemistry majors cannot minor in Cell and Molecular Biology. Neuroscience majors may minor in Cell and Molecular Biology, but the requirements are more rigorous.

Requirements

Students wishing to minor in cell and molecular biology must complete:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 2050</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3030</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Coursework**

Select two electives in biology

Select 16 credits in chemistry

**Total Credit Hours** 34

1 One year of both general and organic chemistry and their respective laboratories

Because of the interdisciplinary nature of the biological chemistry major, students in that program may not minor in cell and molecular biology.

**Neuroscience Majors**

Neuroscience majors wishing to minor in cell and molecular biology must complete:
Cell and Molecular Biology, MS

The Master’s in Cell and Molecular Biology program is designed to enhance the competitiveness of students applying to postgraduate professional schools, especially Medical and Dental School, but also Veterinary School, Optometry School, Business School, Law School, and Ph.D. programs.

Requirements

Students must complete a total of 30 credit hours, with a cumulative GPA of 3.0 or higher on a 4.0 scale, in order to receive the MS degree.

Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 7860</td>
<td>Master’s Seminar (to be taken in both Fall and Spring)</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives

Select 24 credits of Electives 24

Total Credit Hours 30

1. This course will include on site work experiences coupled with formal classroom presentations summarizing the work. The Experiential component includes 50 required hours per semester and will be tailored to the student’s career path which can range from traditional laboratory research to Service Learning programs in medical or professional settings.

The remaining 24 credits will consist of lecture or lab courses such as the electives listed below.

Elective Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 6000</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6010</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6030</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6035</td>
<td>Molecular Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6050</td>
<td>Foundations of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6070</td>
<td>Neurobiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6080</td>
<td>Adv Dev &amp; Cell Biol II</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6110</td>
<td>Human Histology</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6130</td>
<td>Embryology</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6150</td>
<td>Methods in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6160</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6180</td>
<td>Biomedical Research in Animals</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6200</td>
<td>General Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6210</td>
<td>Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6220</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6225</td>
<td>Microbiology lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6230</td>
<td>Virology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6310</td>
<td>Cellular Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6325</td>
<td>Neuroanatomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6340</td>
<td>Neurobiology of Disease</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6350</td>
<td>Developmental Neurobiol</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6360</td>
<td>Topics In Cellular Neuroscienc</td>
<td>0</td>
</tr>
<tr>
<td>CELL 6370</td>
<td>Molecular Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6400</td>
<td>Regenerative Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6440</td>
<td>Adv Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6450</td>
<td>Genome Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6480</td>
<td>Head and Neck Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6490</td>
<td>Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6500</td>
<td>Adv Molec neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6550</td>
<td>Syn Org of the Brain</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6560</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6710</td>
<td>Molec Biology of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6755</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6840</td>
<td>Current Topics Dev Biol</td>
<td>2</td>
</tr>
<tr>
<td>NSCI 6630</td>
<td>Cellular Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6320</td>
<td>Systems Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may be permitted to take electives from other departments with the approval of the program’s Co-Directors.
Cell and Molecular Biology, PhD

The Department of Cell and Molecular Biology offers students the opportunity to earn Ph.D. degrees in a stimulating, dynamic research environment.

Requirements

Students will complete 48 credit hours of course work with at least a 3.0 GPA (FIRM). Credit hours should be complete by the end of second year (4th semester).

Core required courses include: Cell Biology CELL 6750, CMB Doctoral Seminar CELL 7870, Advanced Molecular Biology (CELL 6440), and a journal club course (NSCI 6040 or CELL 6840).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 6000</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6010/4010</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6030/3030</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6035/3035</td>
<td>Molecular Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6050/3050</td>
<td>Foundations of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6070</td>
<td>Neurobiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6080</td>
<td>Adv Dev &amp; Cell Biol II</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6110/4110</td>
<td>Human Histology</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6130/4130</td>
<td>Embryology</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6150</td>
<td>Methods in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6160/4160</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6200/4200</td>
<td>General Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6210/3210</td>
<td>Physiology</td>
<td>3</td>
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<tr>
<td>CELL 6220/4220</td>
<td>Microbiology</td>
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<td>CELL 6225/4225</td>
<td>Microbiology Lab</td>
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<tr>
<td>CELL 6310/3310</td>
<td>Cellular Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6320/3320</td>
<td>Systems Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6340/4340</td>
<td>Neurobiology of Disease</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6350/4350</td>
<td>Developmental Neurobiol</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6360</td>
<td>Topics In Cellular Neurosci</td>
<td>0</td>
</tr>
<tr>
<td>CELL 6370/4370</td>
<td>Molecular Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6400/3400</td>
<td>Regenerative Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6440/4440</td>
<td>Adv Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6490</td>
<td>Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CELL 6500</td>
<td>Adv Molec neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6550</td>
<td>Syn Org of the Brain</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6660/4660</td>
<td>Special Topics</td>
<td>1-4</td>
</tr>
<tr>
<td>CELL 6710/4710</td>
<td>Molec Biology of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6630</td>
<td>Cellular Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6750/3750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 6755/3755</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 6840</td>
<td>Current Topics Dev Biol</td>
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<tr>
<td>CELL 7110</td>
<td>Research Rotations</td>
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<td>CELL 7120</td>
<td>Research Rotations</td>
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<tr>
<td>CELL 7130</td>
<td>Research</td>
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</tr>
<tr>
<td>CELL 7260</td>
<td>Graduate Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Department of Chemical and Biomolecular Engineering

Programs

Undergraduate

Major

• Chemical Engineering Major (p. 288)

Graduate

• Chemical and Biomolecular Engineering, MS (p. 287)
• Chemical and Biomolecular Engineering, PhD (p. 287)

Chemical and Biomolecular Engineering, MS

The Chemical and Biomolecular Engineering Department offers both a thesis and non-thesis option for obtaining a master’s degree. Graduate students receiving financial support as research or teaching assistants can earn a M.S. degree only with the approval of Department Chair and SSE Associate Dean for Graduate Studies, and in general, a written thesis is required.

Tenure is five years, although completion of all requirements for the degree for full-time students in two years is strongly encouraged.

Requirements

For the thesis option, the student must complete 24 hours of graduate course work plus conduct a research investigation under the guidance of a faculty member. Typically, two years are required to finish the course work and thesis. Upon completion, the student must defend a thesis before a faculty committee, which is chosen as described for Ph.D. students. For the non-thesis option, a total of 30 hours of course work is required. For both degree options, three core graduate chemical engineering courses are required, as outlined in the PhD course work, with up to six independent study credits toward the 24/30 credit requirement. The remainder of the credits must be made with course work.

Chemical and Biomolecular Engineering, PhD

The Chemical and Biomolecular Engineering Department offers a Doctor of Philosophy degree, in which students perform cutting edge research in advanced engineering topics. Graduate students pursuing PhD studies are supported as research or teaching assistants. The PhD degree culminates in a public defense of a written dissertation based on the original research performed by the student.
A master's degree is not a prerequisite to the beginning of study for the Doctor of Philosophy degree. Completing the Ph.D. requirements normally requires five years of full-time study beyond the B.S. degree.

Requirements

The Ph.D. degree requires a student to reach a critical understanding of the basic scientific and engineering principles underlying their field of interest. In addition, the student must demonstrate the ability to conduct independently an intensive research project and document their results in the form of refereed publications, presentations, and a final thesis dissertation. Specifically, candidates for the Ph.D. degree must:

- Complete a minimum of 48 credit hours of approved course work;
- Pass a qualifying examination;
- Present an acceptable dissertation prospectus to a dissertation committee;
- Make an original contribution to the field of chemical engineering in the form of a dissertation suitable for publication; and
- Defend the dissertation during a public presentation.

The Ph.D. degree requires 48 hours of approved graduate course work plus a thesis. These courses must include three core graduate chemical engineering courses:

<table>
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<tr>
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<td>CENG 7150</td>
<td>Advanced Reactor Design</td>
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<tr>
<td>or CENG 6870</td>
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<td>CENG 7010</td>
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<tr>
<td>CENG 7020</td>
<td>Graduate Mentoring Seminar II</td>
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</table>

Ph.D. candidates are also allowed 25 independent study credits toward the 48 credit requirement. Ph.D. candidates who have completed an M.S. at another institution will be potentially allowed to transfer a small number of credit hours toward the Ph.D.

Frequently, students without an undergraduate chemical engineering degree will enroll in the graduate program. To ensure that all students are familiar with the fundamental principles required of chemical engineers, students entering the graduate program with a bachelor's degree in an area other than chemical engineering will be required to take four undergraduate courses—Unit Operations I, II and III, and one of either Reactor Design, Process Control or Process Design. On the recommendation of the Graduate Committee, these requirements can be modified based on each student's specific background. These undergraduate courses do not count toward the total graduate-level credit requirement for the advanced degree. Graduate students may take these courses out of sequence and/or concurrently in order to expedite completion of this requirement.

Completing the Ph.D. requirements normally requires four to five years of full-time study beyond the B.S. degree. Students already possessing an M.S. degree in chemical engineering typically require one year less time. Financial aid is given to all full time graduate students working towards the Doctoral degree.

Chemical Engineering Major

Chemical engineering combines principles of chemistry, physics, biology, and mathematics to design processes that economically and sustainably meet human needs for energy, food, healthcare, and technology. Chemical engineers are not only leaders in traditional chemical, oil and gas, and brewing industries, but they are also at the forefront of advancements in pharmaceutical discovery and production, renewable energy, biotechnology, and environmental protection. The Chemical & Biomolecular Engineering (CBE) curriculum includes basic coursework in math, physics, and chemistry, as well as advanced courses related to the design of industrial processes including fluid dynamics, thermodynamics, heat and mass transfer, computer methods, reactor design, and automatic process control. All students participate in an internship through the core curriculum. Students can readily tailor the major to their specific interests through choice of appropriate electives; synergistic focus areas include medicine, biotechnology, materials science, energy, and environmental studies.

Requirements

Core Chemical Engineering Courses

Undergraduate Curriculum:

The coursework necessary to graduate with a B.S. degree in Chemical Engineering can be grouped in the following categories:

- The engineering courses, including the core chemical engineering courses*, engineering and technical electives, and the advanced chemical courses
- The basic science and mathematics sequence, which also satisfies the university's scientific inquiry requirements
- The university's cultural knowledge (humanities, fine arts, and social science) elective courses, TIDES, public service, and the writing requirement

*Beginning with students who declared the Chemical Engineering major in the Fall of 2014, a minimum grade of C- must be earned in each CENG required core course in order to receive credit for the Bachelor's degree.

Undergraduate Core Requirements:

The following courses are required by the university to obtain a degree:

- Writing (ENGL 1010, 4 credits)
- Scientific Inquiry (9-12 credits): Satisfied by the basic mathematics and science sequence comprising MATH 1220, 2210, 2240; PHYS 1310, 1320; and CHEM 1070/1170, 1080/1180
- Cultural Knowledge (18 credits): Satisfied by at least 6 credit hours of Humanities/Fine Arts and at least 6 credit hours of Social Science
- Public Service (2-3 credits)
- TIDES
- Capstone Experience (9 credits): Satisfied by CENG 4310 and 4750
- Two Advanced Chemistry Electives, Two Advanced Technical electives, and Two Advanced Engineering Electives are selected in consultation with a faculty member in Chemical & Biomolecular Engineering, who is listed as your advisor, or by emailing the Chair
of the Undergraduate Committee, Dr. Kyriakos Papadopoulos, at kyriakos@tulane.edu. Note that at least one of the Technical Electives must be at the 3000-level or above. The same applies the Engineering Electives.

In general, a Technical Elective is a course offered by the School of Science and Engineering. Also in general, an Engineering Elective is any non-required CENG course, a course offered by one of the engineering departments (BMEN, ENGP), or by Computer Science (COSC and CMPS). (Note that a course such as CENG 4890, for example, could count as either a Technical or Engineering elective, but no single course can be used to satisfy two requirements.) At least one member of each pair of electives must be at the 3000-level or above.

Note that, for both the Technical and Engineering Electives, the courses must be of at least the same technical rigor as the first freshman-level course we require from that department (i.e., General Chemistry for CHEM courses, General Physics for PHYS courses, Calculus I for MATH courses. CELL 1010 is the benchmark for CELL courses.) Courses for non-science majors will not fulfill the elective requirements. Consult your departmental advisor or the department’s Undergraduate Committee for official approval of electives.

Certain modifications to the freshmen program may be made by:

- Achievement of advanced standing through Advanced Placement Tests offered by the CEEB
- Use of advanced placement tests in mathematics and chemistry offered on campus during Orientation Week
- Submission of transcripts from other universities for equivalent courses taken prior to entering Tulane

New majors are assigned an individual faculty advisor based on their expected graduation year, and they should consult with him or her regularly for class and career planning. Faculty members can be reached by email or in person to set up meeting times.

Class of 2019 – O’Connor, Papadopoulos
Class of 2020 – Sandoval, Mitchell
Class of 2021 – Godbey, Pesika

Special advising for transfer students, Tulane/Xavier 3-2 program, study abroad – Dr. Papadopoulos

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<tr>
<td>CHEM 1070</td>
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<td>CENG 4500</td>
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PHYS 1321 General Physics II Lab 0
MATH 1220 Calculus II 4
Cultural Knowledge 1 3
SCEN 1890 Service Learning: SCEN 1010 1

Credit Hours 16

Year 2

Fall
CENG 2110 Matl & Energy Balances 3
CENG 2500 Intro To Biotechnology 3
CHEM 2410 Organic Chemistry I 3
CHEM 2415 Organic Chemistry Lab I 1
MATH 2210 Calculus III 4
Cultural Knowledge 2 3

Credit Hours 16

Spring
CENG 2120 Thermodynamics I 3
CENG 2320 Transport Phenomena I 3
CHEM 2420 Organic Chemistry II 3
CHEM 2425 Organic Chemistry Lab II 1
MATH 2240 Intro To Applied Math 4
Cultural Knowledge 3 3

Credit Hours 17

Year 3

Fall
CENG 3110 Thermodynamics II 3
CENG 3230 Numr Meth For Chem Eng 3
CENG 3390 Transport Phenomena II 3
Cultural Knowledge 4 3
CHEM- Advanced Chemistry 1 ** 3 or 4

Credit Hours 15-16

Spring
CENG 3240 Unit Operations Lab 4
CENG 3340 Separation Processes 3
CENG 4150 Reactor Design 3
Elective 3
CHEM - Advanced Chemistry 2 ** 3 or 4

Credit Hours 16-17

Year 4

Fall
CENG 4310 Chemical Process Design 3
CENG 4750 Practice School 6
Engineering Elective ** 3
Advanced Technical Elective ** 3

Credit Hours 15

Spring
Technical Elective 1 3
Cultural Knowledge 5 3
CENG 4500 Chemical Process Control 3
Cultural Knowledge 6  3
Advanced Engineering Elective **  3

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<td>CHEM 1080 &amp; CHEM 1085</td>
<td>General Chemistry II and General Chemistry Lab II</td>
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<td>Organic Chemistry I and Organic Chemistry Lab I</td>
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<td>Physical Chemistry I and Physical Chemistry Lab I</td>
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<tr>
<td>PHYS 1310 &amp; PHYS 1320</td>
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<td>CHEM 3310 &amp; CHEM 3315</td>
<td>Instrumental Analysis and Instrumental Analysis Lab</td>
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</table>

Electives *
Select three or more elective courses from the Chemistry list of courses  9

Total Credit Hours 61

* In order to complete the major, three additional, three-credit courses from the list of Chemistry courses above the 1000-level are required. Check with the Chemistry Department for approval of other (non-Chemistry) courses.

As an alternative to a traditional chemistry major, students can consider a major in biological chemistry (http://www2.tulane.edu/sse/biolchem/index.cfm). This program is certified by the American Society of Biochemistry and Molecular Biology (ASBMB).

Premedical students should elect Chemistry 1070 and 1075, 1080 and 1085, and 2410 and 2415 and 2420 and 2425.

### Requirements

Students majoring in chemistry must satisfy the general requirements of the B.S. curriculum.

<table>
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<tr>
<th>Course ID</th>
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<td>PHYS 1310 &amp; PHYS 1320</td>
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<td>Instrumental Analysis and Instrumental Analysis Lab</td>
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</table>

Electives *
Select three or more elective courses from the Chemistry list of courses  9

Total Credit Hours 61

* In order to complete the major, three additional, three-credit courses from the list of Chemistry courses above the 1000-level are required. Check with the Chemistry Department for approval of other (non-Chemistry) courses.

### Chemistry Minor

A minor in chemistry consists of CHEM 1070 General Chemistry I (3 c.h.)/CHEM 1075 General Chemistry Lab I (1 c.h.) and CHEM 1080 General Chemistry II (3 c.h.)/CHEM 1085 General Chemistry Lab II (1 c.h.) plus four additional lecture courses that count toward the chemistry major. Only one semester of research may be counted towards the minor. For students whose major requires Chemistry 1070/1075 and Chemistry 1080/1085, at least one of the additional courses must not be required by that major. Because of the...
interdisciplinary nature of the biological chemistry major, students in that program may not minor in chemistry or biology.

**Requirements**

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<th>Course ID</th>
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**Elective Courses**

Select four additional courses in chemistry chosen in consultation with the chemistry department. 12

**Total Credit Hours** 20

**Chemistry, PhD**

Tulane's graduate program in chemistry offers a balance between coursework and research. During the first two semesters, in addition to starting courses, students meet with individual faculty members and select a dissertation research advisor. After the first year, emphasis shifts towards research.

Some special areas of faculty research are bio-organic, biophysical, physical inorganic, organometallic, synthetic organic, polymer material, surface chemistry, as well as crystallography, spectroscopy, quantum theory and statistical mechanics.

**Requirements**

The minimum requirement for the PhD degree is six courses (18 course hours in total) at the 7000 level, four of which must be core courses. Out of the four core courses, up to three can be taken within one field of chemistry. The core courses, offered by division, are:

- Physical Chemistry: CHEM 7110 Intro to Quantum Mechanics (3 c.h.), CHEM 7120 Statistical Mechanics (3 c.h.), CHEM 7150 Chemical Physics (3 c.h.),
- Inorganic Chemistry: CHEM 7210 Inorganic Stru & Bond (3 c.h.) or CHEM 7220 Inorganic Reaction Mechanics (3 c.h.), CHEM 7230 Organomet/Trans. Metals (3 c.h.) or CHEM 7240 Organomet Chem Main Grp Metals (3 c.h.),

The remaining two elective courses should be selected from 7000 level chemistry courses (other than 7870 - 7900) or 7000 level courses from other SSE departments that meet the approval of the Graduate Affairs Committee. In addition, students should register for a total of six hours of seminar over the first six semesters of matriculation. In all, a total of 48 course hours are required for the Ph.D. students. Up to 24 course hours of the 48 hours required may be taken in CHEM 7890 Techniques of Research (1-9 c.h.)-CHEM 7900 Techniques of Research (1-9 c.h.) and special interest courses (6000 or above) offered by the Department of Chemistry or related departments. Students should obtain prior approval of the Graduate Affairs Committee to ensure that the courses taken in other departments will count toward the degree.

**Core-Course Description**

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<td>Inorganic Stru &amp; Bond</td>
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<td>Organomet/Trans. Metals</td>
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<tr>
<td>CHEM 7240</td>
<td>Organomet Chem Main Grp Metals</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 7410</td>
<td>Adv Organic Physical Organic</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 7420</td>
<td>Adv Organic Spectroscopy</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 7460</td>
<td>Adv Organic-Synthetic Ap</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 6830</td>
<td>Intro To Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 6840</td>
<td>Intermediate Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cumulative Exams**

Ph.D. candidates are required to pass 6 total cumulative exams, at least two by the end of their fourth semester of residence and all six by the end of the 6th semester. In addition, at least 3 of the 6 exams must be passed in the candidate's area of concentration. Students failing to pass two cumes by the end of their fourth semester may be expelled from the program. Students unable to complete 6 cumes in 6 semesters will be automatically placed in the M.S. program and be expected to complete the M.S. thesis by the end of the seventh semester.

**Seminar**

Registration for, and attendance at, Department seminars is required. Students are required to register for Division Seminar every semester until they have been admitted to candidacy. Six (6.0) hours of credit for seminar courses may be applied to the Ph.D. degree requirements. All Ph.D. candidates must present a seminar to the Department based upon a topic from the current chemical literature. The seminar must be presented before the end of the students’ 4th semester in residence. The seminar should be scheduled with the chemistry department coordinator for seminar programs. Students presenting seminars are required to enlist two faculty to attend their seminar and provide the faculty with a Seminar Review Form (http://www2.tulane.edu/sse/chem/academics/graduate/graduate-admissions/upload/seminar-review-form-2011.pdf) for a written review of the quality of the presentation; the Seminar Review Form can be obtained from the department website. Students should remember that faculty will only agree to attend if given sufficient notice (one to two weeks) before the seminar.

**Tenure Requirement**

The maximum time allowed by the SSE Graduate Program for completion of the Ph.D. degree is seven years. The Department, however, strongly encourages students to attempt to complete requirements in no more than five years.
**Dissertation Committee**

After choosing a research advisor (http://www2.tulane.edu/sse/chem/academics/graduate/graduate-admissions/upload/research-advisor-selection-form-2011.pdf) (no later than the second semester of residence), students must obtain agreements from a minimum of three chemistry faculty members (other than the dissertation advisor) to participate as members of their dissertation committee. Two members must be within the division of the research advisor and one member of the committee must be from a division in the Chemistry Department other than that of the research advisor. Students must submit to the Chemistry Department a signed and completed Thesis / Dissertation Committee Form. The form can be obtained on the department’s website.

**Dissertation Prospectus**

By the end of the fifth semester, students must submit a written proposal of their dissertation research project and make an oral presentation of it to their dissertation committee. The prospectus should be approximately three doubled-spaced typewritten pages in length. The cover sheet should state the student's name, department/program, the title of the proposed dissertation, and the name of the chair and the other members of the committee. The introduction of the prospectus should contain a summary of earlier work on the problem. The body should include an orderly description of the plan for the investigation. The conclusion should clearly state the anticipated nature of the investigation results. Major sources of information should be indicated and a selective bibliography attached. The prospectus should be submitted to the SSE Graduate Programs office along with a signed copy of the prospectus approval form.

**Admission to Candidacy**

Prior to the dissertation, an application for admission to candidacy should be filed with the SSE. This should be done approximately one semester before the final dissertation. Deadlines are posted on the SSE website.

**Dissertation**

The Ph.D dissertation must reflect the ability of the student to conduct an independent investigation which results in an original contribution to knowledge or an original interpretation of existing knowledge. The research is expected to be reported to the scientific community in the form of publications in refereed journals and/or conference presentations. The student should consult the SSE Dean's office to determine the proper format for the Ph.D. dissertation. Upon completion of all other Ph.D. requirements, the student will give a final oral defense of their Ph.D. dissertation. A written draft of the dissertation should be available to the dissertation committee two weeks prior to the oral defense. This final examination will consist principally of the defense of the dissertation, but may be extended at the discretion of the Ph.D. examining committee to include course material. The satisfactory completion of this final requirement completes the student’s doctoral program.

**Department of Computer Science Programs**

**Undergraduate**

- Computer Science Coordinate Major (p. 292)

**Graduate**

- Computer Science, PhD (p. 294)

**Computer Science Coordinate Major**

The Tulane Computer Science Coordinate Major program helps students develop into leaders who are able to solve interdisciplinary problems using the tools of computer science and computing technology.

**What is a coordinate major?**

A coordinate major is an additional major designed to complement the primary one. To earn a coordinate major in computer science, students must also complete a major in another discipline. Any undergraduate major at Tulane can serve as a primary major for the computer science coordinate major.

Upon successful completion of the coordinate major, the student’s transcript will reflect the fact that the student has completed the coordinate major in computer science with a focus on the area of application. The Department of Computer Science doesn’t currently offer a standalone Bachelor of Science in Computer Science degree or computer science minor. While this might change in the future, students should not count on the possibility of either when deciding on enrolling at Tulane or in computer science courses. The undergraduate degree (Bachelor of Science or Bachelor of Arts) received by the student is determined by his/her primary major.

**Requirements**

The program comprises 10 courses:

- Five introductory core courses, CMPS 1500 Intro to Computer Science I (4 c.h.), CMPS 1600 Intro to Computer Science II (4 c.h.), CMPS 2170 Intro to Discrete Math (3 c.h.), CMPS 2200 Intro to Algorithms (3 c.h.), and CMPS 2300 Intro to Comp Sys & Networking (3 c.h.).
- At least three CMPS elective classes at the 3000-level or above.
- In the senior year, a two-semester capstone project, CMPS 4010 Capstone Project 1 of 2 (2 c.h.) and CMPS 4020 Capstone Project Part 2 of 2 (2 c.h.).

These courses total 33 credit hours and can be completed over five or more semesters.

Two starting classes for the program are CMPS 1500 Intro to Computer Science I (4 c.h.) and CMPS 2170 Intro to Discrete Math (3 c.h.). CMPS 1500 Intro to Computer Science I (4 c.h.), CMPS 1600 Intro to Computer Science II (4 c.h.), and CMPS 2170 Intro to Discrete Math (3 c.h.) are currently offered twice a year, in fall and in spring. CMPS 2200 Intro to Algorithms (3 c.h.) and CMPS 2300 Intro to Comp Sys & Networking (3 c.h.) are currently offered once a year, in fall and spring.
respectively. CMPS 4010 Capstone Project I (2 c.h.) and CMPS 4020 Capstone Project II (2 c.h.) are offered once a year, in fall and spring, respectively. Ideally, the project forms an integral part of the student’s capstone project for the primary major, expanding the latter to include a significant component on how computer science can be applied to the primary major project.

**Academic requirements**

In order to enroll in the senior capstone course, the student should achieve a cumulative GPA of 2.8 or above for the five introductory core courses. In order to graduate with the coordinate major in computer science, the student should achieve a cumulative GPA of 2.8 or above in all CMPS courses.

**Academic prerequisites**

The program is open to all students willing to put time and work into becoming computing professionals. It doesn’t assume that students have any previous computer science background. Many of our graduates have never programmed a computer before joining their first computer science class. The department holds several help sessions most days of the week to provide help to students when they have questions while working on computer science homework.

**Prior computing experience**

Advanced Placement (AP) computer science courses taken by a student in high school usually transfer toward overall college credit. (This is decided by the Tulane University Office of Undergraduate Admissions.) These courses do not have much overlap with our introductory courses and hence don’t count toward the coordinate major.

If a student can demonstrate solid knowledge of the material covered in one of the required courses, (s)he can “skip” the required course and replace it with a CMPS elective of his/her choice instead. The minimum total number of completed CMPS courses should remain 10.

**Study abroad**

With advanced planning, it is possible to study abroad and complete the coordinate major. Students should confirm with the Department of Computer Science whether and how the foreign courses would transfer before registering.

**Programming languages**

We often get asked what programming languages we teach. In fact, we teach principles, concepts, and problem-solving approaches rather than specific languages. CMPS 1500 is in Python. CMPS 1600 uses Java, C, C++, Haskell, and a surprise language. The elective courses use a language that’s necessary to achieve the tasks of the course (e.g. Javascript, Scala, Ruby). Our successful students get used to learning new languages and are able to study the basics of any computer language on their own.

**Computer specifications**

Another common question is about buying a computer. It is helpful and convenient to have a laptop. We don’t have a computer lab, and students work on their own laptops to complete most programming assignments. Model and maker don’t matter; any modern laptop with WiFi and battery works. If buying or bringing a laptop is problematic, all necessary work can be done on university computers. We also have short-term loaner laptops available. It is possible to do well in all computer science courses without owning a laptop.

**Course ID** | **Title** | **Credits**
--- | --- | ---
**Required Freshman & Sophomore Courses**
CMPS 1500 Intro to Computer Science I | 4
CMPS 1600 Intro to Computer Science II | 4
CMPS 2170 Intro to Discrete Math | 3
CMPS 2200 Intro to Algorithms | 3
CMPS 2300 Intro to Comp Sys & Networking | 3
Select three CMPS at or above 3000 - level | 9

**Junior Level Courses**
CMPS 3130/6130 Intro Comp Geom | 3
CMPS 3140/6140 Intro Artificial Intelligence | 3
CMPS 3210/6210 Algs Comp Struct Bio | 3
CMPS 3240/6240 Intro to Machine Learning | 3
CMPS 3250/6250 Theory of Computation | 3
CMPS 3260/6260/ MATH 3260/6260 Advanced Algorithms | 3
CMPS 3280/6280/ MATH 3280/6280 Information Theory | 3
CMPS 3300/6300 Software Studio | 3
CMPS 3310/6310 Logic in Computer Science | 3
CMPS 3350/6350 Intro to Computer Graphics | 3
CMPS 3360/6360 Info and Sci Visualization | 3
CMPS 3660/6660 Special Topics in Computer Sci | 1-3
Select a capstone project

**Senior Level Courses**
CMPS 4010 Capstone Project I | 2
CMPS 4020 Capstone Project II | 2
CMPS 4150/6150 Multi-agent Systems | 3
CMPS 4250/6250/ MATH 4250/6250 Math Found Comp Security | 3
CMPS 4610/6610 Algorithms | 3
CMPS 4620/6620 Artificial Intelligence | 3
CMPS 4630/6630 Computational Bio & Bioinform | 3
CMPS 4640/6640 Computational Geometry | 3
CMPS 4710/6710 Computational Complexity | 3
CMPS 4720/6720 Machine Learning | 3
CMPS 4730/6730 Machine Learning and NLP | 3
CMPS 4750/6750 Computer Networks | 3
CMPS 4760/6760 Distributed Systems | 3
CMPS 4910/4920 Independent Study | 3
CMPS 4990/5000 Honors Thesis | 3

**Capstone**
CMPS 4010 Capstone Project I | 2
CMPS 4020 Capstone Project II | 2
Earth and Environmental Sciences, MS

The geosciences aim to increase our understanding of the composition and evolution of the Earth, including its fundamental role in creating the natural environment that humans inhabit. As such, this broad field addresses problems that will likely constitute some of the premier challenges for humankind in the 21st century, given the need to feed a rapidly growing world population, the continuously increasing per capita demand for natural resources, and the associated impacts such as climate change and the vast spectrum of more regional environmental impacts.

Requirements

Applicants pursue a thesis program for a Master of Science degree. To be acceptable, the thesis must contain an original contribution to knowledge and be in form and of literary quality worthy of publication. In addition to the thesis, 24 semester hours of course work are required. Those expecting to continue into a Ph.D. program can either finish their Master degree or pass a Ph.D. qualifying exam after their fourth semester. A detailed description of the Master of Science curriculum and requirements can be found here (http://www2.tulane.edu/sse/eens/academics/graduate/master-science.cfm).

Earth and Environmental Sciences, PhD

The geosciences aim to increase our understanding of the composition and evolution of the Earth, including its fundamental role in creating the natural environment that humans inhabit. As such, this broad field addresses problems that will likely constitute some of the premier challenges for humankind in the 21st century, given the need to feed a rapidly growing world population, the continuously increasing per capita demand for natural resources, and the associated impacts such as climate change and the vast spectrum of more regional environmental impacts.

Requirements

All students working for the Ph.D. degree must satisfy the general requirements as listed in the catalog (https://catalog.tulane.edu/graduate-degrees-professional-programs/phd-program-requirements). The master's degree is not a requirement for the Ph.D. in Earth and Environmental Sciences.

Candidates must demonstrate a high degree of creative or research ability and fulfill the following requirements:

1. Pass a qualifying examination during the fourth semester
2. Complete at least 48 semester hours of course work approved by the graduate advisor
3. Form a dissertation committee and present a dissertation prospectus that will serve as a guideline for dissertation
4. Present an original contribution in the form of a written dissertation suitable for publication in a learned journal and successfully defend it in a public oral defense of the work
Environmental Earth Science Major

The Department of Earth & Environmental Sciences offers this environmental science major, which provides students with broad exposure to environmental problems, as well as training in essential problem-solving skills, such as Geographic Information Systems (GIS). The major requires a broad background in the natural sciences and core curriculum that familiarizes students with topics, tools, and methods. Core courses cover topics in hydrology, climate, and environmental geology. Students completing the degree should be able to enter environmental scientist positions in private industry and regulatory agencies and environmental policy positions. In addition, the major provides a strong science background for individuals seeking to practice environmental law or continue on to graduate school.

Requirements

Course requirements for the environmental science major are given below:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1230</td>
<td>Stats For Scientists</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1075</td>
<td>General Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1085</td>
<td>General Chemistry Lab II</td>
<td></td>
</tr>
<tr>
<td>CHEM 2500</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1210</td>
<td>Introductory Physics I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; PHYS 1211</td>
<td>Introductory Physics I Lab</td>
<td></td>
</tr>
<tr>
<td>EENS 1110</td>
<td>Planet Earth</td>
<td>4</td>
</tr>
<tr>
<td>&amp; EENS 1115</td>
<td>Planet Earth Lab</td>
<td></td>
</tr>
<tr>
<td>EENS 1300</td>
<td>Earth as a Living Planet</td>
<td>4</td>
</tr>
<tr>
<td>&amp; EENS 1305</td>
<td>Earth as a Living Planet Lab</td>
<td></td>
</tr>
<tr>
<td>EENS 2070</td>
<td>Weather and Climate</td>
<td>3</td>
</tr>
<tr>
<td>EENS 2090</td>
<td>Surface Water Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3150</td>
<td>Intro to GIS</td>
<td>4</td>
</tr>
<tr>
<td>&amp; EENS 3151</td>
<td>Intro to GIS lab</td>
<td></td>
</tr>
<tr>
<td>EENS 4300</td>
<td>Groundwater Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Select five environmental electives at or above 2000-level</td>
<td>15</td>
</tr>
</tbody>
</table>

Environmental Earth Science Minor

The Department Earth & Environmental Sciences (EENS) offers this environmental science minor, which provides students with broad exposure to environmental problems, as well as training in essential problem-solving skills, such as Geographic Information Systems (GIS). The minor is not unlike the GEOL minor, but emphasizes environmental courses in the department.

Requirements

Course requirements for the environmental earth science minor are given below:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 1300</td>
<td>Earth as a Living Planet</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EENS 2070</td>
<td>Weather and Climate</td>
<td></td>
</tr>
<tr>
<td>EENS 2080</td>
<td>Extreme Weather</td>
<td></td>
</tr>
<tr>
<td>EENS 2090</td>
<td>Surface Water Hydrology</td>
<td></td>
</tr>
<tr>
<td>EENS 2230</td>
<td>Oceanography</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Select three Environmental Electives at or above the 3000-level</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Environmental electives include the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 3050</td>
<td>Natural Hazards &amp; Mitigation</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3090</td>
<td>Invertebrate Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3170</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3270</td>
<td>Sedimentation and Strat</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3410</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3550</td>
<td>Shark Paleobiology</td>
<td>3</td>
</tr>
</tbody>
</table>
Geographic Information Systems Certificate

Tulane University offers the region’s first complete certificate program in Geographic Information Systems (GIS). The Department of Earth and Environmental Sciences offer a GIS Certificate for undergraduate students and graduate students. GIS offers an integral aspect for supporting decision making in a variety of fields such as physical and environmental sciences, urban planning and management, political science, civil engineering, economy/business, education administration, real estate, public health and health care. The primary goal of the program is to ensure that students become sufficiently grounded in the concepts and theory behind GIS including organization, management, and visualization of geospatial data. Students will have the opportunity to gain valuable GIS knowledge and skills that can be applied to careers in both academia and industry. GIS certificates will provide Tulane students and professionals additional future career opportunities and enhance their present positions. The GIS certificate is a 13-hour program administered by the Department of Earth and Environmental Sciences.

Requirements

Coursework consists of two core courses, and two elective courses. Students will need to complete a minimum of 13 credits while in the program. Students may transfer 6 credits of required coursework taken previously (approval needed if taken at another institution). Students cannot transfer more than 3 credits of special topic courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 3150</td>
<td>Intro to GIS (Fall and Summer)</td>
<td>4</td>
</tr>
<tr>
<td>EENS 4030</td>
<td>Advanced GIS (Spring and Summer)</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 4180</td>
<td>Intro Remote Sensing (Fall)</td>
</tr>
<tr>
<td>EENS 4380</td>
<td>Remote Sensing for Env Anlys (Spring)</td>
</tr>
<tr>
<td>EENS 4390</td>
<td>Geospatial Data Analysis (Fall)</td>
</tr>
<tr>
<td>EENS 4370</td>
<td>GIS Research Project</td>
</tr>
<tr>
<td>ANTH 7096</td>
<td>Selected Cultural Systems (Fall)</td>
</tr>
</tbody>
</table>

Special Topics 1

Total Credit Hours 13

1 Students can use GIS and Remote Sensing in any research topic. (Independent study should be approved by the Director of GIS program), Fall, Spring, Summer. Students cannot exceed 3 credits for special topic courses.

Geology Major

The major in geology provides students with an understanding of the materials that make up the Earth, the history of the Earth, and the physical, chemical, and biological processes that have operated on and within the Earth throughout its history.

Requirements

The major consists of a minimum of sixteen courses including

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 1110</td>
<td>Planet Earth</td>
<td>3</td>
</tr>
<tr>
<td>EENS 1115</td>
<td>Planet Earth Lab</td>
<td>1</td>
</tr>
<tr>
<td>EENS 1120</td>
<td>Earth &amp; Life Through Time</td>
<td>3</td>
</tr>
<tr>
<td>EENS 1125</td>
<td>Earth &amp; Life Through Time Lab</td>
<td>1</td>
</tr>
<tr>
<td>EENS 3060</td>
<td>Earth Materials</td>
<td>4</td>
</tr>
<tr>
<td>EENS 3270</td>
<td>Sedimentation and Strat</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3410</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3990</td>
<td>Field Geology</td>
<td>3-8</td>
</tr>
</tbody>
</table>

Elective Courses

Select four elective courses 1

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 2060</td>
<td>Introductory Geography</td>
</tr>
<tr>
<td>EENS 2020</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>EENS 2070</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>EENS 2080</td>
<td>Extreme Weather</td>
</tr>
<tr>
<td>EENS 2090</td>
<td>Surface Water Hydrology</td>
</tr>
<tr>
<td>EENS 2230</td>
<td>Oceanography</td>
</tr>
<tr>
<td>EENS 3050</td>
<td>Natural Hazards &amp; Mitigation</td>
</tr>
<tr>
<td>EENS 3090</td>
<td>Invertebrate Paleontology</td>
</tr>
<tr>
<td>EENS 3170</td>
<td>Geomorphology</td>
</tr>
<tr>
<td>EENS 3550</td>
<td>Shark Paleobiology</td>
</tr>
<tr>
<td>EENS 3650</td>
<td>Marine Environmental Geology</td>
</tr>
<tr>
<td>EENS 4040</td>
<td>Coastal Marine Geology</td>
</tr>
<tr>
<td>EENS 4160</td>
<td>3D Stratigraphy</td>
</tr>
<tr>
<td>EENS 4180</td>
<td>Intro Remote Sensing</td>
</tr>
<tr>
<td>EENS 4300</td>
<td>Groundwater Hydrology</td>
</tr>
<tr>
<td>EENS 4370</td>
<td>GIS Research Project</td>
</tr>
<tr>
<td>EENS 4380</td>
<td>Remote Sensing for Env Anlys</td>
</tr>
<tr>
<td>EENS 4440</td>
<td>Introduction to Geophysics</td>
</tr>
<tr>
<td>COLQ 4120</td>
<td>The Grand Canyon</td>
</tr>
</tbody>
</table>

All Majors Must Complete

CHEM 1070 General Chemistry I 4
& CHEM 1075 and General Chemistry Lab I
CHEM 1080 General Chemistry II 4
& CHEM 1085 and General Chemistry Lab II
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1210</td>
<td>Introductory Physics I</td>
</tr>
<tr>
<td>&amp; PHYS 1220</td>
<td>and Introductory Physics II</td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; PHYS 1320</td>
<td>and General Physics II</td>
</tr>
</tbody>
</table>

Select one of the following:  2  3-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
</tr>
<tr>
<td>&amp; MATH 1220</td>
<td>and Calculus II</td>
</tr>
<tr>
<td>MATH 1310</td>
<td>Consolidated Calculus</td>
</tr>
</tbody>
</table>

Total Credit Hours:  44-54

1 Two of the four electives must be at or above the 3000 level.
2 MATH 1150 and 1160 (Long Calculus sequence) may be taken instead of MATH 1210 to complete the Calculus I requirement.

Additional Information

In the junior and senior years, students preparing to enter graduate school are strongly urged to elect additional courses in their discipline; this may result in students attaining more than the total number of credits required for graduation (see Newcomb-Tulane core curriculum for provisions for earning graduate credit in the senior year). All majors are expected to participate in certain departmental activities, including field trips (held annually or semiannually) and special lecture programs given by visiting speakers.

Geology Minor

A minor in geology consists of five EENS courses and accompanying laboratories as follows: EENS 1110/1115, 3060, a 2000 level course, plus two courses at or above the 3000 level.

Requirements

A minor in geology consists of five courses and accompanying laboratories as follows:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENS 1110</td>
<td>Planet Earth</td>
<td>3</td>
</tr>
<tr>
<td>EENS 1115</td>
<td>Planet Earth Lab</td>
<td>1</td>
</tr>
<tr>
<td>EENS 3060</td>
<td>Earth Materials</td>
<td>4</td>
</tr>
<tr>
<td>Select one 2000 level course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EENS 2020</td>
<td>Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>EENS 2060</td>
<td>Introductory Geography</td>
<td></td>
</tr>
<tr>
<td>EENS 2070</td>
<td>Weather and Climate</td>
<td></td>
</tr>
<tr>
<td>EENS 2080</td>
<td>Extreme Weather</td>
<td></td>
</tr>
<tr>
<td>EENS 2090</td>
<td>Surface Water Hydrology</td>
<td></td>
</tr>
<tr>
<td>EENS 2230</td>
<td>Oceanography</td>
<td></td>
</tr>
<tr>
<td>Select two courses at or above the 3000 level</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EENS 3050</td>
<td>Natural Hazards &amp; Mitigation</td>
<td></td>
</tr>
<tr>
<td>EENS 3090</td>
<td>Invertebrate Paleontology</td>
<td></td>
</tr>
<tr>
<td>EENS 3150</td>
<td>Intro to GIS</td>
<td></td>
</tr>
<tr>
<td>EENS 3170</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>EENS 3270</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>EENS 3410</td>
<td>Structural Geology</td>
<td></td>
</tr>
<tr>
<td>EENS 3550</td>
<td>Shark Paleobiology</td>
<td></td>
</tr>
</tbody>
</table>

Department of Ecology and Evolutionary Biology

Programs

Undergraduate Majors

- Ecology and Evolutionary Biology Major (p. 297)
- Environmental Biology Major (p. 300)

Minors

- Marine Biology Minor for Biology Majors (p. 300)
- Marine Biology Minor for Non-Biology Majors (p. 301)

Graduate

- Ecology and Evolutionary Biology, MS (p. 298)
- Ecology and Evolutionary Biology, PhD (p. 299)

Ecology and Evolutionary Biology Major

The major in Ecology and Evolutionary Biology is an innovative program of study. Our diverse faculty offer engaging, student-centered courses with ample opportunities for hands-on learning in the lab and field in addition to research and study abroad programming in Ecuador, Australia, and Scandinavia, for example. Students are encouraged to join our labs, where they can develop a wide range of skills and expertise in areas including molecular and microbiology, physiology, animal behavior, and disease and field ecology. The EBIO major prepares students for careers in zoology, botany, conservation, science education, consulting, non-governmental organizations, as well as graduate and professional programs. Students interested in pursuing advanced study in public health, medical or veterinary school would also benefit from the breadth and depth of the major, and the unique extent of faculty-student engagement.
The major in Ecology and Evolutionary Biology is one of two majors offered by the Ecology and Evolutionary Biology Department to undergraduate students.

**Requirements**

The major in ecology and evolutionary biology provides understanding of the structure and function of organisms and their evolution and ecology. Majors must complete six core courses, five elective courses, and the capstone requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 1010</td>
<td>Diversity of Life</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 1015</td>
<td>Diversity of Life Lab</td>
<td>1</td>
</tr>
<tr>
<td>EBIO 2020</td>
<td>Theory &amp; Methods Eco &amp; Evo Bio</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2070</td>
<td>Molec &amp; Evolutionary Genetics</td>
<td>4</td>
</tr>
<tr>
<td>EBIO 2071</td>
<td>Molec &amp; Evol Genetics Rec</td>
<td>0</td>
</tr>
<tr>
<td>EBIO 3040</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 3045</td>
<td>General Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>EBIO 3080</td>
<td>Processes of Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

**Math**

Two semesters of Mathematics\(^1\) 6

**Elective Credits**

Select five elective courses\(^2\) 17

**Capstone**

Select Capstone Courses\(^3\)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBIO 4930</td>
<td>Capstone Indep Study</td>
<td>3-4</td>
</tr>
<tr>
<td>EBIO 5970</td>
<td>Capstone Research Seminars</td>
<td>2</td>
</tr>
<tr>
<td>EBIO 5971</td>
<td>Capstone Research Seminars</td>
<td>2</td>
</tr>
</tbody>
</table>

**General Chemistry**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1075</td>
<td>General Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1085</td>
<td>General Chemistry Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Organic Chemistry**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2410</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2415</td>
<td>Organic Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2420</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2425</td>
<td>Organic Chemistry Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 67-68

---

\(^1\) A minimum of 6 credits of mathematics is required for the Bachelor’s degree. Any two Mathematics courses numbered 1210 and above may be used to satisfy this requirement. However, the combination of MATH 1150 and MATH 1160 (Long Calculus) may count as one course towards this requirement.

\(^2\) Five elective courses (see department courses p. listing) are selected according to the interests of the student in consultation with the major advisor. Two of the electives must be designated laboratory or field courses. A maximum of one course representing a special project, independent study, or honors thesis may be counted as an elective, but not as a laboratory-field course. In addition, a student may use a maximum of one course from an approved list of courses from other departments as an elective course. Courses representing internship studies and seminars may not count as elective courses.

\(^3\) This capstone requirement may be satisfied by completion of EBIO 4970 Contemp Ecol & Evol Biol I (1 c.h.)-EBIO 4980 Contemp Ecol & Evol Biol II (3 c.h.) or EBIO 5970 Capstone Research Seminars (2 c.h.). EBIO 4930 Capstone Indep Study (3-4 c.h.) is only available by departmental approval for those students who cannot take the regular courses.

**Note(s):**

Additional courses in biological statistics and physics are also highly recommended.

**Interdepartmental Courses**

Any one of these courses, which are not taught by the faculty of the Department of Ecology and Evolutionary Biology, is acceptable as one of the electives in the required program for the EE Biology major.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3140</td>
<td>Primate Behav &amp; Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6500</td>
<td>Human Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3720</td>
<td>Adaption Hum Variability</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3760</td>
<td>Primate Evol &amp; Adaption</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3030</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3035</td>
<td>Molecular Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 3750</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 3755</td>
<td>Cell Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CELL 4010</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CELL 4110</td>
<td>Human Histology</td>
<td>4</td>
</tr>
<tr>
<td>CELL 4130</td>
<td>Embryology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 4160</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>CELL 4220</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2500</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3830</td>
<td>Intro To Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3835</td>
<td>Intro to Biochem Lab</td>
<td>2</td>
</tr>
<tr>
<td>SCEN 4110</td>
<td>Basic Medical Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ecology and Evolutionary Biology, MS**

The Department of Ecology and Evolutionary Biology offers the Master of Science degree in both a Thesis and Non-Thesis model (see degree requirements for detail.) The curriculum is designed to encourage maximum student choice and independence while maintaining a close student-advisor relationship. Students are encouraged to adopt a broad, integrative view of science and biological research. Course offerings cover such areas as animal and plant physiology, plant
ecology, plant-animal interactions, population biology, structural and evolutionary biology, systematic biology, environmental toxicology, marine/estuarine ecology, and the biology of diverse groups of plants and animals. Students participate in an active departmental seminar program and informal research discussion groups.

Requirements

Thesis Model

Faculty Advisor

The student will consult his/her advisor in order to develop a course of study and to gain the advisor’s approval for course registration. The faculty advisor must be a regular (full time) member of the department.

The potential applicant should contact the professor who is desired as advisor prior to making application to the Graduate Studies Program in the School of Science and Engineering. Admission to the EEB graduate program depends upon a faculty member committing to supervise the student’s graduate program, including the thesis research and composition. Thus, each applicant must have contacted the potential advisor prior to the decision on her/his application for admission.

Entrance Interview

During the first semester of enrollment, each entering student interviews with the faculty advisor (Graduate Studies Committee Chair substitutes if an advisor has not been arranged) and two other regular faculty members. The purpose of the interview is to review prior courses taken by the student, discuss research interests and degree goals, and ensure that the student understands departmental graduate study procedures. Recommendations for coursework to address deficiencies or to enhance the student’s program may be made during the interview. Download Entrance Interview Form (http://www2.tulane.edu/sse/eebio/academics/graduate/upload/entrance_interview_form.pdf).

Course Requirements

Twenty-four semester hours of approved and graded graduate course work are required in addition to the production of an acceptable Masters of Science thesis. In general, up to 12 semester hours of transfer credit will be accepted toward the Masters of Science degree. Guidelines for acceptability of transfer credit can be found in the Graduate Catalog of the School of Science and Engineering. The Chair of the Department must approve all transfer credits. Courses taken at Tulane are usually taken in the EEB Department, but as many as nine graduate credits from other departments or divisions may be counted toward the course requirement.

Thesis

A student's faculty advisor will also be the director of his/her thesis research. A thesis committee must approve the completed thesis. The thesis committee will consist of at least three faculty members including the student’s thesis advisor. EEB faculty must comprise a majority of the thesis committee. Each student must request approval for the composition of the thesis committee by letter addressed to the Chair of the Department. The thesis research must be presented to the Department in a public forum and defended at an oral examination conducted by the thesis committee. Specific instructions for thesis preparation are given in the Graduate Catalog of the School of Science and Engineering.

Non-Thesis Model (Terminal)

In order to earn this degree, students must have been admitted to the EEB graduate program through the regular Tulane University admissions process. Students admitted to the program must have completed the requirements for a baccalaureate degree in any discipline that includes course work in Chemistry (General Chemistry, and either Organic Chemistry or Biochemistry) and Biology (Genetics, Ecology, and Evolution). Additional coursework may be required to make up deficiencies. Students will meet with the graduate advisor prior to the beginning of his/her first semester to discuss appropriate course work for this degree.

All students seeking this degree must complete 30 credit hours of approved, graduate level coursework in EEB or other relevant departments. A maximum of 6 credits at the graduate level may be transferred to this degree program, at the discretion of the Chair of the Department. Following completion of coursework, students must take and pass the Comprehensive Examination, generally given at the end of the spring semester.

Ecology and Evolutionary Biology, PhD

The Department of Ecology and Evolutionary Biology (EEB) offers a Doctor of Philosophy degree. The curriculum is designed to encourage maximum student choice and independence while maintaining a close student-advisor relationship. Students are encouraged to adopt a broad, integrative view of science and biological research. Course offerings cover such areas as animal and plant physiology, plant ecology, plant-animal interactions, population biology, structural and evolutionary biology, systematic biology, environmental toxicology, marine/estuarine ecology, and the biology of diverse groups of plants and animals. Students participate in an active departmental seminar program and informal research discussion groups.

Students accepted into the doctoral program are informally examined in Genetics, General Ecology, and Evolutionary Biology upon entry; based upon the results of that examination, the department makes recommendations as to the student’s future course of study. By the end of the second year all formal course work is usually completed. The doctoral degree normally requires four or five years of study leading to the production of a publishable dissertation.

Requirements

In addition to university-wide requirements for the PhD, the Department of Ecology and Evolutionary Biology has the following requirements for its PhD students.

Annual Report and Progress

All graduate students who have been enrolled in the EEB Department for at least one semester must submit an annual report that briefly describes progress made during the previous calendar year (see Graduate Student Annual Report Form). Copies of this report must be submitted by January 25th to the student’s thesis or dissertation advisor and to the departmental secretary for faculty review and placement in the student’s departmental file. The Graduate Studies Committee and departmental faculty will review the annual reports to determine whether each student’s progress has been satisfactory. Continued unsatisfactory progress is sufficient cause to revoke a
Environmental Biology Major

The major in Environmental Biology is a focused course of study intended for students who are interested in conservation biology, environmental preservation, human health, education, and public policy. Our diverse faculty offer engaging, student-centered courses with ample opportunities for hands-on learning in the lab and field in addition to research and study abroad programming in Ecuador, Australia, and Scandinavia, for example. Students are encouraged to join our labs, where they can develop a wide range of skills and expertise in areas including coastal, aquatic, tropical and disease ecology. The major will prepare students who are interested in seeking employment with environmental agencies of federal, state, and municipal governments or non-governmental organizations, and in private industry, including environmental economics and environmental consulting firms. The program also may appeal to individuals planning to enter the field of environmental law. Global Change Biology and Conservation Biology are required electives for the ENVB major.

The major in Ecology and Evolutionary Biology is one of two majors offered by the Ecology and Evolutionary Biology Department to undergraduate students. The Department also offers a major in Ecology and Evolutionary Biology.

Requirements

The major in environmental biology provides understanding of biological processes among populations, communities, and ecosystems. Majors must complete eight core courses, three elective courses, and the capstone requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>EBIO 1010</td>
<td>Diversity of Life</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 1015</td>
<td>Diversity of Life Lab</td>
<td>1</td>
</tr>
<tr>
<td>CELL 1010</td>
<td>Intro to Cell &amp; Molec Biology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2020</td>
<td>Theory &amp; Methods Eco &amp; Evo Bio</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2040</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2050</td>
<td>Global Change Biology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2070</td>
<td>Molec &amp; Evolutionary Genetics</td>
<td>4</td>
</tr>
<tr>
<td>EBIO 2071</td>
<td>Molec &amp; Evol Genetics Rec</td>
<td>0</td>
</tr>
<tr>
<td>EBIO 3040</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 3045</td>
<td>General Ecology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

Select three elective courses, a maximum of one of the following: 1

- EBIO 4660 Special Topics
- EBIO 4910 Independent Study
- EBIO 4920 Independent Study
- EBIO 4960 Special Projects
- EBIO 4990 Honors Thesis
- EBIO 5000 Honors Thesis

Additional Required Courses

Complete two semesters of Mathematics 2

- CHEM 1070 General Chemistry I and General Chemistry Lab I
- CHEM 1080 General Chemistry II and General Chemistry Lab II

Select one of the following:

- CHEM 2500 Environmental Chemistry
- CHEM 2410 Organic Chemistry I and Organic Chemistry Lab I

Capstone

Select Capstone courses 3

- EBIO 5970 Capstone Research Seminars
- EBIO 5971 Capstone Research Seminars

Total Credit Hours 61-63

1 Three elective courses (see department courses (p. 300) list) in the department of ecology and evolutionary biology must include two laboratory-field courses.

2 A minimum of 6 credits of mathematics is required for the Bachelor’s degree. Any two Mathematics courses numbered 1210 and above may be used to satisfy this requirement. However, the combination of MATH 1150 and MATH 1160 (Long Calculus) may count as one course towards this requirement. Courses in statistics and physics are highly recommended but are not required.

3 The capstone requirement may be satisfied by completion of EBIO 4970 Contemp Ecol & Evol Biol I (1 c.h.)-EBIO 4980 Contemp Ecol & Evol Biol II (3 c.h.) or EBIO 5970 Capstone Research Seminars (2 c.h.). EBIO 4930 Capstone Indep Study (3-4 c.h.) is only available by departmental approval for those students who cannot take the regular courses.

Marine Biology Minor for Biology Majors

In addition to the core courses and the elective courses (selected after discussion with the Marine Biology Advisor) required for either the Ecology and Evolutionary Biology (EEBI) major or the Environmental Biology (ENVB) major, students who wish to add a minor in Marine Biology will complete 16 credits (minimum) beyond those required for an EEB major. These courses cannot be counted toward either EEBI major for those students electing to complete an EEBI major and the marine biology minor. Courses to be completed at the marine field
station must be approved for transfer credit by the Marine Biology advisor before they are taken at the marine field station.

Requirements

Students majoring in ecology and evolutionary biology or environmental biology who minor in marine biology will complete a minimum of 16 credits beyond the departmental major.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBIO 2100</td>
<td>Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 2230</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>EBIO 4250</td>
<td>Biol of Marine Invertebrates</td>
<td>4</td>
</tr>
<tr>
<td>EBIO 4251</td>
<td>Biol of Invertebrate Lab</td>
<td>0</td>
</tr>
</tbody>
</table>

Select two summer courses for no less than three credits each at an approved marine field station  

Total Credit Hours 16

1 Neither EBIO 2100 Marine Biology (3 c.h.), EBIO 2230 Oceanography (3 c.h.), nor EBIO 4250 Biol of Marine Invertebrates (4 c.h.) may be counted toward both the major and the minor.

2 Courses to be completed at the marine field station must be pre-approved for transfer credit by the Marine Biology Advisor before students register for those courses. Please contact the Marine Biology Advisor for assistance in finding and selecting appropriate stations/courses.

Department of Mathematics

Programs

Undergraduate

Major

- Mathematics Major (p. 302)

Minor

- Mathematics Minor (p. 303)

Graduate

- Applied Mathematics, MS (p. 301)
- Mathematics, MS (p. 303)
- Mathematics, PhD (p. 304)
- Statistics, MS (p. 306)

Applied Mathematics, MS

This program is designed to provide students with the opportunity to broaden and deepen their knowledge of mathematics with an emphasis on those areas that have been most important in science and engineering. The student will also examine, through seminars and case studies, examples of significant applications of mathematics to other areas. This expanded base of knowledge, together with extensive experience in problem solving should prepare the student for further studies leading to the Ph.D. degree or for immediate employment in many areas of industry and government.

To enter the program the student should have a Bachelor's degree in mathematics, or a related field, and have completed undergraduate courses in Linear Algebra and Differential Equations. Students without these prerequisites may take them without credit toward the M.S. degree. Partial tuition waivers may be available to qualified students.

Requirements

Non-thesis Option

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following Analysis Courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 6050</td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 6060</td>
<td>Real Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 7210</td>
<td>Analysis I</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Statistics Courses: 3

- MATH 6020 Mathematical Statistics
- MATH 6030 Stochastic Processes
**Additional Requirements**

A **thesis** approved by the thesis committee consisting of a faculty member acting as advisor and two additional faculty. The thesis is typically much more substantial than the MATH 7980 Reading and Research (1-9 c.h.) project.

A **programming project** designed to demonstrate proficiency in one of MATLAB, Fortran, C, or C++.

### Optional Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 6020</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6030</td>
<td>Stochastic Processes</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6040</td>
<td>Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6050</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6060</td>
<td>Real Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6210</td>
<td>Differential Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6300</td>
<td>Complex Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7210</td>
<td>Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7530</td>
<td>Partial Diff Equations I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7540</td>
<td>Partial Diff Equations II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7570</td>
<td>Scientific Computation II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7580</td>
<td>Scientific Computation III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7730</td>
<td>Topics In Applied Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7740</td>
<td>Topics In Computation</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7750</td>
<td>Topics/Differential Equa</td>
<td>3</td>
</tr>
</tbody>
</table>

MATH 7980 Reading and Research (1-9 c.h.) consists of a semester-long project in differential equations, scientific computation, optimization, analytical methods, engineering or other topics in applied mathematics. The project must be under the supervision of a faculty member from the Mathematics Department.

### Mathematics Major

The Mathematics major provides students with the breadth of knowledge required to excel in a variety of careers including medicine, law, finance and technology-related industries. In addition, the mathematics major also provides excellent preparation for those students who want to pursue graduate studies. The flexibility in the curriculum allows students to emphasize core math, applied math, or statistics.

### Requirements

A major in mathematics consists of:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3050</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3090</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>
Select four additional mathematics courses at the 3000-level or above.  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3980</td>
<td>Senior Seminar (Capstone)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 3990</td>
<td>Senior Seminar (Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 12

### Year-Long Senior Seminar

- **MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.)** may be substituted for MATH 1210 Calculus I (4 c.h.)
- **MATH 1310 Consolidated Calculus (4 c.h.)** may be substituted for MATH 1220 Calculus II (4 c.h.)

Four additional mathematics courses at the 3000-level or above with the following provisos:

- one but not both of MATH 2170 Intro To Discrete Math (3 c.h.) and MATH 2240 Intro To Applied Math (4 c.h.) may be substituted for one of the 3000-level courses;
- at least one course must be at the 4000-level or above;
- an advanced course in another department, with a high mathematical content, may, with the approval of the departmental undergraduate studies committee, may be substituted for one of the 3000-level courses.

### Suggested Curriculum

A freshman should take the appropriate calculus course. Students with no prior calculus course should normally take MATH 1210 Calculus I (4 c.h.) and MATH 1220 Calculus II (4 c.h.) during the freshman year. Students with one semester of calculus credit (or equivalent knowledge) should take MATH 1310 Consolidated Calculus (4 c.h.). Students with two semesters of calculus credit should start in MATH 2210 Calculus III (4 c.h.) and contact a mathematics major advisor during the first semester for major program planning advice. It is also recommended that a prospective mathematics major take PHYS 1310 General Physics I (4 c.h.) and PHYS 1320 General Physics II (4 c.h.) during either the freshman or sophomore year. Students should take the core courses as early as possible in their programs. After completing MATH 2210 Calculus III (4 c.h.), the most frequent courses taken next are usually selected from the core courses MATH 3050 Real Analysis I (3 c.h.), MATH 3070 Intro To Probability (3 c.h.), MATH 3090 Linear Algebra (4 c.h.). It is generally recommended to take MATH 3090 Linear Algebra (4 c.h.) before MATH 3050 Real Analysis I (3 c.h.), but they can be taken concurrently. Both MATH 3050 Real Analysis I (3 c.h.) and MATH 3090 Linear Algebra (4 c.h.) are offered every semester. Each introduces the student to more theoretical mathematics than has been encountered in the calculus courses, and these courses provide the foundation for many advanced courses. The course MATH 2240 Intro To Applied Math (4 c.h.) gives an introduction to applied mathematics, and can be counted toward the major (although both MATH 2170 Intro To Discrete Math (3 c.h.) and MATH 2240 Intro To Applied Math (4 c.h.) cannot both count). However, majors are advised to forego MATH 2240 Intro To Applied Math (4 c.h.) and instead take MATH 4240 Ordinary Differential Equa (3 c.h.) after taking MATH 3090 Linear Algebra (4 c.h.). There is considerable overlap in MATH 2240 Intro To Applied Math (4 c.h.) and MATH 4240 Ordinary Differential Equa (3 c.h.), and both may not be taken for credit. The course MATH 3070 Intro To Probability (3 c.h.) provides an introduction to probability, and MATH 3080 Intro To Stochastic Processes (3 c.h.) provides an introduction to statistical inference. MATH 2210 Calculus III (4 c.h.) is a prerequisite for MATH 3070 Intro To Probability (3 c.h.), and MATH 3070 Intro To Probability (3 c.h.) is a prerequisite for MATH 3080 Intro To Stochastic Processes (3 c.h.). The Math 3070-3080 sequence should be taken in the sophomore year by students interested in pursuing a concentration in statistics, which includes these four courses in addition to the core courses. All advanced probability and statistics courses, including MATH 6020 Mathematical Statistics (3 c.h.), MATH 6030 Stochastic Processes (3 c.h.), and MATH 6040 Linear Models (3 c.h.) require successful completion of MATH 3070 Intro To Probability (3 c.h.) and MATH 3080 Intro To Stochastic Processes (3 c.h.).

Students considering a math major should arrange an appointment with the department chair early in their program. They will be assigned a major advisor who will advise them on course selection within the major. The major program is designed to provide the student with a solid foundation during the first two years and provide for a variety of programs of study during the junior and senior years. A major program in mathematics can provide a background for both graduate study and work in a variety of areas of the mathematical sciences such as mathematics, applied mathematics, computer science, and statistics as well as provide preparation for professional schools such as law, medicine, and business. The major program should be designed as early as possible with the student’s goals in mind and with the help of the major advisor.

### Mathematics Minor

The Mathematics minor offers students majoring in other disciplines the opportunity to develop a strong mathematical background and increase their competitiveness for future jobs or post-baccalaureate studies.

### Requirements

A minor in mathematics consists of:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4-8</td>
</tr>
<tr>
<td>MATH 1210 &amp; MATH 1220</td>
<td>Calculus I and Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 1310</td>
<td>Consolidated Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3090</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Select two courses at the 2000-level or above</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong>:</td>
<td>18-22</td>
<td></td>
</tr>
</tbody>
</table>

1. MATH 2170 Intro To Discrete Math (3 c.h.) and MATH 2240 Intro To Applied Math (4 c.h.) cannot both count toward the minor.

### Mathematics, MS

This program is designed to provide students with the opportunity to broaden and deepen their knowledge of core areas of mathematics. The course work is designed to provide both breadth of knowledge and depth in an area of interest to the student. This experience will
prepare the student for further studies leading to a Ph.D. degree in mathematics. Partial tuition waivers may be available to qualified students.

Requirements

Non-Thesis Option

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 7210</td>
<td>Analysis I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MATH 7220</td>
<td>and Analysis II</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 6

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 7010</td>
<td>Topology I</td>
<td></td>
</tr>
<tr>
<td>&amp; MATH 7020</td>
<td>and Topology II</td>
<td></td>
</tr>
<tr>
<td>MATH 7110</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>&amp; MATH 7120</td>
<td>and Algebra II</td>
<td></td>
</tr>
</tbody>
</table>

MATH 7980 Reading and Research                                     3

Optional Courses

Select five additional courses from the optional list               15

Total Credit Hours                                                  30

1. Consists of a semester-long project under the supervision of a faculty member from the Department
2. Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Additional Requirements

A four-hour written examination to be taken upon completion of the course work, with topics drawn from basic material in algebra, topology and analysis taught in the first-year graduate courses. The student is given two chances to pass this exam. One of the Ph.D. Qualifying examinations may be substituted for the Masters exam.

Thesis Option

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 7210</td>
<td>Analysis I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MATH 7220</td>
<td>and Analysis II</td>
<td></td>
</tr>
</tbody>
</table>

Select 1 of the following: 6

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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>&amp; MATH 7120</td>
<td>and Algebra II</td>
<td></td>
</tr>
</tbody>
</table>

Optional Courses

Select four additional courses from the optional list               12

Total Credit Hours                                                  24

1. Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Mathematics, PhD

Senior undergraduate students majoring in mathematics or other sciences with a strong interest in mathematics, and people who already hold undergraduate degrees in mathematics or other sciences, are encouraged to apply for admission to PhD program in Mathematics. Faculty in the Mathematics Department have active research in areas of Algebra, Domain Theory and Theoretical Computer Science, Geometry and Topology, Symbolic Analysis, Applied Mathematics and Partial Differential Equations, Computational Mathematics, Mathematical Biology, Probability and Statistics.

Requirements

Below is a brief outline of the requirements and further explanation of each step.

1. Complete at least 48 hours of coursework-up to two courses may be taken in another department with the approval of the Graduate Studies Committee. For advanced incoming students, limited transfer credit (http://www2.tulane.edu/sse/math/academics/undergraduates/transfer-credit.cfm) is possible.

2. Pass the Placement Exam in linear algebra and advanced calculus. It will be taken at the beginning of the fall semester (the student’s first semester). If a student fails to achieve A- in the linear algebra portion, he or she will be required to enroll in MATH 3090 Linear Algebra (4 c.h.)/MATH 6090 Linear Algebra (3 c.h.). If the student fails to achieve A- in the advanced calculus portion, he or she will be required to enroll in MATH 4060 Real Analysis II (3 c.h.)/MATH 6060 Real Analysis II (3 c.h.). Read the Placement Exam syllabus for details and previous exams.

3. Pass qualifying written exams Analysis (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/analysis.cfm) and two others chosen from among: Algebra (http://
www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/algebra.cfm), Analysis (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/analysis.cfm), Applied Mathematics (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/applied-mathematics.cfm), Differential Geometry (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/differential-geometry.cfm), Probability and Statistics (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/probability-statistics.cfm), PDE (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/pde.cfm), Scientific Computation (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/scientific-computation.cfm), and Topology (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/topology.cfm). Read the exam syllabi for qualifying exams (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams).

4. Pass an oral exam on specific topics of research interest to the student.

5. Write a dissertation.

Credit Hours

The Ph.D. program requires students to complete at least 48 credits. This is equivalent to 16 courses (math courses are 3 credits each). All 7000-level courses may count toward the Ph.D. degree. Students in need of remediation, for example whose undergraduate major was not mathematics, may be advised by the Graduate Coordinator to take some undergraduate courses as 6000-level, but these cannot count toward the Ph.D. degree. Exceptions are 6210 (Differential Geometry) and 6300 (Complex Analysis). These two can be taken for Ph.D. credit if the Graduate Coordinator approves.

It is not enough for a student to complete 48 credits to satisfy this requirement. The credits must be approved by the Graduate Coordinator and must be taken in such a way that they represent breadth and depth.

Owing to these concerns, it is important that the student work closely with the Graduate Coordinator in order to formulate a sequence of courses that will satisfy the coursework requirement. This is done on an individual basis. A student who does not consult with the Graduate Coordinator may find that not all classes taken count toward the degree.

Up to two courses may be taken in other departments when approved by the Graduate Studies Committee. At most two reading courses in total can be counted toward the required 48 credit hours.

In addition, the transfer of up to 9 credits from another graduate program is possible with the approval of the Graduate Studies Committee. Read more about transfer credit.

Placement Exam

This is a 4-hour exam on topics from undergraduate courses on Linear Algebra & Vector Calculus.

This exam is generally offered during the first week of each semester. A sign-up sheet is available in the math office near the end of the preceding semester.

Every first-year PhD student has to take the placement exam prior to his/her first semester at Tulane.

The topics covered in the Preliminary Exam are:

**Linear Algebra**
- vector spaces
- inner products
- linear transformations
- linear equations
- matrix operations
- determinants
- characteristic equation
- eigenvalues and eigenvectors
- symmetric, skew-symmetric matrices
- hermitian, skew-hermitian matrices
- Jordan canonical form
- spectral theorem

**Vector Calculus**
- limits in \( \mathbb{R}^n \)
- partial derivatives
- differentiable functions of several variables
- optimization of functions in \( \mathbb{R}^n \) (with and without constraints)
- the implicit function theorem
- the inverse function theorem
- Taylor’s theorem
- integration in several variables
- line integrals
- the theorems of Green, Gauss and Stokes

References you may want to study:

1. *Linear Algebra, Mathematica Labs* by Terry Lawson
3. Almost any textbook with Linear Algebra in its title
4. *Calculus* by Boyce and DiPrima
5. Almost any textbook with Advanced Calculus in its title

**Qualifying Exams**

These are comprehensive written exams. The student must pass three exams one in Analysis and two others chosen from among:

- Algebra (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/algebra.cfm)
- Analysis (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/analysis.cfm)
- Applied Mathematics (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/applied-mathematics.cfm)
- Differential Geometry (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/differential-geometry.cfm)
- Probability and Statistics (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/probability-statistics.cfm)
- PDE (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams/pde.cfm)
The topics of each exam are based on the corresponding first-year graduate course sequence. For example, the Analysis exam covers roughly the material in MATH 7210 Analysis I (3 c.h.)-MATH 7220 Analysis II (3 c.h.). Read the Qualifying exam syllabi (http://www2.tulane.edu/sse/math/academics/graduate/qualifying-exams).

Qualifying exams are offered the first week of each semester. A sign-up sheet is available in the math office near the end of the spring semester for the following semester’s exams.

Students do not have to take all three exams at the same time; however, they should complete all three exams by the beginning of the third year in the Ph.D. program.

Oral Exam

After a Ph.D. student has passed the Preliminary exam and three Qualifying exams, the student should:

- decide on the area of mathematics in which he/she would like to write a dissertation (and)
- choose an advisor in this area

The advisor and the student will decide on a reading list and topics for the oral exam.

The exam usually lasts one to two hours and consists of a committee of 5 faculty who ask questions from the list of topics.

The student and the advisor must choose the committee and set the date of the exam. This information must be communicated to the Graduate Coordinator prior to the exam for approval by the Graduate Studies Committee.

It is not necessary that the student complete all coursework before taking the oral exam.

Dissertation

The dissertation must contain original work by the student and demonstrate the student’s ability to carry on independent research that results in a genuine contribution to the field. The student must work closely with his/her advisor in order to have a clear vision of what is required of the dissertation.

The student’s dissertation committee must sign the dissertation to accept it before it can be submitted to the SSE (http://tulane.edu/sse).

The student must also give a presentation of the research in the dissertation as an oral defense.

Please contact the Graduate Coordinator if you have additional questions:
Ricardo Cortez (rcortez@tulane.edu)
Phone: 504-862-3436
Office: Gibson 410

Statistics, MS

The Master of Science degree in Statistics combines theory and application. Our program emphasizes rigorous coursework in probability and mathematical statistics in addition to training in data analysis and computational methods. Graduates from the M.S. program may either directly enter the workforce as junior level statisticians or continue their studies in pursuit of a more advanced degree.

Requirements

Course prerequisites include the equivalent of MATH 6070 Intro To Probability (3 c.h.), MATH 6080 Intro Statstcl Inference (3 c.h.) and MATH 6090 Linear Algebra (3 c.h.). Enrollment in prerequisites does not provide credit towards the M.S. degree.

Non-Thesis Option

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 7150</td>
<td>Probability Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6020/7240</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6040/7260</td>
<td>Linear Models</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 6030/7030</td>
<td>Stochastic Processes</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6280</td>
<td>Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6370/7370</td>
<td>Time Series Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7360</td>
<td>Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6350</td>
<td>Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7550</td>
<td>Probability Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7570</td>
<td>Scientific Computatn II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7210</td>
<td>Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7770</td>
<td>Topics/Probability&amp;Stats</td>
<td>3</td>
</tr>
<tr>
<td>MATH 7980</td>
<td>Reading and Research</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Additional Requirements

A four-hour written examination to be taken upon completion of the core course work, with topics drawn from probability, linear models, and statistics. The student is given two chances to pass this exam. The Ph.D. Qualifying examination in Statistics can be substituted for the Masters exam.

Non-Thesis Option

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<thead>
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</tr>
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</table>
Department of Physics and Engineering Physics

Programs
Undergraduate
Majors
• Engineering Physics Major (p. 308)
• Physics Major (p. 316)

Minors
• Engineering Science Minor (p. 311)
• Physics Minor (p. 318)

Certificates
• Computational Engineering Certificate (p. 307)
• Electrical Engineering Certificate (p. 307)
• Materials Engineering Certificate (p. 312)
• Mechanical Engineering Certificate (p. 315)

Graduate
• Materials Physics and Engineering, PhD (p. 312)
• Materials Science and Engineering, MS (p. 314)
• Physics, MS (p. 318)
• Physics, PhD (p. 319)

Computational Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 308)

The allowable electives for the Computational Engineering Certificate are listed in the Requirements.

Electrical Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 308)

The allowable electives for the Electrical Engineering Certificate are listed below.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGP 3560</td>
<td>Photonic Materials &amp; Devices</td>
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</tr>
<tr>
<td>ENGP 3620</td>
<td>MicroFab and Nanotech</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3230</td>
<td>Quantum Information Sci &amp; Eng</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3310</td>
<td>Quantum Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3630</td>
<td>Electromagnetic Theory</td>
<td>2</td>
</tr>
<tr>
<td>ENGP 3700</td>
<td>Electnc Prop of Materls</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4470</td>
<td>Intro Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4650</td>
<td>Optics</td>
<td>2</td>
</tr>
</tbody>
</table>
Tulane University

MUSC 4400  Music & Dsp
MUSC 4410  Music Performance System
BMEN 2730  Biomedical Electronics
BMEN 3730  Biomedical Signals and Systems
BMEN 6170  Biomedical Optics
CENG 4780  Special Topics (Electrochemistry)

Total Credit Hours 12

1 Satisfies a Broader Technical elective.
2 Satisfies a Classical Physics elective.
3 Satisfies a Contemporary Physics elective.
4 Satisfies an Engineering elective.

Engineering Physics Major

This interdisciplinary program provides students with a broad science and mathematics background similar to that of Tulane's traditional physics major, combined with a strong grounding in engineering design and the application of physics principles to practical engineering problems. The curriculum is characterized by a strong emphasis on modern physics and its application to 21st century technology, including new materials, quantum electronics, nanofabrication, and devices. Focus areas in our department include: materials engineering, computational engineering, and nano devices. Our students will be well equipped to pursue research and development careers in new and emerging technologies that cut across traditional engineering and science disciplines, to pursue graduate studies in science or engineering, or to enter professional fields including law, management, and medicine. Graduates will have substantial experience with laboratory methods, data analysis, and computation. A centerpiece of the curriculum is the design sequence, consisting of a two-semester Introduction to Design sequence, a summer industry internship, and a two-semester capstone Team Design Project. As an intrinsic part of the curriculum, students develop strong oral and written communication skills, multidisciplinary teamwork skills, experience in public service, and knowledge about the high ethical standards of the engineering profession. The program builds on cross-cutting areas of both an applied physicist and an engineer, the inclination to attack novel as well as routine problems in engineering, and the flexibility to develop sufficient depth in both engineering and science to produce graduates who are able to relate basic knowledge to practical problems in engineering. The engineering physicist is a person with the training and mathematics background similar to that of Tulane's traditional engineering physics major, combined with a strong grounding in engineering design and the application of physics principles to practical engineering problems. The curriculum educates students to work in areas where technology is changing rapidly and where the boundaries of several traditional engineering disciplines overlap, such as nanomaterials/devices, lasers, plasmas, robotics, materials, medical imaging, superconductors, and semiconductors. The curriculum develops sufficient depth in both engineering and science to produce graduates who are able to relate basic knowledge to practical problems in engineering. The engineering physicist is a person with the training of both an applied physicist and an engineer, the inclination to attack novel as well as routine problems in engineering, and the flexibility to exploit basic knowledge in any branch of science and technology using analytical and experimental skills.

Mission Statement for Engineering Physics

The mission of our program is to provide the highest quality education for students in the principles and applications of Engineering Physics. The excellence of the program is ensured by our department’s high regard for teaching, research activities and industrial ties. The program educates students to take leadership roles in industry, academia and government.

Undergraduate Program Objectives for Engineering Physics

Our engineering physics program aims to educate students to become professionals with in-depth knowledge and skills in mathematics, science and engineering to understand physical systems; to research, design and solve problems; and to provide the foundation for graduate study and lifelong learning. Our objective is to prepare graduates who will successfully pursue:

- Advanced studies leading to research and/or professional careers in Engineering
- Advanced studies leading to research and/or professional careers in Physical Science
- Careers in Engineering Physics or related technical and professional fields.

Undergraduate Program Outcomes for Engineering Physics

Graduates of the Engineering Physics program at Tulane University will attain:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Engineering Physics is a field that provides broad training in physics and mathematics and basic training in engineering and design. The practitioner of engineering physics is involved in the development of new devices and products using sophisticated physical concepts. The engineering physics curriculum educates students to work in areas where technology is changing rapidly and where the boundaries of several traditional engineering disciplines overlap, such as nanomaterials/devices, lasers, plasmas, robotics, materials, medical imaging, superconductors, and semiconductors. The curriculum develops sufficient depth in both engineering and science to produce graduates who are able to relate basic knowledge to practical problems in engineering. The engineering physicist is a person with the training of both an applied physicist and an engineer, the inclination to attack novel as well as routine problems in engineering, and the flexibility to exploit basic knowledge in any branch of science and technology using analytical and experimental skills.

Our engineering physics curriculum places emphasis on:

- basic principles of engineering
- problem solving
- mathematics
• physics
• engineering design
• computer science and engineering
• chemistry
• science and scientific principles
• research
• communications
• multi-disciplinary teamwork
• continuous learning
• leadership
• ethics
• preparation for advanced degrees in engineering and science

The required curriculum for engineering physics is relatively full. Class schedules should be carefully planned. Typical of engineering in the US, some engineering physics majors may take a course overload in some semesters.

Engineering Physics Certificates
The Engineering Physics program offers optional certificates for students who are interested in specific aspects of the broader program. Completing a certificate offers several advantages: structured/guided use of electives for focusing in a particular area, providing some depth within a broad-based ENGP curriculum; additional branding that may help students attract interest in industry after graduation; and preparation for common graduate engineering programs. Certificates are optional, but if a student does complete one, this is reported on the transcript. Students may choose one of four certificates:

• Computational engineering (p. 307)
• Electrical engineering (p. 307)
• Materials engineering (p. 312)
• Mechanical engineering (p. 315)

with each having a pre-approved set of coursework that meets the requirements of that certificate. See http://www2.tulane.edu/sse/pep/academics/undergraduate/engineering-physics-program/engineering-physics-certificates.cfm for more information and an up-to-date list of pre-approved electives.

Website
tulane.edu/sse/pep/academics/undergraduate/engineering-physics-program/

Requirements

General Course Requirements for Engineering Physics
The major curriculum consists of the following requirements (94 credits total plus Tulane Core Curriculum requirements):

Tulane University's Core Requirements for Graduation
Note that Engineering Physics majors must complete six cultural knowledge electives, but are exempt from the language requirement.
PHYS 3450  Elem Particle Physics 3
or PHYS 6450  Elem Particle Physics
PHYS 3700  Elec Prop of Materls 3
or PHYS 6700  Elec Prop of Materls
PHYS 4470  Intro Quantum Mechanics 3

Classical Topics
Select one of the following: 3
PHYS 3630  Electromagnetic Theory 3
PHYS 3740  Classical Mechanics 3
PHYS 4230  Thermal Physics 3
PHYS 4650  Optics 3

Engineering Electives
Select four of the following: 12
CENG 2110  Matl & Energy Balances 3
CENG 2320  Transport Phenomena I 3
CENG 2500  Intro To Biotechnology 3
CENG 3110  Thermodynamics II 3
CENG 3390  Transport Phenomena II 3
ENGP 2420  Engineering Dynamics 3
ENGP 3350  Kinetics of Material Systems 3
ENGP 3360  Structure of Materials 3
ENGP 3370  Processing of Biomaterials 3
ENGP 3380  Materials for Energy 3
ENGP 3620  MicroFab and Nanotech 3
ENGP 3660  Special Topics 1-3
BMEN 2730  Biomedical Electronics 4
BMEN 3300  Biomechanics 3
BMEN 3400  Biomaterials & Tissue Engr 3
BMEN 3440  Biofluid Mechanics 3
BMEN 3650  Biomechanics and Biotransport 3
BMEN 3730  Biomedical Signals and Systems 3
CMPS 3350  Intro to Computer Graphics 3

or other courses as approved by the Faculty Advisor

Engineering or Related Field Elective
Select one additional course in engineering or a related field 2 3

Professional Development
ENGP 3430  Prof Develop Engineers I 3
& ENGP 3440  and Prof Develop Engineers II 3

Summer Internship
Normally done in the summer following the third year of study 0

Team Design Project and Professional Practice 4
ENGP 4310  Team Dsgn Proj &Prf Pr I 3
ENGP 4320  Team Dsgn Proj &Prf P II 3

Total Credit Hours 210-212

Note:
Many intermediate and advanced courses in the program have prerequisites listed under the Basic Science and Mathematics categories; several of the allowed electives may have additional prerequisites. Many of the required and elective courses may not be offered every year. Students must work closely with the departmental undergraduate advisor to develop an individualized schedule of courses that fits their needs and interests, while satisfying all of the above requirements along with the university's core requirements for graduation.

ROTC Courses
ROTC courses, if elected, are taken in addition to the normal courses. Please see the Engineering Physics advisor for details.

Sample Schedule of Classes for Engineering Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1075</td>
<td>and General Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1311</td>
<td>General Physics I Lab</td>
<td>0</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>TIDES Course Credits</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1321</td>
<td>General Physics II Lab</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1085</td>
<td>and General Chemistry Lab II</td>
<td></td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>ENGP 1410</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 2350</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>ENGP 2010</td>
<td>Electric Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ENGP 2011</td>
<td>Electric Circuits Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENGP 2310</td>
<td>Product &amp; Experimental Design</td>
<td>3</td>
</tr>
</tbody>
</table>
Public Service Course  3

Spring
PHYS 2360  Modern Physics II  3
MATH 2240  Intro To Applied Math  4
ENGP 2020  Computing Concepts & App.  4
Engineering Elective  4
Cultural Knowledge Elective  3
Credit Hours  18

Year 3
Fall
ENGP 2430  Mechanics of Materials  3
ENGP 3430  Prof Develop Engineers I  2
PHYS 3800  Physics Colloquium  1
Classical Elective  3
Cultural Knowledge Elective  3
Select 2 Engineering Electives  4
Credit Hours  18

Spring
CENG 2120  Thermodynamics I  3
ENGP 3120  Materials Science & Engr  3
ENGP 3170  Computnl Physics & Engr  3
ENGP 3530  Advanced Laboratory I  3
Cultural Knowledge Elective  3
Credit Hours  15

Year 4
Fall
ENGP 4310  Team Dsgn Proj &Prf Pr I  3
Public Service Course  1
Engineering or Related Elective  3
Cultural Knowledge Elective  3
Cultural Knowledge Elective  3
Credit Hours  13

Spring
ENGP 3600  Nanoscience & Technology  3
ENGP 4320  Team Dsgn Proj &Prf P II  3
Engineering Elective  3
Contemporary Elective  3
Cultural Knowledge Elective  3
Credit Hours  15

Total Credit Hours  128

Engineering Science Minor

Students not majoring in biomedical engineering, chemical engineering, or engineering physics may earn a minor in Engineering Science by completing the Engineering Science minor. Interested students should contact the Associate Dean of the School of Science and Engineering to declare the minor and discuss the requirements.

Requirements

Students not majoring in biomedical, chemical engineering or engineering physics may earn a minor in Engineering Science by completing the following courses:

Prerequisite Math and Science Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2240</td>
<td>Intro To Applied Math</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 4240</td>
<td>Ordinary Different Equa</td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours  24

Not all of the above math courses are required prior to taking 1000-2000 level engineering courses. See individual course descriptions for details.

Note: The following courses may be required for some engineering course options:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1070 &amp; CHEM 1075</td>
<td>General Chemistry I &amp; General Chemistry Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1080 &amp; CHEM 1085</td>
<td>General Chemistry II &amp; General Chemistry Lab II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours  8

Engineering Courses Required

Select two of the following:  6
ENGP 1410  Statics  3
ENGP 2010  Electric Circuits  3
CENG 2110  Matl & Energy Balances (Additional Prerequisite: CHEM 1070, 1080)  3
CENG 2120  Thermodynamics I  3
ENGP 2430  Mechanics of Materials (Prerequisite: ENGP 1410)  3
CENG 2500  Intro To Biotechnology (Additional Prerequisite: CHEM 1070, 1080)  3
ENGP 3120  Materials Science & Engr (Additional Prerequisite: CHEM 1070, 1080)  3

Select one of the following:  3
BMEN/ENGP 2310  Product & Experimental Design  3

1 e.g., Introduction to Physics Pedagogy
2 e.g., BMEN 2730 Biomedical Electronics (4 c.h.): Electronics
3 e.g., PHYS 3630 Electromagnetic Theory (3 c.h.)
4 e.g., BMEN 3440 Biofluid Mechanics (3 c.h.), ENGP 2420 Engineering Dynamics (3 c.h.)
5 e.g., Microfabrication and Nanotechnology
6 e.g., ENGP 3360 Structure of Materials (3 c.h.)
7 e.g., PHYS 4470 Intro Quantum Mechanics (3 c.h.)
BMEN/ENGP 2020  Comput Concepts & Applic  4
Select two 3000-4000 level electives in either biomedical, chemical engineering or engineering physics  6
Total Credit Hours  43

Engineering Science Minor with an SSE Major

- Twenty-four credits in the major may not overlap with the minor.
- Student must earn a GPA of at least 2.00 in courses counting toward the minor. No courses counting toward a student’s first minor will count toward the student’s second minor.

Materials Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

The allowable electives for the Materials Engineering Certificate are listed in the Requirements.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3290</td>
<td>Computational Materials Science</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3350</td>
<td>Kinetics of Material Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3360</td>
<td>Structure of Materials</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3370</td>
<td>Processing of Biomaterials</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3380</td>
<td>Materials for Energy</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3560</td>
<td>Photonic Materials &amp; Devices</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3620</td>
<td>MicroFab and Nanotech</td>
<td>4</td>
</tr>
<tr>
<td>ENG 3700</td>
<td>Electric Prop of Materls</td>
<td>3</td>
</tr>
<tr>
<td>CENG 2110</td>
<td>Matl &amp; Energy Balances</td>
<td>4</td>
</tr>
<tr>
<td>BMEN 3400</td>
<td>Biomaterials &amp; Tissue Engr</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3210</td>
<td>Molec Biophysics &amp; Polymer Phy</td>
<td>3</td>
</tr>
<tr>
<td>CENG 2780</td>
<td>Special Topics (Biomimetics: An Approach to Problem Solving)</td>
<td>4</td>
</tr>
<tr>
<td>CENG 3110</td>
<td>Thermodynamics II</td>
<td>4</td>
</tr>
<tr>
<td>CENG 4890</td>
<td>Polymer Engr &amp; Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours  12

1 satisfies a Broader Technical elective
2 satisfies a Classical Physics elective
3 satisfies a Contemporary Physics elective
4 satisfies an Engineering elective

Materials Physics and Engineering, PhD

Materials Physics and Engineering PhD Program

The Tulane University graduate program in Materials Physics and Engineering (MPEN) is an interdisciplinary program that focuses on the fundamentals of material structure, material properties, material processing, and material modeling that are required to solve the complex technological problems in the 21st century, especially in the focus areas of nanotechnology, energy, environment healthcare, and homeland security/defense. The Tulane MPEN program is unique and unlike other graduate programs in materials science and engineering in that this program is based on a core foundation of physics enabling a student to appreciate the aforementioned materials interplay found in every new functional material discovered or developed. Modeling will allow students to handle “big data”, find optimized materials for new applications, and design engineering materials where the goal is integration and synthesis within and across these domains.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 48 credits of graduate courses must be completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required courses (30 credits, each course is 3 credits):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPEN 6350</td>
<td>Kinetics of Material Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6360</td>
<td>Structure of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6760</td>
<td>Thermodynamics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>or CENG 7110</td>
<td>Modern Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>MPEN 7910</td>
<td>Research I</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 7920</td>
<td>Research II</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 7930</td>
<td>Research III</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 7940</td>
<td>Research IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must take two of the following three “Core Physics” courses:

- PHYS 7130 | Solid State Physics                         | 3       |
- PHYS 7170 | Quantum Mechanics I                          | 3       |
- PHYS 7230 | Electromagnetic Theory I                     | 3       |

Students must take one of the following “Properties of Materials” courses:

- MPEN 6370 | Processing of Biomaterials                  | 3       |
- MPEN 6560 | Photonic Materials & Devices                | 3       |
- MPEN 6720 | Mechanic Behavior of Materials              | 3       |
- PHYS 6210 | Molec Biophysics & Polymer Phy              | 3       |
- PHYS 6700 | Electrc Prop of Materls                     | 3       |

Elective courses (18 credits): The remaining 18 credits should be graduate level physics or materials electives, or graduate level courses in a related field with approval of the research supervisor and graduate program advisor. One of the electives must be a computational course (PHYS 6170 Computational Physics and Engineering, MPEN 6290 Computational Materials Science and Engineering, or a computational course in another department approved by the graduate program advisor). Up to 6 credits may be fulfilled by Advanced Research I and II, with approval of the research supervisor and graduate program advisor.
**Grades:**

Per the SSE Handbook: "A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree. If a student receives one B- grade, the student is immediately considered for probation by the Associate Dean for Graduate Studies in consultation with the appropriate department/program. If a student receives two grades of B-, or one grade less than B-, during his/her tenure in the School of Science and Engineering, the student is placed on probation and considered for dismissal by the Associate Dean in consultation with the appropriate department/program."

A student who does not maintain the minimum 3.0 GPA in graduate course work will be subject to disenrollment. To continue in the program, MPE students must have a minimum 3.2 GPA from a minimum 8 graduate courses by the end of the 4th semester, not including research courses.

**Oral Qualifying Exam:**

The Ph.D. oral qualifying exam is presented by the student to a committee of three materials faculty at Tulane, chosen in consultation with the research supervisor and the graduate program advisor. A student must choose three research articles in agreement with committee members, one approved by each committee member, with each representative of a different topic in MPE not including the student’s specific research area. The student must present a maximum 10 minute overview of the paper followed by about 20 minutes of questions on that topic. The exam duration is 1.5 to 2 hours total. The student must attempt the oral qualifying exam by the end of the 4th semester. A second attempt is allowed and must be completed by the end of the fifth week of the fifth semester (two total attempts allowed). The committee votes pass/fail on each paper topic, with unanimous agreement required to pass that topic. A student must pass all three topics. If one or more is failed, the student is allowed one additional chance to pass the failed topics, but with a different research article for each (again agreed between the student and committee). Passed topics do not need to be repeated in the 2nd attempt. Any student who has not passed the qualifying exam by the end of the fifth semester of graduate study will be disenrolled from the program.

Students who have met course and GPA requirements and have passed the qualifying exam become degree candidates. Those who have not are required to attend the weekly departmental colloquium.

**Faculty Dissertation Committee:**

Prior to the prospectus defense, the student and research supervisor form the faculty dissertation committee, which consists of the research supervisor (chair) and at least two other faculty members. One member may be from another Tulane department or other appropriate institution. The faculty dissertation committee (henceforth the committee) examines the student at the prospectus defense and oral dissertation defense, and approves the final written dissertation.

**Prospectus Defense:**

The prospectus defense demonstrates to the committee that the student has acquired sufficient knowledge in the specific research area and can effectively express that knowledge orally and in writing. A student must pass the oral qualifying exam before undertaking the prospectus defense. The prospectus defense consists of a written proposal and an oral defense:

The written research proposal (10-15 pages) contains an introduction, proposed research and justification, methods, preliminary results, and discussion. It must be reviewed and approved by the committee before the end of the sixth semester of graduate study.

The oral defense is a two-hour oral examination, including a research presentation (about 45 minutes) prepared by the student, given by the committee. The examination includes specific questions about the student’s research as well as broadly focused questions on the general area of research. The oral defense must be attempted following approval of the written proposal, no later than the sixth semester of graduate study. If failed, the student is normally given a second attempt in the following semester. After two failures the student will be disenrolled from the program.

Students who are sufficiently prepared are strongly encouraged to take the prospectus defense before the end of the 4th semester of graduate study.

It is expected that, after completion of the oral prospectus defense, the Ph.D. candidate will obtain a Research Assistantship (RA) in the same research group. In order to encourage this, the faculty have adopted a policy for allocating graduate students on TA’s to research groups.

**Annual Report:**

In April of each year, every Ph.D. student will submit a brief annual progress report (1-2 pages) to the research supervisor and committee, when formed summarizing research progress and accomplishments over the previous year, and future plans and milestones. This requirement is waived in the years when the prospectus and thesis defenses are completed.

**Dissertation:**

The final requirement for the Ph.D. degree is a written dissertation based on original research, approved by the committee, and its defense in an oral exam by the committee.

**Master’s Degree:**

The master’s degree is not a requirement for the Ph.D. in Materials Physics and Engineering. Admission with financial aid is only for doctoral students. However a graduate student may receive an M.S. in Physics based on 30 hours of approved graduate credit, or (if the research supervisor agrees to offer this option) an M.S. in Physics based on 24 hours of approved graduate credit plus a thesis deemed acceptable by the research supervisor. Research course credit does not count toward the M.S. in Physics degree.

**Program Transfers:**

Students in the Materials Physics and Engineering Ph.D. program cannot transfer to the Physics Ph.D. program without going through the regular admissions process.

**Exceptions to the requirements, due to extenuating circumstances, may be granted by vote of the PEP faculty.**
Prospective Graduate Student Admission Information

REMINDER: The application deadline for Graduate Study in Materials Physics and Engineering at Tulane is Feb. 1st.

Materials Science and Engineering, MS

Materials Science and Engineering (MSE) Masters Program
The Tulane University Master of Science Degree in Materials Science and Engineering is an interdisciplinary degree that focuses on developing the deep understanding of materials modeling, processing, structure, properties, and performance required to solve complex technological problems. The program covers both "hard" and "soft" materials along with related devices. The MSE masters program provides preparation for professional practice in modern materials science for those technologists who wish to continue their education. Participating faculty are drawn from multiple materials-oriented departments in the School of Science and Engineering, including Chemistry, Chemical and Biomolecular Engineering, Biomedical Engineering, and Physics and Engineering Physics. This rigorous program trains graduate students to become leaders in industrial, government, and university settings. The program is flexible, allowing both full-time and part-time students, along with thesis (research component) and non-thesis (coursework only) tracks. Graduates are expected to fill the growing global demand for trained materials scientists and engineers in the twenty-first century. Graduates typically find work in a number of fields, including biotechnology and health care, defense, information technologies, manufacturing, aerospace, chemical processing, and energy.

Requirements

Required and Elective Coursework

Applicants may choose one of two paths: 30 credits of coursework OR 24 credits of coursework and a 6-credit written research thesis supervised by MSE faculty at Tulane (http://www2.tulane.edu/sse/academics/graduate/upload/MSE-Faculty.pdf).

The required coursework for the Tulane MSE Master's degree consists of four courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPEN 6360</td>
<td>Structure of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6350</td>
<td>Kinetics of Material Systems</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6760</td>
<td>Thermodynamics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 7110</td>
<td>Modern Thermodynamics</td>
<td></td>
</tr>
</tbody>
</table>

One Properties of Materials Course from an approved list.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 6700</td>
<td>Electnc Prop of Materls</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6370</td>
<td>Processing of Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6560</td>
<td>Photonic Materials &amp; Devices</td>
<td>3</td>
</tr>
<tr>
<td>PHYS/CENG 6210</td>
<td>Molec Biophysics &amp; Polymer Phy</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6720</td>
<td>Mechanic Behavior of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining coursework (six courses for non-thesis students or four courses for students pursuing the thesis option) consists of graduate electives in science and engineering as approved by the program's Advisory Committee.

Partial List of Elective Courses in MSE.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPEN 6290</td>
<td>Computation Material Sci &amp; Eng</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6560</td>
<td>Photonic Materials &amp; Devices</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6370</td>
<td>Processing of Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6380</td>
<td>Materials for Energy</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6620</td>
<td>MicroFab and Nanotech</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6720</td>
<td>Mechanic Behavior of Materials</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6260</td>
<td>Molec Princ Funct Biomatr</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6650</td>
<td>Biomechanics and Biotransport</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6340</td>
<td>Soft Tissue Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6400</td>
<td>Biomaterials &amp; Tissue Engr</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6130</td>
<td>Surf. &amp; Colloid Phenomen</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6210</td>
<td>Molec Biophysics &amp; Polymer Phy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 6210</td>
<td>Molec Biophysics &amp; Polymer Phy</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6420</td>
<td>Survey Contemp Polymers Rsh</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6780</td>
<td>Special Topics (Electrochemistry)</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6781</td>
<td>Special Topics (Nanostructured Soft Materials)</td>
<td>3</td>
</tr>
<tr>
<td>CENG 6890</td>
<td>Polymer Engr &amp; Science</td>
<td>3</td>
</tr>
<tr>
<td>CENG 7870</td>
<td>Special Topics (Advanced Material Design)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 7440</td>
<td>Adv Organic Polymer Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 6700</td>
<td>Electnc Prop of Materls</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7130</td>
<td>Solid State Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students interested in technology entrepreneurship and commercialization may take one of the following courses to fulfill one of their electives.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6160</td>
<td>New Venture Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 7210</td>
<td>Mgmt of Tech &amp; Innovatn</td>
<td>3</td>
</tr>
<tr>
<td>SCEN 6000</td>
<td>Entrepreneurship Eng &amp; Biosci</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6080</td>
<td>Tech Invent &amp;Commercialization</td>
<td>3</td>
</tr>
</tbody>
</table>

Other SSE courses, including ones designated as BMEN, CENG, CHEM, COSC, MATH, and PHYS, may be suitable electives for MSE Master's students, with approval from the Advisory Committee.

Admission Requirements

Applicants from all undergraduate science and engineering majors are eligible to apply.

• Applicants must have completed at least 24 credit hours in science and engineering (3.0 GPA or higher).

• Adequate background coursework in mathematics, physics, and chemistry is essential. Applicants need to have taken an undergraduate Materials Science and Engineering course at the level of the Callister textbook, equivalent to CENG/ENGP 3120.
Materials Science and Engineering (MSE) Masters 4+1 Program

In addition to the above requirements:

- Tulane 4+1 students must have a minimum grade of B in CENG/ENGP 3120, and at least one of their letters of recommendation must be from a Tulane SSE faculty member.
- 4+1 students will normally indicate their intention to pursue the program before the end of the third year at Tulane and will complete between 6 and 12 credits of coursework towards the MS degree by the end of the fourth year.
- Six of these credits can count simultaneously towards the 120 credits required for the Bachelor’s degree.
- GRE and TOEFL scores are not required for Tulane 4+1 students.

Tuition

Non-4+1 students will pay the per-credit rate for Science and Engineering

For Tuition Rates » (https://studentaccounts.tulane.edu/sites/studentaccounts.tulane.edu/files/FY19_TF_by_Special_Majors_Descriptive.pdf)

GPA Requirement

A GPA of 3.0 is required for the degree to be conferred. Courses receiving less than B- will contribute no credit toward the Master’s degree requirements.

Apply

Please use the Online Application System (https://applygrad.tulane.edu/apply) to apply for the program. The application deadline is June 30th.

Contacts

Please contact Prof. Doug Chrisey, or any member of the MSE Master’s Program Advisory Committee, if you have questions about the program.

• Prof. Doug Chrisey (dchrisey@tulane.edu), Physics and Engineering Physics
• Prof. Matthew Escarra (escarra@tulane.edu), Physics and Engineering Physics
• Prof. Vijay John (vj@tulane.edu), Chemical and Biomolecular Engineering
• Prof. Michael Moore (mooremj@tulane.edu), Biomedical Engineering
• Prof. Noshir Pesika (npesika@tulane.edu), Chemical and Biomolecular Engineering
• Prof. Russell Schmehl (russ@tulane.edu), Chemistry

Mechanical Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

The allowable electives for the Mechanical Engineering Certificate are listed in the Requirements.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Four Electives</td>
<td></td>
</tr>
<tr>
<td>ENGP 2420</td>
<td>Engineering Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ENGP 3620</td>
<td>MicroFab and Nanotech</td>
<td>4</td>
</tr>
<tr>
<td>BMEN 3300</td>
<td>Biomechanics</td>
<td></td>
</tr>
</tbody>
</table>
Physics Major

Website

http://www2.tulane.edu/sse/pep/academics/undergraduate/physics-program/

Overview

Physics is the most fundamental science. It is the foundation for our understanding of the world around us, spanning the ultimate depths within subatomic nuclei to distances beyond the known universe. Physics provides a basis for other sciences, including chemistry, biology, astronomy, and geology. Physics discoveries, which led to technologies ranging from energy sources to quantum information and nano-communication devices to state of the art medical diagnostics, have revolutionized our world, and will continue to do so. The physics curriculum at Tulane provides strong analytical skills and problem-solving abilities for careers ranging from academic research, to industrial development, to large government exploration, to project management, to the financial sector, to creative writing. The curriculum is unusually flexible and has successfully led to degrees with double, and even triple majors in diverse fields. The physics program also promotes and rewards creativity, stimulates intellectual development, and engages our students in life-long learning.

Mission Statement for Physics

The mission of the Physics program is to provide outstanding opportunities for learning and research in physics and teaching of the highest quality and impact, addressing needs and challenges of the 21st century. The program is designed to assist our students in developing deep understanding via powerful problem-solving skills, preparing them for a very broad range of opportunities.

Program Objectives for Physics

The Physics program aims to educate students to become professionals with in-depth knowledge and skills in science and mathematics to understand physical systems; to research, design and solve problems in physics and related disciplines; and to provide the foundation for graduate study and lifelong learning. Our objective is to prepare graduates to be able to successfully pursue:

- Advanced studies leading to research and/or professional careers in physical science;
- Careers in related technical and professional fields in industry or government.

Program Outcomes for Physics

Graduates of the Physics program at Tulane University will attain:

- an ability to apply knowledge of physics, mathematics, other sciences, and engineering;
- an ability to design and conduct experiments, as well as to analyze and interpret data;
- an ability to function on multi-disciplinary teams;
- an ability to identify, formulate, and solve problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate effectively;
- a recognition of the need for, and an ability to engage in life-long learning;
- a knowledge of contemporary issues;
- an ability to apply advanced mathematics through multivariate calculus, differential equations, and/or numerical techniques;
- a knowledge of contemporary analytical and experimental techniques;
- a competence in the use of computational tools and in the use of a high-level programming language;
- a depth of knowledge in calculus-based physics at an advanced level.

Our physics curriculum places emphasis on:

- physics
- mathematics
- computer science and engineering
- problem solving
- computational skills
- science and scientific principles
- research
- communications
- multi-disciplinary teamwork
- continuous learning
- leadership
- ethics
- preparation for advanced degrees in a broad variety of fields

The basic physics requirements are flexible and accommodate degrees with majors in multiple and diverse fields. Students planning to continue on to graduate school should take more than the minimum courses required.

Requirements

General Course Requirements for Physics

The intention of Tulane’s physics major program is to encourage students to continue on to graduate education in Physics and related disciplines or to pursue cross-disciplinary preparation in physics for
medical or other professional schools. Dual majors are encouraged, however students may not major in both Physics and Engineering Physics due to the substantial overlap. Students pursuing a career in physics are advised to follow the "Pre-Graduate Training" sequence. The minimum GPA for degree certification, counting all courses pertaining to Physics, Mathematics, and approved Science and Engineering electives, is 2.50.

The basic requirements for a Physics Major are as follows:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least four courses of mathematics ¹</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2350</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2360</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3530</td>
<td>Advanced Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Select two Physics Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHYS 3010</td>
<td>Theoretical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3630</td>
<td>Electromagnetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3740</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4230</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4470</td>
<td>Intro Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Physics Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 3800</td>
<td>Physics Colloquium</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**

Select five elective courses in Mathematics, Physics, Chemistry, or Engineering at the 2000-level or above. One of these five electives must be a computational course. ²

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIDES Course</td>
<td>Credit Hours</td>
<td>16</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1070 &amp; CHEM 1075</td>
<td>General Chemistry I and General Chemistry Lab I</td>
<td>4</td>
</tr>
<tr>
<td>TIDES Course</td>
<td>Credit Hours</td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1080 &amp; CHEM 1085</td>
<td>General Chemistry II and General Chemistry Lab II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language or Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 2350</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Knowledge Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language or Elective(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service Course ¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 2360</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3170</td>
<td>Comptrnl Phys &amp; Engr</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4230</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2240</td>
<td>Intro To Applied Math</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Knowledge Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 At least two courses at the 2000-level or above.

2 Electives from other science departments are not normally accepted. CMPS 1500 is eligible to count as a computational elective, as an exception to the requirement that electives must be at the 2000-level or above. Students should always confirm with the Major Advisor that all their electives are acceptable. All courses or electives counting towards the requirements must be at least three credits.

Notes:

- Students are encouraged to consider a bachelor of science in physics as preparation for graduate study in disciplinary and interdisciplinary sciences (physics, astrophysics, biophysics, chemistry, neuroscience, materials science, geophysics, meteorology, oceanography, and applied physics), for professional study in medicine, patent law, business, or engineering, and for careers in environmental science, in mathematical or computer modeling, in science writing, or in science and public policy.
- Within the requirements above, programs can be tailored to suit the needs of students who elect these career options. In addition, the department offers a 4+1 program that allows students to obtain a Master's Degree in five years, by enabling them to take graduate level courses as an undergraduate. Tulane University is a member of the Oak Ridge Associated Universities (ORAU) consortium.

- Research opportunities are often available for undergraduate Physics majors in conjunction with faculty, on a case by case basis.
- Students are responsible for fulfilling all TIDES, cultural knowledge, foreign language, writing, service learning, and other requirements, required by Tulane and the School of Science and Engineering.

**Sample Schedule of Classes for Physics**

(This is only a suggested schedule and students should not feel compelled in any way to model their course of studies on this example. Many other options and alternatives are possible, especially when including a double major. Chemistry, for example, is not a requirement for the B.S. in Physics. The illustration of certain courses in certain semesters below does not guarantee they will be offered in the suggested semester. Many physics courses at the 3000-level and above are given only once every two years. Students should keep abreast of actual course offerings as they are published by the Registrar.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1070</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1075</td>
<td>and General Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>TIDES Course</td>
<td>Credit Hours</td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1080</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 1085</td>
<td>and General Chemistry Lab II</td>
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</tr>
<tr>
<td>MATH 1220</td>
<td>Calculus II</td>
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</tr>
<tr>
<td>Foreign Language or Elective</td>
<td>Credit Hours</td>
<td>12</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 2350</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Knowledge Elective</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Foreign Language or Elective(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service Course ¹</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 2360</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3170</td>
<td>Comptrnl Phys &amp; Engr</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4230</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2240</td>
<td>Intro To Applied Math</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Knowledge Elective</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Elective(s)</td>
<td>Credit Hours</td>
<td>13</td>
</tr>
</tbody>
</table>
Year 3

Fall

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3010</td>
<td>Theoretical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3630</td>
<td>Electromagnetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3700</td>
<td>Electrnc Prop of Materls</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3800</td>
<td>Physics Colloquium</td>
<td>1</td>
</tr>
</tbody>
</table>

Cultural Knowledge Elective

Elective

Credit Hours: 10

Spring

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3530</td>
<td>Advanced Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3600</td>
<td>Nanoscience &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4650</td>
<td>Optics</td>
<td>3</td>
</tr>
</tbody>
</table>

Cultural Knowledge Elective

Credit Hours: 9

Year 4

Fall

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3150</td>
<td>Intro To Neutron Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective(s)

Credit Hours: 3

Spring

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 4470</td>
<td>Intro Quantum Mechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective(s)

Credit Hours: 3

Total Credit Hours: 73

Pre-Graduate Training in Physics

The student who intends to continue graduate work in physics should complete at least 32 credits in physics including:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2350</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2360</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3630</td>
<td>Electromagnetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3740</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4230</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4470</td>
<td>Intro Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4650</td>
<td>Optics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are encouraged to undertake a research project and write a senior honors thesis under the supervision of a physics faculty member.

Recommended mathematics courses include:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3050</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3090</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 4060</td>
<td>Real Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Scientific Computing ¹

¹ e.g., PHYS 3170 Computnl Physics & Engr (3 c.h.) or MATH 3310 Scientific Computing I (3 c.h.) are also recommended.

Physics Minor

The object of the Physics Minor is to provide a strong physics component to bolster students typically majoring in other STEM areas, such as Chemistry, Mathematics, Cell and Molecular Biology, and the various Engineering fields. In some cases, students from the Liberal Arts and Social Sciences pursue the Physics Minor to add STEM strength to their degrees.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1310</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1320</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select four physics courses at the 2000-level or above. At least one must be taken from the following group.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3630</td>
<td>Electromagnetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3740</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4230</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4650</td>
<td>Optics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 20

It should be noted that some of the upper-level physics courses have certain mathematics prerequisites.

Physics, MS

The Tulane 4+1 Program in Physics: Current Tulane undergraduates may earn an MS degree in physics by adding one year to the four years of study usually required for the BS degree. The MS degree provides a more complete preparation for a PhD program than the BS. The MS is usually preferred by industry and business. Normally an MS degree requires at least two years of postgraduate study. In this program the time is reduced to one year by taking some graduate level courses as an undergraduate.

Requirements

The MS requires 24 hours of physics coursework at the graduate (6000-7000) level plus six additional hours of either graduate courses or research. In the 4+1 program, a student will normally take a total of twelve hours of graduate courses as a junior or senior and nine more hours each semester in the fifth year. This provides a total of thirty hours, including up to six hours of research credit. With permission of the graduate advisor, graduate courses in other departments (e.g. Chemistry, Computational Science, Math, Engineering) may count toward the MS.

A 4+1 student should begin the program in their junior year. While it may be possible to complete the requirements for the 4+1 program by starting in the senior year, this is difficult and not recommended.
Theoretical Mechanics
Quantum Mechanics I
Research IV
Electromagnetic Theory I
Computnl Physics & Engr
Research II

Required Courses

At least 48 credits of graduate courses must be completed.

**Required Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 6010</td>
<td>Techniques Theor Phys I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7060</td>
<td>Theoretical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7100</td>
<td>Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7170</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7180</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7230</td>
<td>Electromagnetic Theory I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7910</td>
<td>Research I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7920</td>
<td>Research II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7930</td>
<td>Research III</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7940</td>
<td>Research IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 6170</td>
<td>Computation Material Sci &amp; Eng</td>
<td>3</td>
</tr>
<tr>
<td>MPEN 6290</td>
<td>Computation Material Sci &amp; Eng</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computational Course in another department</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1. Should be graduate level physics electives, or graduate level courses in a related field with approval of the research supervisor and graduate program advisor.
2. Up to 6 credits may be fulfilled by Advanced Research I and II, with approval of the research supervisor and graduate program advisor. Advanced Research I and II may be taken at the same time as Research I-IV, with up to 6 credits of research allowed in one semester.

**Grades**

Per the SSE Handbook: "A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree. If a student receives one B+ grade, the student is immediately considered for probation by the Associate Dean for Graduate Studies in consultation with the appropriate department/program. If a student receives two grades of B+, or one grade less than B, during his/her tenure in the School of Science and Engineering, the student is placed on probation and considered for dismissal by the Associate Dean in consultation with the appropriate department/program."

A student who does not maintain the minimum 3.0 GPA in graduate course work will be subject to disenrollment.

**Written Qualifying Exam**

The Ph.D. qualifying exam is a 6-hour written examination covering classical and modern physics, given by the department once per semester. It covers the typical U.S. undergraduate physics curriculum with an emphasis on classical electrodynamics and quantum mechanics. The qualifying exam must be attempted no later than the fourth semester of graduate study. Students who are sufficiently prepared may take it during the first year with approval of the research supervisor. The passing score is 60%. Students who fail the qualifying exam must retake it until passed. Students may attempt the qualifying exam up to three times. Any student who has not passed the qualifying exam by the end of the fifth semester of graduate study will be disenrolled from the program.

Students who have met course requirements and passed the qualifying exam may apply to become degree candidates.

**Faculty Dissertation Committee**

Prior to the prospectus defense, the student and research supervisor form the faculty dissertation committee, which consists of the research supervisor (chair) and at least two other faculty members. One member may be from another Tulane department or other appropriate institution. The faculty dissertation committee (henceforth the committee) examines the student at the prospectus defense and oral dissertation defense, and approves the final written dissertation.

**Prospectus Defense**

The prospectus defense demonstrates to the committee that the student has acquired sufficient knowledge in the specific research area and can effectively express that knowledge orally and in writing. A student must pass the written qualifying exam before undertaking the prospectus defense. The prospectus defense consists of a written proposal and an oral defense:

The written research proposal (10-15 pages) contains an introduction, proposed research and justification, methods, preliminary results, and discussion. It must be reviewed and approved by the committee before the end of the sixth semester of graduate study.

The oral defense is a two-hour oral examination, including a research presentation (about 45 minutes) prepared by the student, given by the committee. The examination includes specific questions about the student’s research as well as broadly focused questions on the general area of research. The oral defense must be attempted following approval of the written proposal, no later than the sixth semester of graduate study. If failed, the student is normally given a second attempt in the following semester. After two failures the student
will be disenrolled from the program (exceptions due to extenuating circumstances may be granted by vote of the faculty).

Students who are sufficiently prepared are strongly encouraged to take the prospectus defense before the end of the 4th semester of graduate study.

It is expected that, after completion of the oral prospectus defense, the Ph.D. candidate will obtain a Research Assistantship (RA) in the same research group. In order to encourage this, the faculty have adopted a policy for allocating graduate students on TA's to research groups.

**Annual Report**

In April of each year, every Ph.D. student will submit a brief annual progress report (1-2 pages) to the research supervisor (and committee, when formed) summarizing research progress and accomplishments over the previous year, and future plans and milestones. This requirement is waived in the years when the prospectus and thesis defenses are completed.

**Dissertation**

The final requirement for the Ph.D. degree is a written dissertation based on original research, approved by the committee, and its defense in an oral exam by the committee.

**Master's Degree**

The master's degree is not a requirement for the Ph.D. in physics. Admission with financial aid is only for doctoral students. However a graduate student may receive an M.S. in Physics based on 30 hours of approved graduate credit, or (if the research supervisor agrees to offer this option) an M.S. in Physics based on 24 hours of approved graduate credit plus a thesis deemed acceptable by the research supervisor. Research course credit does not count toward the M.S. in Physics degree.

**Program Transfers**

Students in the Physics Ph.D. program cannot transfer to the Materials Physics and Engineering Ph.D. program without going through the regular admissions process.

Exceptions to the requirements, due to extenuating circumstances, may be granted by vote of the PEP faculty.

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**Graduate**

- Behavioral Health, MS (p. 320)
- Psychology, MS (p. 322)
- Psychology, PhD (p. 322)

**Behavioral Health, MS**

Behavioral Health is a broad term generally understood to subsume mental health, substance use disorders, and health related behaviors. The 4+1 terminal Master's program in Behavioral Health provides qualified students earning a baccalaureate degree in Psychology or related fields (e.g., Public Health and Neuroscience) from Tulane University with graduate training in this specialty area of psychology.

**Requirements**

Graduate courses include health psychology, univariate statistics, research methods, and other approved courses relevant to behavioral health as outlined in the program checklist. Students in the thesis track complete 24 course credits and also produce a Master's thesis comprising an empirical study in psychology. Students in the course-based track complete 30 course credits.

**Psychology and Early Childhood Education Major**

The Bachelor of Arts degree in Psychology & Early Childhood Education allows psychology students to earn certification to teach in grades Pre-kindergarten through 3rd grade. For this coordinate major, student have advisors both through Psychology as well as through the Office of Teacher Preparation & Certification.

**Requirements**

A major in psychology and early childhood education is possible by completing the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3090</td>
<td>Univariate I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3180</td>
<td>Psych Testing &amp; Measure</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3210</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3230</td>
<td>Nursery School Observ</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3250</td>
<td>Psychology of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 3350</td>
<td>Nursery School Principles</td>
<td></td>
</tr>
<tr>
<td>PSYC 3260</td>
<td>Infancy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3340</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 3330</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>SOCI 1030</td>
<td>Sociology of The Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3300</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSYC 3680</td>
<td>Comp Animal Behavior</td>
</tr>
<tr>
<td>PSYC 3700</td>
<td>Evolution &amp; Psychology</td>
</tr>
</tbody>
</table>

Total Credit Hours: 34
Psychology Major

The Bachelor of Science degree in Psychology introduces students to the major theoretical perspectives and primary empirical techniques of hypothesis testing in psychological science, as well as the application of psychological principles.

Requirements

The following are required for the major in psychology:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3090</td>
<td>Univariate I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 3130</td>
<td>Experimental Psychology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>Select psychology courses at the 3000-level or above to reach 29 credits 1</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

1 Please note that ALL 3000 level courses count towards the 29 credits, including PSYC 3090 Univariate I & Lab (4 c.h.) and PSYC 3130 Experimental Psychology & Lab (4 c.h.), and the departmental distribution requirements

Biological Psychology

Select one of the following: 3

| PSYC 3300 | Brain and Behavior               |
| PSYC 3680 | Comp Animal Behavior            |
| PSYC 3700 | Evolution & Psychology          |

Developmental Psychology

Select one of the following: 3

| PSYC 3210 | Child Psychology                |
| PSYC 3390 | Adolescent Psychology           |

Clinical Applications and Assessment

Select one of the following: 3

| PSYC 3180 | Psych Testing & Measure         |
| PSYC 3200 | Educational Psychology          |
| PSYC 3330 | Abnormal Psychology             |
| PSYC 3340 | Developmental Psychopathology   |

Cultural, Personality, and Social Psychology

Select one of the following: 3

| PSYC 3310 | Intro to African American Psyc  |
| PSYC 3430 | Intro To Social Psych           |
| PSYC 3010 | Intro To Personality            |

Total Credit Hours 32

Students majoring in psychology must complete the math courses necessary for the B.S. degree, one SSE laboratory course (and its co-requisite) outside of PSYC, and one 3 credit non-laboratory SSE courses that is outside (and NOT cross-listed with) PSYC.

No more than 15 credits may be transferred to count towards the Psychology Major.

Students must earn at least a 2.0 major GPA.

At least 29 credits must be taken at or above the 3000 level.

S/U graded courses do not count towards the major requirements.

Psychology Minor

A minor in Psychology (PSYC) provides students with exposure to the breadth of the field beyond Introductory Psychology, and includes at least one course in three of the four distribution areas (below) plus one psychology elective.

• Biological Psychology
• Developmental Psychology
• Cultural, Personality, and Social Psychology
• Clinical Applications and Assessment

Students that major in neuroscience complete the psychology minor under PSYN. The PSYN minor requires the completion of PSYC 1000 Introductory Psych (3 c.h.) and four additional elective courses in Psychology which do not overlap with course requirements in Neuroscience and are not cross-listed as PSYC/NSCI.

Requirements

No more than 8 credits may be transferred to count towards the Psychology Minor.

Students must earn at least a 2.0 minor GPA.

At least 12 credits must be taken at or above the 3000 level.

S/U graded courses do not count towards the minor requirements.

Specifics for each "version" of the psychology minor are the following:

PSYC:

5 Psychology courses and a minimum of 15 hours. These courses must include PSYC 1000 Introductory Psych (3 c.h.), at least 1 course in three of the four distribution areas (see below), and one elective psychology course.

• Biological Psychology
• Developmental Psychology
• Cultural, Personality, and Social Psychology
• Clinical Applications and Assessment

PSYN: (for students majoring in Neuroscience)

5 courses and a minimum of 15 hours. The PSYN minor requires the completion PSYC 1000 Introductory Psych (3 c.h.) and four additional elective courses in Psychology which do not overlap with course requirements in Neuroscience and are not cross-listed as PSYC/NSCI.
Psychology, MS

The Master of Science Program in Psychological Science provides graduate level training in psychological theories and methods. In the thesis-based track, students focus research and courses on a specific area of psychology (e.g., social psychology); this option is available to students enrolled in the Psychology PhD program as well as students enrolled in a 4+1 program. In the course-based track, which is only available to students in the 4+1 program, students take a graduate-level curriculum that covers a broad range of psychology sub-fields.

Requirements

Required graduate courses include courses in core areas of psychology (e.g., social psychology), quantitative methods, and other approved courses to provide depth and breadth. Students in the thesis track complete 24 course credits and also produce a Master’s thesis comprising an empirical study in psychology. Students in the course-based track, which is only available for students in the 4+1 program, complete 30 course credits.

Psychology, PhD

Graduate studies leading to the Ph.D. degree in psychology are designed to offer the student training in a major research area within psychology, expertise in quantitative and design methodology, and varied research opportunities. Students study either an area of Psychological Science (Cognitive/Behavioral Neuroscience, Developmental Psychology, or Social Psychology) or School Psychology (which is accredited by the American Psychological Association).

Requirements

The minimum requirements for the Ph.D. degree include:

- A total of 48 hours of graduate course credits. These credits include 3 courses in core areas of psychology (e.g., developmental psychology), 3 courses in quantitative methods (e.g., multivariate statistics), and other approved courses and research projects.
- Completion of a Master’s thesis in psychology including the production of at least one empirical study.
- Satisfactory performance on a comprehensive preliminary examination.
- Proposal and completion of an original dissertation research project.
- Successful defense of the written doctoral dissertation through an oral examination. The requirements for the degree of Doctor of Philosophy in Psychology with a specialization School Psychology are similar to those noted above except that students complete a minimum of 62 didactic hours, 24 practicum hours, and a one-year post-doctoral clinical internship.

Department of River-Coastal Science and Engineering

Programs

Graduate Certificate
- River Science and Engineering Certificate of Completion (p. 322)

River Science and Engineering Certificate of Completion

Tulane University and the U.S. Army Engineer Corps of Engineers have partnered to provide a unique, graduate-level certificate program that focuses on teaching students both the science and engineering associated with river management. There is an emphasis on the academic underpinnings as well as pragmatic applications, and the interdisciplinary nature of rivers is stressed by including faculty who work in geology, civil engineering, geomorphology, river mechanics and engineering, biogeochemistry, ecology and numerical modeling. This program is offered fully online, combining self-taught modules with weekly Live Sessions and is available to students everywhere. This certificate program can, but does not have to, serve as a step toward a graduate degree in the subject.

Requirements

The River Science and Engineering program will consist of the completion of one required course, RCSE 6800 Intro to River Science & Eng (3 c.h.), that will be offered every Fall and Spring semester initially, and four of five additional courses (more elective course may be added in future semesters) that will begin being offered in the Fall 2018 Semester. The existing coursework in the program is:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCSE 6800</td>
<td>Intro to River Science &amp; Eng (offered every Fall and Spring)</td>
<td>3</td>
</tr>
<tr>
<td>RCSE 6810</td>
<td>River and Stream Restoration (offered every Fall beginning Fall 2018)</td>
<td>3</td>
</tr>
<tr>
<td>RCSE 6820</td>
<td>River-Coastal H&amp;H Modeling (offered every fall beginning Fall 2018)</td>
<td>3</td>
</tr>
<tr>
<td>RCSE 6830</td>
<td>River Mechanics &amp; Management (offered every Spring beginning Spring 2019)</td>
<td>3</td>
</tr>
<tr>
<td>RCSE 6840</td>
<td>Methods in River Sampling (offered every Spring beginning Spring 2019)</td>
<td>3</td>
</tr>
<tr>
<td>RCSE 6900</td>
<td>Independent Study (offered every Fall and Spring)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total Credit Hours 16-18

Students must complete the intro course prior to enrolling in advanced courses unless permission is obtained from the RCSE department chair (meadallison@tulane.edu) and the class instructor. This exception will be made for students who are not initially interested in completing the full certificate program and that also meet the instructor’s prerequisites for entrance into the course. Each of the courses in the program will be three credit hours. Those completing 15 credit hours of required coursework will be granted a certificate of completion. All six courses
Graduate education in the sciences and engineering rarely offers the training and experiences that fully prepare graduates to enter directly into non-academic research and leadership positions. The Interdisciplinary PhD Program in Bioinnovation at Tulane University challenges this paradigm by cultivating in its students the ability to develop clinically-relevant biomedical technologies that have the potential to evolve into marketable products. Participating fellows benefit from and expand upon an environment of translational research at Tulane that spans the School of Science & Engineering (SSE), School of Medicine (SOM) and School of Public Health and Tropical Medicine (SPHTM). Simultaneous collaborations with the Business and Law Schools, industry partners and the FDA provide fellows with a strong foundation in entrepreneurship and regulation. This program was initiated in 2012 by an NSF Integrative Graduate Education and Research Traineeship (IGERT) award.

Training within this program emphasizes bioinnovation, which we define as the development and progression to the marketplace of clinically relevant biomedical technologies and devices.

Requirements
Specific program requirements for the PhD in Bioinnovation can be found on the program website (http://www2.tulane.edu/sse/academics/graduate/msinterdisciplinary.cfm).

Interdisciplinary, Ph.D
The Interdisciplinary Ph.D. through the School of Science and Engineering allows students to develop their own course of study, tailored to their specific interests. The course of study must meet the basic requirements of a Ph.D. in SSE and be approved by the Associate Dean for Graduate Programs.

Note: Students who are interested in interdisciplinary topics that primarily are not in engineering or the sciences should consult the interdisciplinary graduate programs of other schools, such as the School of Liberal Arts (http://tulane.edu/liberal-arts/interdisciplinary-phd.cfm).

Requirements
Specific requirements for the Interdisciplinary Doctor of Philosophy degree in the School of Science and Engineering may be found at the program website (http://www2.tulane.edu/sse/academics/graduate/interdisciplinary-phd.cfm).

Neuroscience, MS
Tulane University offers a master of science degree in Neuroscience for students with baccalaureate degrees from other institutions. Students in the M.S. program take 30 credits of courses relevant to their interests in Neuroscience and related fields. The mission of the M.S. program is to prepare students for admission to doctoral programs in the neurosciences, careers in neuroscience-related fields, and for admission to medical schools. Thus, students who already have received their medical training are discouraged from applying, as they are overqualified for this program. Completion of the M.S. program does not guarantee acceptance to Tulane’s Ph.D. programs or medical school.

The purpose of the 4+1 M.S. Program in Neuroscience is to provide Tulane students with training at the graduate level for one additional year beyond the baccalaureate degree. Students pursuing an advanced degree in Neuroscience benefit from a multidisciplinary education and training in the sciences of the brain and nervous system, including cell and molecular biology, neuropharmacology, neurophysiology, neuroanatomy, neuroendocrinology, and biological psychology.

Students accepted to the 4+1 program may follow one of two tracks toward completion of an M.S. in Neuroscience.

For the Thesis Track option (24 credit hours), students will take courses relevant to their interests in neuroscience or related fields and complete an empirical masters thesis under the supervision of an adviser who is a member of the Neuroscience Graduate program. Because completion of an empirical masters thesis normally requires more than one year, students accepted into the 4+1 program must be active in research at the undergraduate level. Each student will be encouraged to develop a masters thesis that is a continuation or extension of his or her undergraduate honors thesis or independent study. The thesis

1 A transcripted certificate degree is currently under development.

Interdisciplinary Graduate Degree Programs

Programs
Graduate
  • Bioinnovation, PhD (p. 323)
  • Interdisciplinary, MS (p. 323)
  • Interdisciplinary, Ph.D (p. 323)
  • Neuroscience, MS (p. 323)
  • Neuroscience, PhD (p. 324)

Bioinnovation, PhD

An interdisciplinary Master of Science degree is a degree granted for a curriculum of graduate study on a coherent and definable field of science and/or engineering. Such fields of study may exist at Tulane at the doctoral level, exist at the MS-level at other major universities, or reflect an emerging discipline. Examples include Bioinnovation, Computer Science, Biology, Zoology, and Environmental Biology & Chemistry.

The M.S. is NOT awarded simply for an accumulation of credits, but for a distinct and definable program of study.

Interdisciplinary, MS

Neuroscience, MS

Requirements
Specific program requirements for the Interdisciplinary Master of Science degree in the School of Science and Engineering may be found at the program website (http://www2.tulane.edu/sse/academics/graduate/msinterdisciplinary.cfm).

Note: Students who are interested in interdisciplinary topics that primarily are not in engineering or the sciences should consult the interdisciplinary graduate programs of other schools, such as the School of Liberal Arts (http://tulane.edu/liberal-arts/interdisciplinary-phd.cfm).
adviser will provide guidance in the selection of courses and in all aspects of the masters thesis. For the Non-Thesis Track option (30 credit hours), students will take courses relevant to their interests in neuroscience or related fields but are not required to complete an empirical masters thesis.

Note: Students who pursue the thesis track in the Masters Program in Neuroscience are strongly encouraged to defend and submit the masters thesis to the School of Science and Engineering within one year after entering the program. However, the masters thesis must be defended and submitted in final form to the School of Science and Engineering within two years after entering the masters program. Students who fail to meet the two-year deadline will be recommended for dismissal from the Masters Program in Neuroscience.

Requirements
Graduation Requirements
Students must complete 30 credits of coursework if they are pursuing the non-thesis track. If they decide to complete a Master's thesis, 24 credits of coursework must be completed.

4+1 Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 6030</td>
<td>Brain Institute Seminar</td>
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</tr>
<tr>
<td>NSCI 6040</td>
<td>Trends In Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>NSCI 6150</td>
<td>Methods in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6400</td>
<td>Neuroscience Applied</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 7110</td>
<td>Graduate Neuroscience I</td>
<td>3</td>
</tr>
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</table>

M.S. Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 6030</td>
<td>Brain Institute Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NSCI 6040</td>
<td>Trends In Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>NSCI 6150</td>
<td>Methods in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6310</td>
<td>Cellular Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6400</td>
<td>Neuroscience Applied</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

In addition to the 11 credits of required courses listed above, students should take at least 19 credits of elective graduate courses to reach the minimum of 30 credits required to graduate.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSCI 6010</td>
<td>Physical Dimensions of Aging</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6060</td>
<td>Behavioral Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6070</td>
<td>Neurobiology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6130</td>
<td>Sport Rel Brain Injury</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6200</td>
<td>General Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6220</td>
<td>Neural Microengineering</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6320</td>
<td>Systems Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6330</td>
<td>Neurobiol Learn &amp; Memory</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6340</td>
<td>Neurobiology of Disease</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6350</td>
<td>Developmental Neurobiol</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 6370</td>
<td>Molecular Neurobiology</td>
<td>3</td>
</tr>
</tbody>
</table>

NSCI 6530 Psychopharmacology 3
NSCI 6550 Syn Org of the Brain 3
NSCI 6900 Graduate NSCI Internship 1-3
NSCI 7100 Special Projects In NSCI 1-3
NSCI 7981 Research in Neuroscience -MA 1-9
NSCI 9980 Master’s Thesis Research 3
CELL 6000 Biomedical Ethics 3
CELL 6010 Cellular Biochemistry 3
CELL 6030 Molecular Biology 3
CELL 6035 Molecular Biology Lab
CELL 6080 Adv Dev & Cell Biol II 1-4
CELL 6110 Human Histology 4
CELL 6111 Human Histology Lab
CELL 6130 Embryology 4
CELL 6131 Embryology Lab
CELL 6160 Developmental Biology 3
CELL 6210 Physiology 3
CELL 6220 Microbiology 3
CELL 6450 Genome Biology 3
CELL 6750 Cell Biology 3
EBIO 6080 Biostat & Experi Design 3
EENS 6400 The Scientific Enterprise 3
GBCH 6110 Basic Medical Biochemistry 3
PSYC 6090 Univariate I 3
PSYC 6110 Psyc Appl Univar Stat II 3
PSYC 6130 Psyc Appl Multivar Stats 3
SCEN 6000 Entrepreneurship Eng & Biosci 3
SCEN 6030 Anatomy & Physiology I (with or without lab 6035) 3(4)
SCEN 6040 Anatomy & Physiology II (with or without lab 6045) 3(4)

Neuroscience, PhD

The Neuroscience Doctoral Program is an interdisciplinary graduate program composed of doctoral students and faculty members from departments across five divisions and three campuses of Tulane University. As an educational branch of the Tulane Brain Institute, the program is administered through the School of Science and Engineering and governed by the Neuroscience Doctoral Training Committee. Appointed by the Director of the Tulane Brain Institute, the Committee is composed of a director and five faculty members representing the Main and Medical School campuses. Contributing divisions include the Schools of Science and Engineering, Liberal Arts, Medicine, Public Health and Tropical Medicine, and Primate Center. Faculty research programs are funded through grants competitively awarded by federal, state, and private agencies under four major themes: Memory and Cognition; Neurodegenerative Disease, Neural Injury and Repair; Hormone-Brain Interactions; and Brain-Body Health.

Doctoral students conduct cutting-edge research in modern laboratory environments that foster supportive instruction and intensive training in the neurosciences. The Neuroscience Doctoral Program provides graduate students with a broad education in both the theoretical and applied aspects of basic research in the neurosciences.
Through their coursework and research, students receive diversified training in neuroanatomy, neurophysiology, neuropharmacology, neuroendocrinology, molecular and cellular neurobiology, behavioral neuroscience, cognitive neuroscience, and research methods. In addition, students have opportunities to present and publish their research findings, and to gain experience in grant writing and teaching pedagogy. The objective of the Neuroscience Doctoral Program is to prepare graduate students for their future postdoctoral training and careers in academia, industry, and related professions.

All students are guaranteed to receive financial support for five years as long as satisfactory and timely progress is made toward the degree. Financial support includes a full tuition waiver and a stipend paid every other week over twelve months of the year. Students are funded during their first two years by teaching assistantships. After the first two years students are supported by research assistantships arranged though their major advisors in their permanent laboratories.

Requirements

Doctoral Degree Requirements

The pursuit of the Ph.D. degree is a journey with five major milestones. (1) Students must successfully complete a curriculum consisting of core and elective courses taken during the first two years of study. (2) Students complete three rotations in different laboratories, each 6-8 weeks in duration, during the first year of study in order to identify a permanent laboratory. (3) Students must pass written and oral components of a qualifying examination in the third year of study administered by the Doctoral Committees. (4) Students must prepare and defend a dissertation prospectus before their Doctoral Committees in the fourth year of study. (5) Students must complete their dissertation research, prepare a written form of the dissertation, orally defend the dissertation, and receive approval from their Doctoral Committees as the final step toward earning the Ph.D. within five years.

Required Course Work

A minimum of 50 course credits are required for the Ph.D. in Neuroscience. Of these 50 credits, 38 credits are fulfilled by completing core courses (20 credits), research rotations (6 credits), and elective courses (12 credits). Up to 12 additional credits may be satisfied by registration in NSCI 7980 Research In Neuroscience-PhD (1-9 c.h.). Credits earned in NSCI 9990 Dissertation Research (3 c.h.) do not count toward the 50 required credits. Course credits taken beyond the 50-credit minimum are included in the tuition waiver. Up to 15 course credits toward the final 50 required credits can be earned in Tulane’s Master’s Programs in Neuroscience (4+1 and M.S.). However, the following courses taken at the Master’s level cannot count toward the Ph.D. degree: (Brain Institute Seminar, Trends in Neuroscience, Research in Neuroscience).

Core Courses

The completion of core courses is required of all doctoral students, which comprise 20 of the 50 total credits required for the Ph.D. in Neuroscience.

NSCI 7110 Graduate Neuroscience I (3 c.h.) – Offered only during fall semesters, this course encompasses the basic principles of neuroscience at the graduate level, focusing on cellular and molecular neuroscience, cognitive neuroscience, and research methods. In addition, students have opportunities to present and publish their research findings, and to gain experience in grant writing and teaching pedagogy. The objective of the Neuroscience Doctoral Program is to prepare graduate students for their future postdoctoral training and careers in academia, industry, and related professions.

NSCI 7120 Graduate Neuroscience II (3 c.h.) – Offered only during spring semesters, this course encompasses the basic principles of neuroscience at the graduate level, focusing on systems neuroscience and behavioral neuroscience as well as neuroanatomy.

NSCI 6150 Methods in Neuroscience (3 c.h.) – Offered only during fall semesters, this course encompasses experimental design as well as contemporary theories, methodological approaches, and common techniques used in neuroscience research. Basic and translational neuroscience methods are included. Approaches include molecular, cellular, genetic, biochemical, computational, and behavioral.

NSCI 6030 Brain Institute Seminar (1 c.h.) – Offered every semester, this seminar series is designed to provide students with exposure to contemporary research conducted by neuroscientists at Tulane and from other local and national institutions. Students receive academic credit for Brain Institute Seminar during their first four semesters of study in the doctoral program, but are expected to attend throughout their period of graduate training.

NSCI 6040 Trends In Neuroscience (1 c.h.) – Offered every semester, this course is designed to allow students to learn to critically read and interpret scientific literature and to present and discuss research with their peers. Students receive academic credit for Trends in Neuroscience during their first four semesters of study in the doctoral program.

PSYC 6090 Univariate I (3 c.h.) – Offered only during fall semesters, this course covers experimental design and statistical analyses used in scientific research. Topics include z-distribution, t-distribution, analysis of variance, post-hoc tests subsequent, correlation, simple and multiple linear regression, and chi-square analysis. Students may petition to substitute other graduate-level statistics courses taught at Tulane for Univariate Statistics I.

INTD 6010 Responsible Conduct of Research (0 c.h.) – Offered during the fall semesters by the Tulane University Research Compliance Office, this course is required by the federal funding agencies for students earning doctoral degrees in a biomedical-related science.

Elective Courses

A minimum of 12 course credits (4 elective courses) may be obtained for courses with numbers of 6000 or 7000. A list of some appropriate three-credit elective courses follows. Students should consult other departments and programs for other electives of potential interest, which must be approved by the Director of the Neuroscience Doctoral Program.

Molecular / Cellular

- Molecular Neurobiology
- Graduate Communications
- Developmental Neurobiology
- College Teaching Pedagogy
- General Endocrinology
- College Teaching Practicum

Systems

- Behavioral Endocrinology
- Psychopharmacology
- Neurobiology of Disease

Skill Courses

- Neurostatistics
- Experimental Design
- Research Methods
Neuroscience Program

Programs
Undergraduate

Major

• Neuroscience Major (p. 326)

Neuroscience Major

A major in Neuroscience allows a student to pursue an
interdepartmental curriculum that focuses on the role of the nervous
system in regulating physiological and behavioral functions.
Neuroscience combines many traditional fields of study including
Psychology, Biology, Chemistry, Physics, Anatomy, Pharmacology,
Linguistics and Physiology. The field of Neuroscience encompasses
a broad domain that ranges from the cellular and molecular control
of brain cells to the regulation of responses in whole organisms. The
student majoring in Neuroscience fulfills the standard requirements
of a premedical curriculum, which is recommended or required for
admission to graduate study in Neuroscience or related graduate
programs. This curriculum also enables the student to pursue medical
training, possibly specializing in an area related to Neuroscience. A
Bachelor of Science in Neuroscience requires nine credits of core
courses, nine credits of elective courses, three credits of laboratory
courses, and 30 credits of co-requisite courses in biology, psychology,
chemistry, and physics totaling 51 credits. At least six of the elective
lecture credits and one of the laboratory credits must be taken from
the list of Neuroscience courses. Students also must fulfill the B.S.
mathematics requirement. A student majoring in Neuroscience is
strongly encouraged to pursue research in laboratories on the Main
Campus or at the Health Sciences Center as an independent study and/
or honors thesis. An independent study or honors thesis may fulfill one
of the three required laboratory courses.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Required Core Courses</td>
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<tr>
<td>NSCI/PSYC 3300</td>
<td>Brain and Behavior</td>
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</tr>
<tr>
<td>NSCI/CELL 3310</td>
<td>Cellular Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSCI/CELL 3320</td>
<td>Systems Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

| Elective Neuroscience Courses |
| Select a minimum of six credits of the following: | 6 |
| NSCI/PSYC 3770 | Sensation & Perception |
| NSCI/PSYC 4060 | Behavioral Endocrinology |
| NSCI/LING 4110 | Brain and Language |
| NSCI/PSYC 4330 | Neurobiol Learn & Memory |
| NSCI/CELL 4340 | Neurobiology of Disease |
| NSCI/CELL 4350 | Developmental Neurobiol |

| Elective Laboratory Courses |
| Select a minimum of three labs, at least one in Neuroscience area: | 3 |
| CELL 2115 | General Biology Lab |
| CELL 3035 | Molecular Biology Lab |
| CELL 3755 | Cell Biology Laboratory |
| CELL 4110 | Human Histology |
| CELL 4130 | Embryology |
| NSCI/CELL 3315 | Cellular Neuroscience Lab |
| NSCI 3325 | Neuroanatomy Lab |
| NSCI 3360 | Neuroanatomy & CNS Dissection |
| NSCI/PSYC 3775 | Sensation & Percept Lab |
| NSCI/PSYC 4065 | Behavioral Endocrinology Lab |
| NSCI/PSYC 4385 | Cognitive Neuroscience Lab |
| NSCI/PSYC 4515 | Biological Psy Lab |
| NSCI/PSYC 4535 | Psychopharmacology Lab |
| PSYC 3130 | Experimental Psychology & Lab |
| SCEN 3030 | Anatomy & Physiology I |
| SCEN 3035 | Anatomy & Physiology Lab I |
| SCEN 3040 | Anatomy & Physiology II |
| SCEN 3045 | Anatomy & Physiology Lab II |

| Elective Lecture Courses |
| Select a minimum of three credits of the following: | 3 |
| CELL 3030 | Molecular Biology |
| CELL 3050 | Foundations of Pharmacology |
| CELL 3210 | Physiology |
| CELL 3750 | Cell Biology |
| CELL 4010 | Cellular Biochemistry |
| CELL 4160 | Developmental Biology |
| EBIO 1010 | Diversity of Life |
| & EBIO 1015 | Diversity of Life Lab |
| EBIO 3330 | Human Physiology |
| PSYC 3090 | Univariate I & Lab |
| PSYC 3330 | Abnormal Psychology |
| PSYC 3680 | Comp Animal Behavior |

<p>| Corequisite Courses |
| CELL 1010 | Intro to Cell &amp; Molec Biology |
| CHEM 1070 | General Chemistry I |
| &amp; CHEM 1075 | and General Chemistry Lab I |
| CHEM 1080 | General Chemistry II |
| &amp; CHEM 1085 | and General Chemistry Lab II |
| CELL 2050 | Genetics |
| CHEM 2410 | Organic Chemistry I |
| &amp; CHEM 2415 | and Organic Chemistry Lab I |</p>
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>CHEM 2420</td>
<td>Organic Chemistry II</td>
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<td>&amp; CHEM 2425</td>
<td>and Organic Chemistry Lab II</td>
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<tr>
<td>PHYS 1210</td>
<td>Introductory Physics I</td>
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<tr>
<td>or PHYS 1310</td>
<td>General Physics I</td>
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<td>PHYS 1220</td>
<td>Introductory Physics II</td>
<td>4</td>
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<tr>
<td>or PHYS 1320</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>Introductory Psych</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 54-62

1. Neuroscience area
2. Independent Study or Honors Thesis may count as one lab course.
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 Blakey, 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.
A copy of the student handbook can be found at: https://tssw.tulane.edu/sites/tssw.tulane.edu/files/UPDATED%20TSSW%20Code%20of%20Academic%20Conduct_2.pdf

Degree Requirements

Certificate

Family Practice Certificate
Two of three of your electives (6 credits) must be chosen from the classes below.

1. 7010 Family Trauma
2. 7300 Clinical Intervention with Children and Adolescents
3. 7345 Psychopathology & DSM
4. 7360 Contemporary Practice with Couples & Families
5. 7365 Clinical Practice in Addiction and Substance Abuse
6. 7370 Introduction into Behavior Pharmacology
   • This certificate is built into the MSW program and must be completed in conjunction with the MSW program.
   • Core MSW curriculum papers: One (1) major & one (1) minor assignment to include certificate related materials
   • 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.

Disaster Mental Health and Trauma Studies Certificate

• Two mandatory electives
• FEMA Certification - Introduction to Incident Command Systems (required)
• Attendance at DaCT meetings
• Four disaster/collective trauma specialized trainings
• Focused field placement

Disaster Resilience Leadership Studies (DRLS) 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.

• DRLS 6010 Human and Social Factors
• DRLS 6020 Disaster Operations
• DRLS 6030 Leadership Analytics
• DRLS 6040 Environment and Infrastructure
• DRLS 7000 Leadership
• DRLS 6110 Rsh and Eval Crisisi – Disaster
• DRLA 6032 Quantitative Analysis in DR

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 Resilience Leadership Studies Certificate (p. 330)

**Graduate**
- Disaster Resilience Leadership Studies, MS (p. 330)

**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

**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>
<td>3</td>
</tr>
<tr>
<td>DRLS 6020</td>
<td>Disaster Operations</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6030</td>
<td>Leadership Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6040</td>
<td>Environment and Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 7000</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6110</td>
<td>Rsh and Eval Crisis - Disaster</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6032</td>
<td>Quantitative Analysis in D. R.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 21

### 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>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRLA Core</td>
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<td>21</td>
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<tr>
<td>DRLA Electives</td>
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<td>9</td>
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<td>Other electives</td>
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Total Credit Hours: 36

**Dual**

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Total Credit Hours: 24

**Certificate**

<table>
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<tr>
<td>DRLA Core</td>
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<td>15</td>
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</table>

Total Credit Hours: 15

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>
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<tr>
<td>DRLS 6010</td>
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</tr>
<tr>
<td>DRLS 6020</td>
<td>Disaster Operations</td>
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<td>DRLS 6030</td>
<td>Leadership Analytics</td>
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<td>DRLS 6040</td>
<td>Environment and Infrastructure</td>
<td>3</td>
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<tr>
<td>DRLS 7000</td>
<td>Leadership</td>
<td>3</td>
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<tr>
<td>DRLS 6110</td>
<td>Risk and Eval Crisis - Disaster</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6032</td>
<td>Quantitative Analysis in D. R.</td>
<td>3</td>
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</table>

DRLA Electives

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DRLS 6015</td>
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<td>3</td>
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<tr>
<td>DRLS 6016</td>
<td>Vulnerable Populations</td>
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<tr>
<td>DRLS 6017</td>
<td>Gender and Disaster Risk Red</td>
<td>3</td>
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<tr>
<td>DRLS 6021</td>
<td>Disaster &amp; Human Assist SOP</td>
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</tr>
<tr>
<td>DRLS 6031</td>
<td>Crisis Informatics &amp; Analytics</td>
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<td>DRLS 6035</td>
<td>Leadership Amidst Crisis</td>
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<td>DRLS 6042</td>
<td>Integrating Climate Change</td>
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<td>DRLS 6050</td>
<td>Public Leadership Practice</td>
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<tr>
<td>DRLS 6060</td>
<td>Disasters and Social Justice</td>
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<tr>
<td>DRLS 6330</td>
<td>Program Development &amp; Grants</td>
<td>3-4</td>
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<tr>
<td>DRLS 6710</td>
<td>Summer Inst: Special Topics (Institutions and Politics of Humanitarian Advocacy)</td>
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<tr>
<td>DRLS 6720</td>
<td>Summer Inst: Special Topics</td>
<td>3</td>
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<tr>
<td>DRLS 6730</td>
<td>Summer Inst: Special Topics (Trauma and Resilience in Children)</td>
<td>1-3</td>
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Social Work

Programs

Graduate Certificate

- Family Practice Certificate (p. 331)

Graduate

- Social Work, DSW (p. 332)
- Social Work, MSW (p. 333)

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!

Requirements

Focus and Requirements of the Certificate

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7010</td>
<td>Family Trauma</td>
<td>3</td>
</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>Contemp 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>

1. 7010 Family Trauma
2. 7300 Clinical Intervention with Children and Adolescents
3. 7345 Psychopathology & DSM
4. 7360 Contemporary Practice with Couples & Families
5. 7365 Clinical Practice in Addiction and Substance Abuse
6. 7370 Introduction into Behavior Pharmacology

- Core MSW curriculum papers: One (1) major & one (1) minor assignment to include certificate related materials
- 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.
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 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>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 9951</td>
<td>Leadership: SW &amp; Evidence Pra</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 9961</td>
<td>SW Theory, Prac Models &amp; Meth</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 9994</td>
<td>Adv Clinical Proj Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 9971</td>
<td>Hist Approaches to Soc Welfare</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 9941</td>
<td>Intro to Quant. Methods Rsh</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 9994</td>
<td>Adv Clinical Proj Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 9942</td>
<td>Intro Qual &amp; Inter Hum Inquiry</td>
<td>4</td>
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</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.

Immiscion

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>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 7110</td>
<td>Professional Foundations</td>
<td>1</td>
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<tr>
<td>SOWK 7120</td>
<td>Soc Welfare History &amp; Policy</td>
<td>3</td>
</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 Pract</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7130</td>
<td>Diversity &amp; Social Justice</td>
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<tr>
<td>Electives</td>
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<td>Spring</td>
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<td>SOWK 7320</td>
<td>SW Prac with Inds Fams &amp;Groups</td>
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<td>SOWK 7230</td>
<td>Community Org-Policy Advocacy</td>
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<td>SOWK 7220</td>
<td>Theories of Human Behavior 2</td>
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<td>SOWK 7420</td>
<td>Program Evaluation</td>
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<tr>
<td>SOWK 7520</td>
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<td>Year 2</td>
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<td>Adv Clinical-Community Pric</td>
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<td>SOWK 7430</td>
<td>Data Analysis and Interp</td>
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<td>SOWK 7530</td>
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<td>SW Elective</td>
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<td>Credit Hours</td>
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<td>Capstone Seminar</td>
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<td>Total Credit Hours</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>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Spring</td>
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<td>SOWK 7120</td>
<td>Soc Welfare History &amp; Policy</td>
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<td>Diversity &amp; Social Justice</td>
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<td>SOWK 7210</td>
<td>Theories of Human Behavior 1</td>
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<td>SOWK 7310</td>
<td>Intro to Direct Social Work Pr</td>
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<td>SOWK 7220</td>
<td>Theories of Human Behavior 2</td>
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<td>Research for Evidence-Based Pr</td>
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<td>SOWK 7320</td>
<td>SW Prac with Inds Fams &amp;Groups</td>
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<td></td>
<td></td>
<td>Credit Hours</td>
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<td>Spring</td>
<td>SOWK 7420</td>
<td>Program Evaluation</td>
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<td>SOWK 7230</td>
<td>Community Org-Policy Advocacy</td>
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<td></td>
<td>SOWK 7920</td>
<td>Field Practicum &amp; Seminar PT 2 (11 field placement hours &amp; field seminar)</td>
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**Year 3**

**Summer Session**

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<tr>
<th>Advanced Courses I</th>
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<th>Adv Clinical-Community Prac</th>
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<tbody>
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<tbody>
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<td></td>
<td>SOWK 7940</td>
<td>Field Practicum &amp; Seminar PT 4 (11 field placement hours &amp; field seminar)</td>
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<td>Elective</td>
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<th>Spring</th>
<th>SOWK 7440</th>
<th>Capstone Seminar</th>
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<tbody>
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</table>

**Year 4**

**Summer Session**

<table>
<thead>
<tr>
<th>SOWK 7960</th>
<th>Field Practicum &amp; Seminar PT 6 (11 field placement hours &amp; field seminar)</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

**For More Information**

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

• # (p. 335)
• A (p. 335)
• B (p. 335)
• C (p. 335)
• D (p. 335)
• E (p. 335)
• F (p. 336)
• G (p. 336)
• H (p. 336)
• I (p. 336)
• J (p. 336)
• K (p. 336)
• L (p. 336)
• M (p. 337)
• N (p. 337)
• O
• P (p. 337)
• Q
• R (p. 337)
• S (p. 337)
• T (p. 338)
• U (p. 338)
• V
• W (p. 338)
• X
• Y (p. 338)
• Z

#
• 360 Courses (CIRC) (p. 338)

A
• Accounting (ACCN) (p. 338)
• Accounting (BSAC) (p. 341)
• Admiralty Law (ADMR) (p. 341)
• Africana Studies (AFRS) (p. 342)
• Aging Studies (AGST) (p. 343)
• American Studies (AMST) (p. 343)
• Anatomy - Graduate (ANAT) (p. 344)
• Anthropology (ANTH) (p. 344)
• Anthropology (PAAN) (p. 358)
• Arabic (ARBC) (p. 358)
• Arch - Design (DESG) (p. 359)
• Arch - Preservation Studies (PRST) (p. 359)
• Architecture (ARCH) (p. 360)
• Architecture (PAAR) (p. 363)
• Art History (ARHS) (p. 363)
• Art History (PAAH) (p. 367)

B
• Biochemistry & Molecular Biol (GBCH) (p. 371)
• Bioinformatics (BINF) (p. 371)
• Biology (PABI) (p. 371)
• Biomedical Engineering (BMEN) (p. 372)
• Biomedical Sciences (BMSP) (p. 378)
• Biostatistics (BIOS) (p. 378)
• Business & Leadership Studies (BSLS) (p. 381)
• Business Doctoral Courses (BUSN) (p. 381)
• Business Law (BSBL) (p. 381)
• Business of Real Estate (RESM) (p. 382)

C
• Career Devel & Mgmt (CDMA) (p. 382)
• Career Development (CRDV) (p. 382)
• Cell & Molecular Biology (CELL) (p. 382)
• Chemical Engineering (CENG) (p. 387)
• Chemistry (CHEM) (p. 391)
• Chinese Language (ASTC) (p. 394)
• City, Culture, and Community (CCCC) (p. 395)
• Civic and Cultural Management (CVCL) (p. 395)
• Classics (CLAS) (p. 396)
• Clinical Research (MSCR) (p. 401)
• Colloquia (COLQ) (p. 401)
• Communication (COMM) (p. 402)
• Community Health Sciences (CHSC) (p. 408)
• Computational Science (COSC) (p. 408)
• Computer Science (CMPS) (p. 408)
• Computer Sys & Technologies (CPST) (p. 414)

D
• Dance (DANC) (p. 419)
• Dance - Applied (DANA) (p. 422)
• Digital Design (DEGG) (p. 422)
• Digital Media Production (DMPR) (p. 426)
• Disaster Resilience Leader Sci (DRLS) (p. 427)

E
• Earth & Environmental Sciences (EENS) (p. 430)
• Ecology & Evolutionary Biology (EBIO) (p. 436)
• Economic Analysis (ECAN) (p. 444)
• Economics (BSEC) (p. 444)
• Economics (ECON) (p. 444)
• Education (EDUC) (p. 449)
• Education - Lib Arts (EDLA) (p. 452)
• EMBA (EMBA) (p. 453)
• Emergency Management (EMMT) (p. 456)
Tulane University

- Energy (ENRG) (p. 457)
- Engineering Physics (ENGP) (p. 460)
- English (BSEN) (p. 463)
- English (ENGL) (p. 464)
- English (ENLS) (p. 468)
- English for Acad/Prof Purposes (EAPP) (p. 469)
- Environmental Health Sciences (ENHS) (p. 469)
- Environmental Studies (EVST) (p. 469)
- Epidemiology (EPID) (p. 470)
- Exec Health Systems Mgmt (ESCD) (p. 472)
- Exec Medical Management (EMMM) (p. 473)

- Film Studies (FMST) (p. 473)
- Finance (BSFN) (p. 473)
- Finance (EFIN) (p. 474)
- Finance (FINE) (p. 475)
- Fine Art - Interdisciplinary (FNAR) (p. 481)
- Foreign Language (FRLN) (p. 481)
- French (FREN) (p. 481)

- Gender and Sexuality Studies (GESS) (p. 485)
- General Legal Studies (GLSP) (p. 486)
- Geology (GEOL) (p. 489)
- German (GERM) (p. 489)
- Global Business (GMBA) (p. 492)
- Global Comm Hlth Sci & Beh (GCHB) (p. 492)
- Global Development (GDEV) (p. 497)
- Global Environmental Hlth Sci (GEHS) (p. 497)
- Global Finance (GFIN) (p. 500)
- Global Health (GHCP) (p. 500)
- Global Health Mgmt & Policy (GHSD) (p. 501)
- Greek (GREK) (p. 501)

- Haitian Creole (HACR) (p. 503)
- Health Communication/Education (HCED) (p. 503)
- Health Policy and Management (HPAM) (p. 503)
- Health Systems Management (HSMG) (p. 507)
- Hebrew (HBRW) (p. 507)
- History (HIST) (p. 507)
- History (PAHS) (p. 509)
- History-Africa (HSB) (p. 509)
- History-Ancient & Med Europe (HISA) (p. 510)
- History-Asia (HISC) (p. 513)
- History-Latin Amer & Caribbean (HSIL) (p. 514)
- History-Middle East & N Africa (HISM) (p. 516)
- History-Modern Europe (HISE) (p. 517)
- History-United States (HISU) (p. 521)

- Homeland Security (HMLS) (p. 526)
- Human Genetics (HMGN) (p. 530)
- Human Resources Development (HRDV) (p. 530)
- Humanities - Interdisciplinary (HUMA) (p. 530)

- Immunology (IMMU) (p. 531)
- Individual Study (ISTU) (p. 531)
- Information Systems (INFO) (p. 531)
- Interdepartmental Research (GINT) (p. 531)
- Interdiscip Newcomb-Tulane Col (INTU) (p. 531)
- Interdiscip Studies - Graduate (INTD) (p. 532)
- International Business (INBS) (p. 532)
- International Health (INHL) (p. 532)
- Internship (INTR) (p. 532)
- Intl Development (INDV) (p. 532)
- Intl Development (IDEV) (p. 532)
- Intl Studies Intl Business (ISIB) (p. 535)
- Italian (ITAL) (p. 535)
- Italian Studies (ITST) (p. 537)

- Japanese Language (ASTJ) (p. 538)
- Jewish Studies (JWST) (p. 538)
- Journalism (JOUR) (p. 541)

- Kinesiology (KINE) (p. 541)

- Labor and Employment Law (EMPL) (p. 545)
- Latin (LATN) (p. 547)
- Latin American Studies (LAST) (p. 549)
- Law Clinical Courses (CLIN) (p. 550)
- Law First Year Courses (1LAW) (p. 552)
- Law Mini Courses (MINI) (p. 553)
- Law Non-Classroom Courses (NCLS) (p. 557)
- Law Special Courses (LAWS) (p. 558)
- Law Summer Program in England (LENG) (p. 559)
- Law Summer Program in France (LFRM) (p. 559)
- Law Summer Program in Germany (LGER) (p. 560)
- Law Summer Program in Greece (LGRC) (p. 560)
- Law Summer Program in Italy (LITL) (p. 561)
- Law Undergraduate Courses (LAWU) (p. 561)
- Law Upperclass Electives (2) (2LAW) (p. 562)
- Law Upperclass Electives (3) (3LAW) (p. 563)
- Law Upperclass Electives (4) (4LAW) (p. 567)
- Legal Studies in Business (LGST) (p. 584)
- Less Commonly Taught Languages (LCTL) (p. 586)
- Linguistics (LING) (p. 586)
• Literature (LITR) (p. 588)
• Louisiana Studies (LOUS) (p. 588)

M
• Management (BSMT) (p. 588)
• Management (MGMT) (p. 589)
• Management Communications (MCOM) (p. 595)
• Management Science (MGSC) (p. 596)
• Managerial Perspectives (PERS) (p. 597)
• Marketing (BSMK) (p. 597)
• Marketing (MKTG) (p. 598)
• Master of Liberal Arts Courses (MLAR) (p. 601)
• Materials Phys. & Engineering (MPEN) (p. 605)
• Maternal And Child Health (MCHL) (p. 606)
• Mathematics (MATH) (p. 606)
• MD - Anesthesiology (ANES) (p. 613)
• MD - Biochemistry (BIOC) (p. 614)
• MD - Brain & Behavior (BRBH) (p. 614)
• MD - Clinical Diagnosis (CLDG) (p. 614)
• MD - Dermatology (DERM) (p. 614)
• MD - Emergency Medicine (EMER) (p. 615)
• MD - Family Medicine (FAMY) (p. 615)
• MD - Foundations Medicine I (FIM1) (p. 617)
• MD - Foundations Medicine II (FIM2) (p. 618)
• MD - General Medicine (GENM) (p. 618)
• MD - Genetics (GENE) (p. 618)
• MD - Gross Anatomy (GANT) (p. 618)
• MD - Histology (HSTO) (p. 619)
• MD - Mechanism of Disease (PATH) (p. 619)
• MD - Medicine (MED) (p. 620)
• MD - Microbiology (MICR) (p. 627)
• MD - Neurology (NEUR) (p. 627)
• MD - Neuroscience (NESCO) (p. 628)
• MD - Neurosurgery (NRSR) (p. 628)
• MD - Obstetrics & Gynecology (OBGY) (p. 628)
• MD - Ophthalmology (OPTH) (p. 629)
• MD - Orthopaedic Surgery (ORTH) (p. 629)
• MD - Otolaryngology (OTLN) (p. 630)
• MD - Pediatrics (PEDS) (p. 631)
• MD - Pharmacology (PHAR) (p. 632)
• MD - Physiology (PSYI) (p. 633)
• MD - Psychiatry (PYCH) (p. 633)
• MD - Public Health (PHEA) (p. 634)
• MD - Radiology (RADS) (p. 634)
• MD - Surgery (SURG) (p. 634)
• MD - Urology (UROL) (p. 636)
• Mediev & Early Modern Studies (MDST) (p. 636)
• Microbiology - Graduate (MIIM) (p. 636)
• Music (MUSC) (p. 641)
• Music (PAMU) (p. 641)

N
• Neuroscience (NSCI) (p. 643)
• Nutrition (NTRN) (p. 648)

P
• Pharmacology - Graduate (GPHR) (p. 648)
• Philosophy (PHIL) (p. 648)
• Physics (PHYS) (p. 653)
• Physiology - Graduate (GPSO) (p. 659)
• Poli Sci - American (POLA) (p. 659)
• Poli Sci - Comparative (POLC) (p. 661)
• Poli Sci - General (POLS) (p. 663)
• Poli Sci - International (POLI) (p. 664)
• Poli Sci - Intl. Development (PSDV) (p. 665)
• Poli Sci - Political Theory (POLT) (p. 666)
• Political Economy (PECN) (p. 667)
• Portuguese (PORT) (p. 669)
• PR - Digital Media & Mkt Communication (PRDM) (p. 670)
• Professional MBA (PMBA) (p. 671)
• Psychology (PSYC) (p. 674)
• Public Health - Tropical Med (PHTM) (p. 677)
• Public Health Special Courses (SPHL) (p. 677)
• Public Health Undergraduate (SPHU) (p. 678)
• Public Relations (PRPA) (p. 683)
• Public Service (SRVC) (p. 684)

R
• Real Estate (REAL) (p. 684)
• Religious Studies (PARL) (p. 684)
• Religious Studies (RLST) (p. 684)
• River Coast Sci & Engineering (RCSE) (p. 685)
• ROTC - Aerospace Studies (AERO) (p. 686)
• ROTC - Military Science (MILS) (p. 688)
• ROTC - Naval Science (NAVS) (p. 689)
• Russian (RUSS) (p. 691)

S
• School Liberal Arts Management (SLAM) (p. 692)
• School of Prof Adv (SOPA) (p. 693)
• Science & Engineering (SCEN) (p. 693)
• Social Innovation/Entrepreneur (SISE) (p. 696)
• Social Sci - Interdisciplinary (SSI) (p. 697)
• Social Work (PASW) (p. 697)
• Social Work (SOWK) (p. 697)
• Sociology (PASO) (p. 707)
• Sociology (SOCL) (p. 707)
• Spanish (SPAN) (p. 711)
• Special Projects (RELS) (p. 716)
Accounting (ACCN)

ACCN 1110. Elementary Accounting I. (3 Credits)
ACCN 1110 is a concept-oriented course that introduces the intensive examination of financial reporting issues and financial statement categories, focusing on the asset side of the balance sheet. It is required for accounting majors and recommended for finance majors and others who desire advanced exposure to financial reporting issues.

ACCN 3100. Intermediate Accounting I. (3 Credits)
ACCN 3100 is a concept-oriented course that introduces the intensive examination of financial reporting issues and financial statement categories, focusing on the asset side of the balance sheet. It is required for accounting majors and recommended for finance majors and others who desire advanced exposure to financial reporting issues.

ACCN 3100 is a concept-oriented course that introduces the intensive examination of financial reporting issues and financial statement categories, focusing on the asset side of the balance sheet. It is required for accounting majors and recommended for finance majors and others who desire advanced exposure to financial reporting issues.

ACCN 3891. Service Learning: ACCN3010. (1 Credit)

ACCN 4100. Auditing. (3 Credits)
ACCN 4100 examines the professional auditing function, particularly emphasizing public accounting. The course is recommended for CPA examination candidates only.

ACCN 4110. Intermediate Financial Accounting II. (3 Credits)
ACCN 4110 is a concept-oriented course that continues the intensive examination of financial reporting issues and financial statement categories begun in ACCN 3100, focusing on the liability side of the balance sheet.

ACCN 4120. Advanced Financial Accounting. (3 Credits)
ACCN 4120 explores complex accounting areas, including consolidations, partnerships, not-for-profit accounting, and multinational accounting. It is recommended for CPA examination candidates only.

ACCN 4130. Financial Statement Analysis. (3 Credits)
ACCN 4130 helps students understand and analyze financial statements, prepare pro-forma statements and critically review business valuation. Financial statement analysis is used by decision-makers in a variety of settings. Managers use financial data to monitor and judge their firms’ performance relative to their competitors, communicate with external investors, select operational and financial strategies, and evaluate potential investment opportunities. Securities analysts use financial data to evaluate firms and make buy/sell recommendations to their clients. Bankers and creditors use financial information to decide whether to extend a loan to a client and to determine the terms of the loan. Financial data is also used by business consultants to carry out, among other things, competitive analyses of their clients’ businesses. ACCN 4130 emphasizes how the economics of a business situation translates into accounting data and how managerial incentives and opportunities affect accounting choices, given the competitive and regulatory environment. This course takes a user’s rather than a preparer’s perspective and does not emphasize specific accounting standards or accounting regulation. Such details are covered in other courses such as ACCN 210 and ACCN 3100.

ACCN 4140. Advanced Managerial Accounting. (3 Credits)
ACCN 4140 explores recent developments in managerial accounting theory and practice. The course features quantitative approaches to collecting, analyzing, and transmitting cost, revenue, and profit data for internal planning and control, and it uses readings, problems, cases, and computer exercises. The course is recommended for both accounting and finance majors.

ACCN 4150. Accounting Information Systems. (3 Credits)
ACCN 4150 integrates the concepts of accounting and computer systems to develop an understanding of computerized accounting information systems. The course involves the extensive use of computer systems, including system development and maintenance as well as output use. It is recommended for accounting and finance majors, and for others who desire exposure to this area.
ACCN 4160. Equity Analysis/Burkenrd. (3 Credits)

ACCN 4410. Special Topics. (1-3 Credits)

ACCN 4550. Accounting Internship. (1 Credit)
Freeman School majors may elect to do a Business Internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the Internship, the student must visit the Career Management Center for instructions. The student receives the final grade for the Internship on a Satisfactory/Unsatisfactory basis upon submitting the paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status.

ACCN 4560. Prof Accounting Practicum. (1-3 Credits)
During the period January 1 – April 15, students participate in a “Busy Season” Internship with a “Big 4” accounting firm or large local firm approved by the director of the Joint BSM/ MACCT Program. The workload is 40 hours to 80 hours per week under the direct supervision of one or more Certified Public Accountants. It involves the same difficulty of work and training that any new/full-time, new-hire encounters when entering the firm. In addition, this course has two writing components. In the first, the student submits a five- to ten-page research paper on an auditing or tax-related topic (pre-approved by the Program Director); the topic should involve an actual problem the student encountered during the Internship. In the second writing component, the student keeps a journal of the student’s work activities (without breaking the client/firm confidentiality requirements). This journal is to be a daily (preferable) or weekly (mandatory) task. It must contain a description of activities accomplished, questions raised, and conclusions reached about what the student learned for the day. The student will submit the journal to the Director of the program at the Freeman School, who will review and discuss it with the student. It must include time sheets (client info. may be blocked out) and the student must mail it to the Director at least twice a month. In addition, students in this course will give a presentation about their Internship experiences at a technical meeting of the Beta Nu chapter of Beta Alpha Psi at the Freeman School.

ACCN 4900. Independent Study. (1-3 Credits)

ACCN 4910. Independent Study. (1-4 Credits)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Accounting major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School.

ACCN 4920. Independent Study. (1-4 Credits)

ACCN 6030. Financial Reporting I. (3 Credits)
This is a concept-oriented course that introduces the intensive examination of financial reporting issues and financial statement categories, focusing on the asset side of the balance sheet.

ACCN 6040. Financial Reporting II. (4 Credits)
This is a concept-oriented course that continues the intensive examination of financial reporting issues and financial statement categories begun in Financial Reporting I, focusing on the liability side of the balance sheet.

ACCN 6050. Acctg Measurement, Report & Ct. (3 Credits)
This course introduces basic concepts underlying the measurement and reporting of a business’s economic activities, how to use this information to inform managerial decisions, and how accounting information is used as part of the managerial control system. The course is loosely divided into three topics: 1) The concepts and relationships underlying the income statement, balance sheet and statement of cash flows; 2) Using accounting information to make decisions about resource allocations and to evaluate the performance of firms, business units and managers; and 3) Using accounting information as part of an overall control system to ensure that the organization is meeting its goals. The course is intended as an introduction for individuals who will make business decisions, evaluate other firms, business units, or managers, or be evaluated themselves via accounting information.

ACCN 7100. Ethics In Acct & Finance. (3 Credits)
This course focuses on the practice of accounting and finance and what common sense morality (informed by philosophy, professional expectations, and peer conversation) says is ethical. Current ethical questions and controversies in the fields of accounting and finance are explored. Through class exercises, group discussions, presentations, lectures, and readings, students cultivate their own moral sense and improve their capacity for ethical decisions and conduct.

ACCN 7110. Auditing. (3 Credits)
Current professional developments in auditing are examined with particular attention given to the auditor's decision-making process. Fundamental auditing concepts are studied to provide a framework for the development and application of practical audit procedures. Note: A student who has already taken intermediate accounting I and II as an undergraduate, has a CPA, or has the consent of the instructor may take ACCN 7110.

ACCN 7120. Adv Financial Accounting. (3 Credits)
Advanced and problem areas in financial accounting and reporting are examined. Topics include the equity method of reporting investments, accounting for mergers and acquisitions, consolidated financial statements, accounting for partnerships, foreign currency transactions, and accounting for governmental and other not-for-profit organizations.

ACCN 7130. Financial Statement Analy. (3 Credits)
This course provides an overview of the use of financial accounting information for evaluating past performance and predicting future performance of a company or division. Managerial incentives affecting various accounting and reporting policy choices are considered, as well as the related regulatory and ethical issues. While a significant part of the course centers on estimating the value of publicly-traded common stocks, the techniques covered in the course can be used in many other settings, such as credit analysis, management consulting, and auditing.
ACCN 7140. Adv Managerial Accounting. (3 Credits)
This course explores recent developments in managerial accounting theory and practice. The course features quantitative and qualitative approaches to collecting, analyzing, and transmitting cost, revenue, and profit data for internal planning and control, and it uses readings, problems, cases, and computer exercises.

ACCN 7150. Accounting Info Systems. (3 Credits)
Concepts of accounting and computer systems are integrated to develop an understanding of accounting information systems. Through extensive use of computer systems, this course emphasizes the development, use, and maintenance of such systems.

ACCN 7170. Advanced Auditing. (3 Credits)
Conceptual foundations to diverse means by which assurers improve the quality of information used by third parties for contracting purposes are explored. Emphasis is placed on credibility- and relevance-enhancement properties of assurers' services. Topics include the economics of assurance and attestation and concepts including independence, risk, evidence, and control.

ACCN 7200. Accounting Research. (3 Credits)
This course teaches academic research skills in the accounting arena. It applies economics, finance theory, and quantitative methods to study the use of accounting information. Major topics include the evolution of accounting and finance, fundamental analysis, and practical applications of accounting analysis.

ACCN 7210. Energy Acctg & Valuation. (3 Credits)
This course will cover the fundamentals of the upstream oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions will be followed through to their ultimate impact to a public E&P company's external financial statements. Students will be able to understand the immediate impact of various decisions on a company's cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

ACCN 7240. Forensic Accounting. (3 Credits)
In the context of this course, "forensic" means "suitable for the courts." The main areas of forensic accounting are the interpretation of financial statements, fraud, business valuation, and economic damages with specific topics including lost profits, personal injury, wrongful death, bankruptcy, divorce, lost value, embezzlement, graft, money laundering, and fraud investigation and prevention. This course will focus on the concepts and tools that extend the material covered in other accounting courses and will touch on many of the areas covered by the CPA exam.

ACCN 7270. Acctg for Business & Fin Risk. (3 Credits)
This course explores concepts of risk and uncertainty applied to the financial management of organizations in achieving business objectives and strategies. Emphasis is placed on the role of accounting measurement and reporting in the management of such risks.

ACCN 7280. Acctg & Controls for Oper Risk. (3 Credits)
This course is for students who want to manage a department or start their own business. In the course, operational risk is studied with an examination of how control systems can guard against these risks. Students learn how to establish controls that will provide reasonable assurance that organizations will achieve their overall goals (e.g., strategy) in an effective and efficient manner. The course specifically focuses on employee control with an exploration of different ways to use the control system to motivate employee effort and to direct this effort towards organizational success. Students extensively analyze and discuss cases of real organizations.

ACCN 7290. Accounting Analytics. (3 Credits)
This hands-on course exposes students to all aspects of the data analytics process, including issue identification, data preparation, data analysis, and the communication of results. The primary objective of this course is to integrate knowledge of accounting, business, and data analytics to provide evidence to help solve business problems. Students will improve their ability to communicate information clearly and persuasively using written, verbal, and visual communication strategies. Students will also develop and expand skills in computer-related technologies, using mostly accounting-based datasets, which support the analysis of the problem as well as the communication of the results.

ACCN 7300. Special Topics. (3 Credits)
ACCN 7420. Govt & Not-For-Profit Accn. (3 Credits)
This course covers generally accepted accounting principles (GAAP) that govern the reporting of assets, liabilities, revenues, transfers, expenditures, gains, losses, and net assets of governmental and not-for-profit entities. Discussion of the theoretical underpinnings of GAAP, as well as the "disconnects" still present in governmental GAAP vs. "for profit" GAAP, will be included in this course.

ACCN 7550. Public Accn Internship. (3 Credits)
The busy season internship is a full-time, paid internship with a major accounting firm in the spring semester. Typically, the internship takes place in the city and state in which the student plans to live and work. Students earn three graduate-level credit hours for the internship, which runs from approximately January 1 through April 15. Because this internship is full-time, students may not take coursework concurrent to the internship. Following completion of the internship, students return to campus for nine credit hours of intensive graduate-level accounting coursework until the end of May. The busy season internship provides students with a realistic introduction to the accounting profession. Since seniority in most CPA firms is primarily measured by the number of busy seasons worked, graduates who pursue the internship will have a professional advantage over students who graduated the previous May. Students should seek approval for ACCN 7550 from their MACCT faculty advisor.

ACCN 7560. Prof Accn Internship. (1-3 Credits)
The corporate accounting internship lasts for at least 10 weeks and includes, but is not limited to, accounting-related functions in industry, banking, hospitals, government, not-for-profit, universities, CPA firms, or service organizations. The corporate internship can be part-time and may sometimes be a paid internship. The internship carries responsibilities above entry-level and involves the same difficulty of work and training that any new full-time hire experiences when entering a firm. The student and the firm agree on the schedule of hours, financial arrangements, and field supervision. Students should seek approval for ACCN 7560 from their MACCT faculty advisor.
### Accounting (BSAC)

**BSAC 1110. Intro to Financial Accounting. (3 Credits)**
An introduction to the principles of accounting. Topics include: recognition of revenue and expenses for income determination, proper classification of balance sheet items, and income statement and balance sheet preparation. Students learn to prepare adjusting entries, closing entries and worksheet presentations necessary for monthly financial statements. The principle and theories behind the proper accounting treatment of cash, accounts receivable, inventories, prepaid expenses, marketable securities and fixed assets are studied.

**BSAC 1120. Intro to Managerial Accounting. (3 Credits)**
Continuation of the study of financial accounting with a detailed study of liabilities and ownership interests for partnerships and corporations. Introduction to statements of changes in financial position, consolidated statements, cost accounting, and the effect of taxes on business decisions.

**BSAC 1940. Transfer Coursework. (3 Credits)**
Transfer Coursework for BSAC discipline in BSLS Programs (1000 Level).

**BSAC 2210. Intermediate Accounting I. (3 Credits)**
Study and application of accounting theory to problems of classification and valuation in preparation of the balance sheet and income statement.

**BSAC 2220. Intermediate Accounting II. (3 Credits)**
Continuation of the study and application of accounting theory to the balance sheet and income statement, including accounting for liabilities and corporate ownership interests, and the flow of funds. Contemporary accounting development and problems.

**BSAC 2910. Special Topics in Accounting. (1-3 Credits)**
Special Topics in Accounting.

**BSAC 2940. Transfer Coursework. (3 Credits)**
Transfer Coursework for BSAC discipline in BSLS Programs (2000 Level).

**BSAC 3310. Cost Accounting. (3 Credits)**
A study of the accounting methods and procedures peculiar to manufacturing activities. Emphasis is placed on product costing in accordance with generally accepted accounting principles under various costing methods.

**BSAC 4910. Independent Study. (1-3 Credits)**
Independent Study in the BSAC discipline for the BSLS Programs.

### Admiralty Law (ADMR)

**ADMR 2010. Admiralty I. (3 Credits)**
This course will survey substantive matters, including carriage of goods by sea; charter parties; personal injury and death; collision; towage, pilotage, and salvage. Admiralty I is not a prerequisite for the course in Admiralty II; however, both Admiralty I and II are required for J.D. students prior to enrollment in any other Admiralty courses that are regularly offered. Advanced Admiralty courses may not be taken by J.D. students simultaneously with either Admiralty I or II.

**ADMR 2020. Admiralty II. (3 Credits)**
This course deals mostly with jurisdictional and procedural matters, including jurisdiction over maritime claims, considerations of federalism, forum non conveniens, choice of law, special procedures in admiralty cases, limitation of liability, and maritime liens. Admiralty II may be taken prior to Admiralty I. Both courses must be taken by J.D. students as prerequisites to any other regularly offered admiralty courses.

**ADMR 6000. Admiralty Seminar. (2-3 Credits)**
The seminar will have a common theme to be selected by the class with some suggestions from the professor. Students attending the first class should have given some thought as to what they would like to see the seminar cover. Admiralty I is a prerequisite.

**ADMR 6080. Carriage of Goods By Sea. (2 Credits)**
A course involving the legal problems arising out of damage to cargoes transported between the United States and foreign ports, and focusing on the Carriage of Goods by Sea and Harter Acts, and the Rotterdam Rules. The Hague rules and pertinent parts of the Chinese Maritime Code also are discussed. J.D. students must have taken Admiralty I and II. Graduate students have the option to take an examination.

**ADMR 6350. Collision Law & Limit of Liab. (3 Credits)**
This course presents the general principles of maritime collision law, including causation, legal presumptions, the effect of statutory violations, apportionment of fault, damages, special evidentiary rules and an overview of navigation Rules of the Road and their interpretation. This course then provides an in-depth study of limitation of liability from a practical point of view. After study of the theory of limitation of liability, the assertion of this right will be considered in detail, as well as the content of the limitation fund and how it is distributed. J.D. students must have taken Admiralty I and II.

**ADMR 6430. Marine Insurance I. (2 Credits)**
An advanced admiralty course that focuses on the legal problems involved in insurance against physical loss or damage to maritime property (hull and cargo), against maritime liabilities (protection and indemnity), and for damage to cargo. J.D. students must have taken Admiralty I and II. Student has the option of either taking an examination or writing a paper in this course.

**ADMR 6440. Marine Insurance II. (2 Credits)**
An advanced admiralty course that focuses on the legal problems arising out of maritime insurance policies. The course examines hull, cargo, P & I, commercial marine property and liability policies. The course will also examine "cyber insurance" issues, the liability of agents, brokers and underwriters; the effect of the insolvency of an insurance company; excess and surplus line coverage; the duty to defend; reinsurance; and current problems in the law of marine insurance coverages. Grade will be based on an anonymous exam except graduate students, who may opt to write a paper. Graduate students and third-year J.D. students who have taken Admiralty I and II may enroll in the course.

**ADMR 6500. Maritime Litigation Practicum. (1-3 Credits)**
Practicum course in maritime law.

**ADMR 6540. Personal Injury & Death. (2 Credits)**
An advanced course in admiralty law concentrating on rights and liabilities arising out of the personal injury and death of seamen, longshoremen, harbor-workers, and third parties under both federal and state law. J.D. students must have taken Admiralty I and II.
ADMR 6730. Regulation of Shipping. (2 Credits)
This survey course addresses the regulation of domestic shipping and foreign shipping calling at United States ports. Primary emphasis is on the various governmental agencies that regulate shipping and maritime commerce with secondary emphasis on the role of international treaties and conventions. Specifically examined are the activities of agencies such as the Coast Guard, the Army Corps of Engineers, The Federal Maritime Commission, the Maritime Administration, the National Transportation Safety Board and various state agencies. Areas addressed include vessel inspections, pollution regulation, navigation rules, marine casualty investigations, vessel and waterfront facility security, merchant mariner licensing and license revocation, pilotage and ocean shipping regulation.

ADMR 6800. Towage & Offshore Services. (2 Credits)
Tugboats, barges, offshore support vessels, and offshore petroleum and renewable energy installations like offshore wind farms provide crucial services in today's global economy. This course examines the history, development, and current state of laws - some familiar, some quite specialized - that apply in the context of towage and offshore services. Both casualties and contracts are studied. The course focus is on U.S. law, but the laws of other countries like the U.K. are compared and contrasted when relevant, and internationally recognized contract forms are analyzed. J.D. students must take Admiralty I and II as prerequisites.

ADMR 6880. Vessel Doc & Finance. (2 Credits)
Students in this course work with materials concerning the documentation of vessels and financing from initial decision to construct to permanent financing. A knowledge of maritime law, commercial law and security rights is recommended. The course is conceived of as a practical course, with emphasis on the financial decisions of vessel operators and financiers. Attention is also given to maritime insurance issues affecting financiers. J.D. student must have taken Admiralty I and II.
Aging Studies (AGST)

AGST 7020. Interdisc Seminar on Aging I. (3 Credits)
This course is the first in a two-part, team-taught seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal impact of aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7040. Interdisc Seminar on Aging II. (3 Credits)
This course is the continuation of a two-part seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal changes associated with aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7060. Topics in Aging Research I. (1 Credit)
This team-taught course introduces students to aging research topics and methods.

AGST 7080. Topics in Aging Research II. (1 Credit)
This team-taught course is a treatment of select topics and methods in aging research for advanced students.

AGST 7100. Seminar in Aging. (1 Credit)
This team-taught course is a treatment of advanced topics and methods in aging research for graduate students.

AGST 7120. Independent Study/Research. (6 Credits)
Independent Study/Research.

AGST 7140. Dissertation Research. (9 Credits)
Dissertation Research.

AGST 7160. Internship. (1-6 Credits)
Internship.

AGST 9990. Dissertation Research. (0 Credits)
Dissertation Research.

American Studies (AMST)

AMST 1290. Semester Abroad. (1-20 Credits)

AMST 1940. Transfer Coursework. (3 Credits)

AMST 2010. Issues of American Identity. (3 Credits)
An exploration of one of the central themes of American studies, the American identity, through the study of selected issues arising out of the American moral, cultural, political, and religious experience.
Anatomy - Graduate (ANAT)

ANAT 6010. Histology. (5 Credits)
ANAT 6090. Gross Anatomy/Embryology. (11 Credits)
ANAT 7055. Graduate Histology. (5 Credits)
ANAT 7065. Graduate Anatomy. (11 Credits)
ANAT 7120. Anatomy Research Sem I. (1 Credit)
ANAT 7130. Anatomy Research Sem II. (2 Credits)
ANAT 7240. Advances in Anatomical Sci I. (1 Credit)
ANAT 7250. Advances in Anatomical Sci II. (1 Credit)
ANAT 7360. Leadership in Healthcare. (3 Credits)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in leadership capabilities. The Association of American Medical Colleges (AAMC) calls for a “focus on organizational leadership in a new era of health care.” The mission statement of the Tulane University School of Medicine states “…to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders. To meet this need, this course, Leadership In Health Care, will engage with leadership topics to intentionally train students in the qualities consistently demonstrated by leaders when performing at their personal best with a focus on topics particularly crucial to healthcare.
ANAT 7410. Grad Intro Functional Anatomy. (1 Credit)
ANAT 7420. Anatomy Seminar. (3 Credits)
ANAT 7510. Teaching Micro Anatomy 1. (1 Credit)
ANAT 7520. Teaching Microscopic Anat 2. (2 Credits)
ANAT 7560. Signal Transduction/Hormone Ac. (2 Credits)
ANAT 7575. Graduate Neuroscience. (6 Credits)
ANAT 7600. Anatomy Research. (1-9 Credits)
ANAT 7610. Teaching Techniques in Hlth Sc. (2 Credits)
ANAT 7620. Interactive Teaching Technique. (2 Credits)
ANAT 7630. Clinical Grand Rounds Surgery. (1 Credit)
ANAT 7640. Clinical Grand Rounds Medicine. (1 Credit)
ANAT 7750. Teaching Gross & Deve Anatomy. (3 Credits)
ANAT 7760. Teaching Neuroanatomy. (1 Credit)
ANAT 7790. Adv Surgery based Anat Dissect. (5 Credits)
ANAT 7810. Research Design & Methods 1. (3 Credits)
ANAT 7820. Research Design & Methods 2. (3 Credits)
ANAT 7830. Research Project Presentation. (5 Credits)
ANAT 7840. Research Thesis. (6 Credits)
ANAT 9980. Master's Research. (0 Credits)
ANAT 9990. Dissertation Research. (0 Credits)

Anthropology (ANTH)

ANTH 1010. Intro to Biological Anth. (3 Credits)
This course provides an introduction to the study of Homo Sapiens from an evolutionary, biological, behavioral, and biocultural perspective. Topics covered include: the history of evolutionary thought, basic human genetics, the anatomy and behavioral ecology of the living primates, human evolution via the study of fossil hominins, modern human variation and adaptation, and the study of the human skeleton in forensic anthropology and bioarchaeology.
ANTH 1020. Cultural Anthropology. (3 Credits)
The observed range of variation of ways of life around the world. The cross-cultural investigation of becoming and being human. Comparative treatment of social organization, subsistence activities, values, and religion.
ANTH 1030. Languages of The World. (3 Credits)
This course aims to equip students with some basic facts about the world’s languages, a fundamental prerequisite to understanding the nature of human language. We will be examining: (1) the diversity of languages across space and time, and (2) the fundamental similarities of languages. We will address a range of questions about language through an exploration of the following areas: language families and historical relationships, linguistic typology, language universals, sound and structure features of the world’s languages, and writing systems.
ANTH 1040. Ancient Societies. (3 Credits)
Introduction to key transformations in human history and prehistory as they have been identified and discussed by anthropological archaeologists. Consideration of basic principles of archaeology, human evolution and expansion, origins of agriculture and sedentary village societies, development of archaic states and ancient civilizations. Of interest to majors and prospective majors in anthropology and related fields.
ANTH 1140. Freshman Seminar. (3 Credits)
Description varies; specific description available when offered.
ANTH 1190. Freshmen Writing Seminar. (4 Credits)
Freshmen Writing Seminar.
ANTH 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.
ANTH 1880. Writing Intensive: ANTH 1020. (1 Credit)
Writing Intensive.
ANTH 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.
ANTH 2030. Anthropology of Women and Men. (3 Credits)

ANTH 2340. Introduction to Archaeology. (3 Credits)
Introduction to basic principles of archaeological method and theory. Consideration of the history of archaeology, major paradigms in archaeological thought, basic techniques of fieldwork, basic techniques in analyzing archaeological finds, and intellectual frameworks for interpreting patterns in archaeological datasets. Consideration of selected case studies. Of interest to majors and prospective majors in anthropology, and potentially to majors in classical archaeology and related fields.

ANTH 2350. Arch & Power the Ancient World. (3 Credits)
This class will explore how political, religious, ideological and cultural ideas among the world's earliest urban civilizations were inscribed in the landscape in the form of monumental construction. To achieve these objectives the class will study five different regions of the ancient world with the goal of evaluating how built space (buildings, monuments, and public plazas) helped develop and maintain socio-political hierarchy, i.e., "civilization".

ANTH 2360. Ancient Trade & Commerce. (3 Credits)
Introduction to the study of regional and interregional trade and exchange in ancient times based on archaeological evidence. This course considers diverse theories and methods developed to make archaeological inferences about ancient trade and exchange and examines how the study of trade and exchange informs us about sociopolitical systems and economic relations and how they vary over time and space. Of interest to majors and prospective majors in anthropology and related fields.

ANTH 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

ANTH 2880. Writing Intensive:. (1 Credit)
Writing practicum.

ANTH 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ANTH 3010. Hunters and Gatherers. (3 Credits)
Comparative study of selected modern and past groups of hunter-gatherers. Anthropological approaches to understanding subsistence practices, social organization, and cultural change in non-agricultural societies. Both ethnographic and archaeological cases will be considered.

ANTH 3050. North American Indians. (3 Credits)
Native North American cultures from the time of European contact to the 20th century. Cultural variation from the Arctic to northern Mexico and the adjustments to modern life.

ANTH 3060. South American Indians. (3 Credits)
Ethnology of the indigenous peoples of lowland South America and adjacent southern Central America. The course examines cultural developments from prehistory to the present. Models for the classification of indigenous cultures, societies, and languages are critically reviewed.

ANTH 3090. Selected Cultural Systems. (3 Credits)
Systematic treatment of specific cultures of the past and present.

ANTH 3091. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3092. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3093. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3094. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3095. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3096. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3097. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3098. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3099. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 3110. Culturs Sub-Saharan Africa. (3 Credits)
A survey of the cultures of sub-Saharan Africa from the time of European contact to the present. A detailed study of selected African cultures, identifying, and explaining cultural diversity and unity of African cultures, and comparing African cultures with cultures of other geographic areas. Inequality, development, the family, gender roles, kinship systems, and world view are considered.

ANTH 3120. Anth of Sex & Reproductn. (3 Credits)
An exploration of the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Current issues, such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, will be examined from within an evolutionary framework and/or using a cross-cultural approach.
ANTH 3140. Primate Behav & Ecology. (3 Credits)
An introduction to the social and physical diversity of the Order Primates, emphasizing the biology, ecology, and behavior of living nonhuman primates. Social structure will be explored from an evolutionary perspective, and the ecological and social constraints on behavioral flexibility will be examined. Examples will cover both field and laboratory investigations of nonhuman primates.

ANTH 3160. Peoples of The Pacific. (3 Credits)
Introduction to the cultures of Polynesia, Micronesia, Melanesia, and Australia from the first settlement to the emergence of modern nation-states.

ANTH 3190. Economic Anthropology. (3 Credits)
The study of economic behavior in band, tribal, and peasant societies. Emphasis on the impact of culture and environment on economic decision-making in the Third World. Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

ANTH 3195. Financial Lives. (3,4 Credits)
This course focuses on the expansion of financial services on daily life in both U.S. and non-U.S societies. We will use ethnographic case-studies to explore different institutions and mechanisms by which people organize their debt and credit relations. The first part of the course will be an overview of anthropological concepts and frameworks for understanding debt and sociality. The second part will focus on the diverse meanings of homeownership in U.S. society, Brazil, and China.

ANTH 3200. Magic Witchcraft and Religion. (3 Credits)
This course is an exploration into religion and the occult. We will examine a wide range of topics, such as hauntings, spirit possession, the role of evil in the moral imagination, and the construction of symbols as well as various practices associated healing, witchcraft (or sorcery) accusations, and the experience of suffering and death. Anthropological approaches challenge the categories of "religion" and "witchcraft", which stem from Western conceptions of reality, Christianity, and ethnocentric views of the "other".

ANTH 3220. Ethnology of Insular SE Asia. (3 Credits)
Peoples and cultures of Island or Maritime Southeast Asia, from the Andaman Islands in the west to the Bismarck Archipelago in the east. Biogeographic distinctions between Indo and Austro SE Asia; evolutionary implications for people and fauna. Paleolithic, Neolithic, bronze, and iron ages from 40 kya to 1st millennium CE. Early developments in Austro-Asiatic and Austronesian languages. Commercial contacts with ancient Rome, India, China. Impacts of Hinduism, Buddhism, Islam, and Christianity. Prehistoric and early colonial entrop s. Colonial development of ethnicities associated with Chinese, Arabic, Malay, Tamil, Aslian, Kmer, Portuguese, Dutch, and English. Identity issues, ethnology and ethnobiology of Aslian (Orang Asli) peoples to the present.

ANTH 3260. Highland Mex Prehistory. (3 Credits)
Patterns and processes of cultural development in the highlands of central Mexico, western Mexico, and Oaxaca as known from archaeological and ethnohistorical data. Early cultures, Toltecs, Aztecs, Mixtecs, Zapotecs.

ANTH 3290. The Nature of Language. (3 Credits)
Language as a reflection of the human mind and the role of language in defining the essence of humanity. Language and the expression of social values. Emphasis on analysis of primary linguistic data. Critical examination of theories of linguistic structure.

ANTH 3300. History of Writing. (3 Credits)
This course looks at the different systems of writing which have been used in various cultures through time with attention to the materials and purpose in relation to the cultures. Orientation to and practice in decipherment are included. Finally, the issues of modern script development are introduced.

ANTH 3310. Historical Linguistics. (3,4 Credits)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 3320. Archaeology of Gender. (3 Credits)
Gender refers to the cultural norms, ideals, expectations, and rules that shape the relationships and activities of men, women, and children. People in the present and recent past have conceptualized gender in many different ways, and there is great diversity in the range of gender roles and gender relations seen in different cultures. With ethnographic and historic evidence as interpretive guides, archaeologists can offer insights into the nature of gender roles and gender relations in past societies, and into the ways that gender norms have contributed to major trends in the history and prehistory of humankind. This course is an introduction to the archaeological study of the roles of men, women, and children in past societies; the relationships among women, men, and children in past communities; and the ideologies that have legitimized and naturalized those gender roles and gender relations. Case studies covered in the course are drawn from the archaeology of the Americas, Africa, Asia, and Europe.

ANTH 3330. Anthropology of Gender. (3 Credits)
A theoretical and ethnographical examination of how gender is constructed across cultures. Topics include sex and gender; gender identity, bodily experiences, masculinity and femininity, gender roles, kinship and gender; gender stratification, and gender equality, as well as gender, ethnicity, and class.

ANTH 3350. Culture and Religion. (3 Credits)
Religions, ideas, ritual, and organization of primitive peoples; nativistic and messianic movements; function of religion in social systems.

ANTH 3360. Anthropology of Cities. (3 Credits)
This course focuses on anthropological approaches to cities and urban life. Topics include the cultural meanings of public space and the built environment, processes of social differentiation and class formation, the role of capital, and the emergence of social movements. The second half of the course is organized around a comparison of four ethnographic case-studies of cities outside the United States and Europe. Throughout the semester, studies will also discuss how anthropological approaches may be applied to New Orleans.

ANTH 3370. Locating Southeast Asia. (3 Credits)
This course examines contemporary Southeast Asia. As one of the most diverse regions in the world, the region confounds easy characterization. The first part of the course provides students with a broad overview of the social, cultural, and political institutions of the region with a focus on Indonesia, Thailand, the Philippines, and Vietnam. The second part turns to contemporary issues including political and economic development, religious change, and cultural constructions of identity. Readings include academic essays, short stories, and full-length ethnographies.
ANTH 3395. Cultures of NO/Fr La. (3 Credits)
This course focuses on symbolic meaning in the vernacular expressive culture or folkloric forms of community groups in New Orleans, French Louisiana, the Gulf South region and selected out migrant locations. It addresses differential identities of tribal, ethnic, regional, religious, linguistic, occupational, class and gender affiliations—and examines aesthetic forms as a primary means to do so. Some of these are largely intangible such as music and dance, ritual and festival, narrative and jokes; others are tangible or material culture to varying degrees such as the built environment (houses, boats, landscape use), crafts, costumes and cuisine. All are examined via ethnographic and historical writing, oral histories and documentary media as to how shared cultural knowledge is performed in an array of contexts. These include dance halls, Carnival parades, second lines, work settings, festivals, neighborhood museums, sacred spaces and so on.

ANTH 3400. Language and Culture. (3 Credits)
Acquiring and using techniques of conducting linguistic field work. Investigation of one or more languages by working with native speakers. Emphasis on defining problems, developing and testing hypotheses.

ANTH 3420. Lx Semantics. (3 Credits)
Semantics is the study of meaning in language. As humans use language they produce meaning in any number of ways: through intonation, through body language, through contextual (in)congruities, and through the linguistic structures used. Semantics try to limit their study to the last of these, while always aware of other meaning-creating tools. In this course, we begin with the study of logic-based theories of meaning, examining propositional meanings. At each stage in this initial investigation, we will keep in mind how this carefully restricted corpus compares with situated language use. In the second part of the course, we will systematically build in context to approach an understanding of natural semantics, the way human beings mean.
ANHT 3470. Many Faces of Islam. (3 Credits)
Islam is a fundamental human experience in diverse socio-historic and cultural milieux. Ethnographies of Muslim communities highlight the heterogeneity of Islamic perspectives and traditions. Focus on culturally situated Islamic practices and belief systems fosters a critical understanding of the emergent Islamic identities and their historico-cultural underpinnings.

ANHT 3480. African Modernities. (3 Credits)
This course focuses on the problem of conceptualizing modernity in Africa. Examining cases from throughout the continent, we will consider cultural developments such as romantic love, fashion, and consumption as well as new forms of religiosity and novel developments in established religions, economic change, state corruption, and violence.

ANHT 3510. Ethnicity, Nationalism. (3 Credits)
Theoretical and ethnographic examinations of race, ethnicity, and nationalism. Topics also include multiculturalism, globalization, and diasporas.

ANHT 3520. Diaspora Yoruba. (3 Credits)
Familiarizes students with the fundamentals of Yoruba language and culture; shows students how Diaspora dynamics have changed Yoruba language and culture; uses Diaspora Yoruba to teach students the principles of language death and innovation involving tones, vowels, nasalization, word formation, and sentence structure.

ANHT 3535. Native Am Lang & Ling. (3 Credits)
This course will explore the richness of the linguistic diversity still preserved in the Native American languages of this hemisphere. Two thirds of the Native American languages spoken at time of European immigration have perished. Today even languages with large communities of fluent speakers face heavy assimilatory pressures. Language loss and simplification are rapidly changing the wordscape of the Americas.

ANHT 3550. Soc Change, Sustainability ID. (3 Credits)
The St. Martin Program is an intensive, immersive service-learning program that combines a 3-credit class (ANHT 3550: Social Change, Sustainability, and Postcolonial Identity in the Caribbean) with community engagement. The course is based in the small binational island of St. Martin (Lesser Antilles). It includes a mandatory, zero-credit service-learning component, which will satisfy the 2nd tier service-learning requirement for sophomores, juniors, and seniors. The primary purpose of the program is for students to meaningfully engage with locals, work and meet with community members committed to cultural, food, and economic sustainability, as well as gain an in-depth understanding of anthropological concepts and research methodology, especially as they relate to postcolonial contexts and the shaping of cultural/linguistic identities and socio-economic/political systems.

ANHT 3560. Environmental Archaeolog. (3 Credits)
This course examines the fundamentally important relationship between human behavior and environmental change in the past. It looks at both the ways in which humans have responded to their environmental circumstances and the ways in which human activities have influenced environmental conditions at various scales. The course explores methods for learning about environmental conditions in the past and the nature of human interaction with the environment. The course also presents basic information on some particularly important topics concerning past human/environment interactions, including (1) causes of global climate change, (2) human roles in Pleistocene megafauna, (3) post-Pleistocene adaptation, (4) the origins of agriculture and animal domestication, (5) agricultural landscape modification and environmental over-exploitation, and (6) Holocene changes in human health, including the origins of modern disease epidemics.

ANHT 3590. Introduction To Syntax. (3 Credits)
Introduction of transformational generative syntax, with examples from selected areas of English grammar. Formal models in grammatical description. Emphasis on the logic of linguistic argumentation.

ANHT 3630. Linguistic Phonetics. (3 Credits)
The course offers an overview of articulatory and acoustic phonetics with emphasis on matching acoustic cues closely with the articulatory gestures. The first part of the course will study the articulatory and acoustic cues to range of English and non-English speech sounds with information about the normal range of variation. The second part will focus on collecting and interpreting acoustic data, and using such data as evidence to solve phonological problems in normal and pathological speech.

ANHT 3640. Phonology. (3 Credits)
This course provides an introduction to phonological analysis and theory, with strong emphasis on description and analysis of data from a wide variety of languages. Major issues to be addressed include universal principles of human phonological systems, language-specific variation, constraints on representation of rules, the relationship of phonology to morphological and syntactic components of the grammar, and the historical underpinnings of current theoretical models.

ANHT 3650. Morphology. (3 Credits)
This course provides an introduction to prosodic and non-prosodic morphology with emphasis on data analysis and argumentation. With data from a variety of languages, the first part of the course will examine non-prosodic morphological processes to highlight the typology of word structure across languages. The second part will examine morphological processes conditioned by prosody, and consider the various frameworks for analyzing the data; eventually, the course will work toward a dormal model like that of McCarth and Prince’s Theory of Prosodic Morphology*. The main objectives of the course are: (1) to learn to analyze morphological data; (2) to learn to compare alternative analysis for a given set of data and to find evidence to choose between the alternative.

ANHT 3660. Discourse Analysis. (3 Credits)
Study of written and spoken texts from a variety of languages and language use contexts. Focus on structural aspects of language (noun phrase construction and anaphora, topicalization, focus constructions, word order, deictics, and definite reference) as they relate to the situated use of language.
ANTH 3670. Language & Acquisition. (3 Credits)
This course provides an introduction to issues such as the genetic basis of language ability and acquisition; neurological aspects of linguistic knowledge; first language acquisition. Emphasis will be laid on child language data collection, description and analysis. Other issues covered are: (1) language acquisition in special populations (deaf children, blind children, children with mental retardation, children with autism and children with specific language impairment); (2) childhood bilingualism.

ANTH 3680. Language and Power. (3 Credits)
Exploration of the ways that language indexes, reflects, and constructs power. Cross-cultural study of the interrelationship of social ascriptions, attitudes toward groups and their members, and the speech patterns of in-group/out-group members. Examination of the manipulation of power and its linguistic correlates in the domains of medicine, the media, education, and the law. Effects of language policy, especially officialization and standardization, on speakers of minority languages or codes.

ANTH 3690. Language and Gender. (3,4 Credits)
An exploration of the structures of language, phonological, morphological, syntactic, semantic, and pragmatic, as they index, inter-relate with, and construct gender identities cross-culturally.

ANTH 3700. Environmtl Anthropology. (3 Credits)
Critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. Examines the historical emergence of ecological paradigms in anthropology. Compares the modern contributions of cultural ecology, evolutionary ecology, ethnecology, and historical ecology. Evaluates potential contributions of ecological anthropology to general ecology.

ANTH 3710. Hist Ecology of Amazonia. (3 Credits)
Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

ANTH 3720. Adaption Hum Variability. (3 Credits)
Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man. Major adaptive problems facing the human species are discussed and implications for the future explored.

ANTH 3730. Princ of Forensic Anthro. (3 Credits)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.

ANTH 3735. Bioarcheol of Human Sacrifice. (3 Credits)
This course will examine the literary, archaeological, and skeletal evidence of human sacrifice in past societies. It will critically review written accounts and physical evidence of the offering of human lives in ritual contexts, with a focus on archaeological sites that show convincing evidence of such activities. Case studies will be used to explore the question of why human lives were offered in particular places and times, while critically evaluating the evidence used to document and interpret such practices.

ANTH 3745. Bioarchaeology of Mummies. (3,4 Credits)
Mummified human remains open a fragile window into the past. They provide unique information about the physical characteristics, health and diet of ancient peoples, as well as information on cultural modification of the body (head shaping, piercing, tattooing, hair styles), funerary practices, and cultural concepts of death and the afterlife. Mummies can be investigated from various perspectives (textual, iconographic, biomedical, ethnographical, archaeological), but are studied most effectively using a multidisciplinary approach involving archaeologists, biological anthropologists, conservators, and specialists in medical imaging, paleogenetics and geochemistry. Bioarchaeology, the application of biological anthropology to archaeological research questions, is a term commonly used today to describe this multidisciplinary approach to studying the dead. This course will examine preserved human bodies from around the world, with an emphasis on scientific studies that seek to reconstruct their life histories and postmortem treatment.

ANTH 3750. Bones, Bodies and Disease. (3 Credits)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 3755. Human Osteology. (3 Credits)
The objective of this course is to learn the anatomy of the human skeleton and dentition and the techniques physical anthropologists use to excavate, identify, and analyze human skeletal remains. You will learn how to identify the various bones of the skeleton, how to distinguish human from non-human bone, how to determine sex and estimate age at death; and how to measure bones in order to reconstruct living stature and physical characteristics from skeletal remains. Examples from archaeological excavations and forensic cases will be used to illustrate the kinds of information human skeletons can provide about ancient and modern populations. Practical and written exams and laboratory exercises hone your skills at recognizing anatomical landmarks, identifying fragmentary osteological material. measuring bones, and conducting a detailed skeletal inventory.

ANTH 3760. Primate Evol & Adaption. (3 Credits)
This course will focus on the anatomy, evolution and adaptive radiation of the Order Primates. Basic information on living primates and detailed investigation of the primate fossil record will be presented. The dynamic nature of the field will be the subject of class discussion and investigative essays.

ANTH 3770. Global Vietnam. (3 Credits)
This course examines how Vietnamese-American identities are constructed and performed. The course is divided into three sections. In the first section, Diaspora and Transnationalism.
ANTH 3780. Language Death. (3 Credits)
Every fortnight a human language dies. Half the languages spoken in the Western Hemisphere at the turn of the 19th century have died. This course examines the forces that lead to language death, strategies that speakers whose linguistic heritage is endangered may deploy to revitalize their languages, and tools that linguists have used to preserve the knowledges of human speech communities.

ANTH 3850. The Four-Field Model. (3 Credits)
Philosophical underpinnings of general anthropology. Epistemological ramifications of four anthropological fields (subdisciplines) as complete coverage of the subject matter. Contingency vs. rationale in the amalgamation of the four fields, as distinctive and definitive of the holistic study of Hominis. Initial development of the model in the British Isles; institutionalization in 20th century North America. Connections to study of natives of the New World and salvage ethnography. Growth and specialization in subdisciplines. Debates over the logic and practicality in continuing cohesion of the model. May be taken as capstone, with ANTH 5110. Students who sign up for the capstone, will have an extra class session, times listed under ANTH 7850.

ANTH 3880. Writing Intensive: ANTH 3395. (1 Credit)
Writing Intensive.

ANTH 3881. Writing Intensive: ANTH 3300. (1 Credit)
Writing Intensive.

ANTH 3882. Writing Intensive: ANTH 3140. (1 Credit)
Writing Intensive.

ANTH 3883. Writing Intensive: ANTH 3310. (1 Credit)
Writing Intensive.

ANTH 3884. Writing Intensive: ANTH 3690. (1 Credit)
Writing Intensive.

ANTH 3885. Writing Intensive: ANTH 3090. (1 Credit)
Writing Intensive.

ANTH 3886. Writing Intensive: ANTH 3095. (1 Credit)
Writing Intensive.

ANTH 3887. Writing Practicum: ANTH 3745. (1 Credit)
Writing Intensive.

ANTH 3890. Service Learning: ANTH 3550. (1 Credit)
Service Learning.

ANTH 3891. Service Learning: ANTH. (1 Credit)
Service Learning.

ANTH 3899. Service Learning: ANTH 3091. (1 Credit)
Service Learning.

ANTH 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ANTH 4060. Anthropology Proseminar. (3 Credits)
It is a four-field seminar course, covering archaeology, linguistics, physical anthropology and socio-cultural anthropology. Topics vary with the current research interests of the faculty presenting the course. Students do primary and secondary research, present their findings orally and in writing. This course draws together the four subdisciplines of anthropology, integrating them in the approach to a body of theory, an array of methods and an emerging set of data congruent with the topical theme.

ANTH 4080. Race and Nation Span Caribbean. (3 Credits)
This course provides a comparative survey of the interwoven dynamics of race, class and national formation in the making of the Spanish-speaking Caribbean. Drawing on a range of readings in history, media studies, music, fiction writing and poetry as well as anthropology, this course will explore the overlapping historical contexts of Cuba, Puerto Rico, and the Dominican Republic in addition to related impacts of Haiti and its Revolution. The focus of attention will be placed on the on-going centrality of racial dynamics in these island nations from slave-based sugar plantations to reggaetón music.

ANTH 4120. Conquest and Colonialism. (3 Credits)
Comparative and global perspectives on the archaeology of culture contact and colonialism.

ANTH 4130. North American Prehistory. (3 Credits)
A survey of the archaeology of Canada and the United States from the appearance of man in the New World to the arrival of the Europeans.

ANTH 4150. African Prehistory. (3 Credits)
Survey of African prehistory from the earliest tool-makers (Olduvai Gorge, etc.) to protohistoric times. Emphasis on Africa south of the Sahara for later prehistory. Africa's role in human origins, development and spread of food-producing economies, the African Iron Age, early contacts with Arabic and European peoples.

ANTH 4210. Sem In Historicl Ecology. (3 Credits)
The scientific and philosophical basis of the research program. Comparisons with cultural ecology, cultural materialism, evolutionary biology, landscape ecology. Distinctions and convergences between evolution and history. Hard-core postulates. Case studies from Amazonia, tropical Africa, Southeast Asia, East Asia (especially the Japanese archipelago and the adjoining Pacific Rim). In-class assessments of current research.

ANTH 4260. Arch Us Southwest. (3 Credits)
This course looks at the development of prehistoric and early historic cultures of the U.S. Southwest. Both archaeological and early historical evidence of indigenous peoples and early explorers will be examined.

ANTH 4270. Roots of Western Civiliz. (3 Credits)
Cultural history of Southwestern Asia and Europe from the Mesolithic, through the development of food production, to the beginnings of civilization. Emphasis upon the beginnings of complex societies and urban life and their early, pre-Roman development in Europe.

ANTH 4410. Olmec & Maya Civilizations. (3 Credits)
Examines the development of highly advanced cultures and societies in one of the centers of native American civilization. Although the presentation stresses archaeological data, the course considers pre-Hispanic aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 4510. Spec Concpts Human Paleo. (3 Credits)
The number of proposed fossil hominid/hominin species has mushroomed in recent years yet the recognition of species in the human fossil record remains a daunting task. However, in order to reconstruct the phylogenetic (ancestor-descendent) relationships among humans, our ancestors, and close collateral relatives, we must group hominin fossils into meaningful taxonomic categories, ones that likely reflect truly monophyletic (shared common ancestor) descent patterns. This course explores different evolutionary species concepts and their applicability to human paleontology. Current approaches to the reconstruction of phylogenetic relationships are then discussed, and the taxonomic status of hominin species is assessed.
ANTH 4520. Diaspora Yoruba. (3 Credits)
Familiarizes students with the fundamentals of Yoruba language and culture; shows students how Diaspora dynamics have changed Yoruba language and culture; uses Diaspora Yoruba to teach students the principles of language death and innovation involving tones, vowels, nasalization, word formation, and sentence structure.

ANTH 4560. Internship Studies. (1-3 Credits)
Internships in anthropology are available to qualified juniors and seniors on a limited basis for individual projects conducted in association with various private firms, public and private organizations, or governmental institutions in New Orleans. Students will work under professional supervision at these sites, and consult with a faculty sponsor. Requirements include a written report on the experience, and an evaluation by the supervisor.

ANTH 4570. Internship. (1-3 Credits)
Internships in anthropology are available to qualified juniors and seniors on a limited basis for individual projects conducted in association with various private firms, public and private organizations, or governmental institutions in New Orleans. Students will work under professional supervision at these sites, and consult with a faculty sponsor. Requirements include a written report on the experience, and an evaluation by the supervisor.

ANTH 4610. Ceramic Analysis. (3 Credits)
A laboratory course dealing with the descriptive analysis of archaeological ceramics. Introduction to aspects of ceramic technology, classification, description, and the use of ceramics in archaeological research. Emphasis will be on practical methods and techniques for analyzing, describing, reporting, and graphically representing ceramic artifacts.

ANTH 4620. Lithic Analysis. (3 Credits)
A laboratory course dealing with the technological analysis of lithic artifacts. Introduction to fracture mechanics and flint napping, debitage analysis and classification. Application of principles and methods of technological classification, description, and graphical representation to archaeological specimens and modern replicates.

ANTH 4880. Writing Intensive: ANTH 4120. (1 Credit)
Writing Intensive.

ANTH 4881. Writing Intensive: ANTH 4120. (1 Credit)
Writing Intensive.

ANTH 4882. Writing Intensive: ANTH 4210. (1 Credit)
Writing Intensive.

ANTH 4883. Writing Intensive: ANTH 4910. (1 Credit)
Writing Intensive.

ANTH 4890. Service Learning: ANTH 4950. (1 Credit)
Service Learning.

ANTH 4891. Service Learning: ANTH 4960. (1 Credit)
Service Learning.

ANTH 4910. Independent Study. (1-3 Credits)
By arrangement.

ANTH 4920. Independent Study. (1-3 Credits)
By arrangement.

ANTH 4930. Languages of Louisiana. (3 Credits)
Examines the current and historical linguistic situation in Louisiana, from indigenous languages spoken at the time of contact with Europeans to the present. Covers basic features of the languages as well as their social settings. Students will further conduct independent field research projects, alone or in small groups, focusing on languages spoken in southern Louisiana, in particular in the city of New Orleans.

ANTH 4940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ANTH 4950. Special Projects. (3 Credits)
By arrangement.

ANTH 4960. Special Projects. (3 Credits)
By arrangement.

ANTH 4990. Honors Thesis. (3 Credits)
Honors Thesis.

ANTH 5000. Honors Thesis. (4 Credits)
Honors Thesis.

ANTH 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

ANTH 5370. Washington Semester. (1-20 Credits)
Washington Semester.

ANTH 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

ANTH 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

ANTH 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.

ANTH 6010. Quantitative Methods in ANTH. (3 Credits)
An introduction to mathematical methods relevant to anthropology.

ANTH 6020. The Neandertal Enigma. (3 Credits)
The Neandertals are the best-understood group of non-modern fossil hominids, having been known to science since 1856. Yet even today they inspire many provocative questions. Who were the Neandertals? How were they different from us? Did they have language? How and why did they disappear? Were they our ancestors, or did our ancestors out compete them? And if the Neandertals were not our ancestors, then who were? These are some of the questions we will explore in this class on the classic covenen.”

ANTH 6050. North American Indians. (3 Credits)
Native North American cultures from the time of European contact to the 20th century. Cultural variation from the Arctic to northern Mexico and the adjustments to modern life.

ANTH 6060. South American Indians. (3 Credits)
Ethnology of the indigenous peoples of lowland South America and adjacent southern Central America. The course examines cultural developments from prehistory to the present. Models for the classification of indigenous cultures, societies, and languages are critically reviewed.

ANTH 6090. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6091. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6092. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.
ANTH 6093. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6094. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6095. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6096. Selected Cultural Systems. (3,4 Credits)
Selected Cultural Systems.

ANTH 6097. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 6100. South American Archaeology. (3 Credits)
Survey of South American archaeology with primary focus on the Andean area. Overview of culture history from the Paleolithic period through the Spanish conquest.

ANTH 6120. Anth of Sex & Reproductn. (3 Credits)
An exploration of the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Current issues, such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, will be examined from within an evolutionary framework and/or using a cross-cultural approach.

ANTH 6130. Southeast Us Prehistory. (3 Credits)
Survey of the various problems of archaeology of the Southeastern United States.

ANTH 6140. Primate Behavior Biology. (3 Credits)
This course will familiarize students with the Order Primates, with an emphasis on the rules of and constraints on nonhuman primate social structure.

ANTH 6210. Devel of Anth Theory. (3 Credits)
Origin and development of anthropology since the Renaissance.

ANTH 6220. Material Culture. (3 Credits)
This course considers how objects embody social relationships and cultural meanings from a variety of perspectives. The major goal of the course is to enhance our understanding of the diversity of people's engagement with the material world to shape social relations. This course is also an attempt to re-connect sub-disciplines of anthropology (socio-cultural anthropology, archaeology, physical anthropology, and linguistics) and to build a general anthropology of material culture. The course is also relevant to students in related disciplines such as art history.

ANTH 6230. Archaeological Theory. (3 Credits)
An introduction to theoretical basis of modern archaeology. The implications of theory for excavation, analysis, and interpretation.

ANTH 6240. Tech Analysis For Archaeology. (3 Credits)
A survey of scientific analytic techniques that have been adapted for application to common archaeological problems such as site discovery, dating, site formation processes, artifact source and function, and subsistence and diet. Examination of methodological literature and case studies.

ANTH 6250. Old World Paleolithc Pre. (3 Credits)
This course offers a synthetic review of the archaeological prehistory and biological evolution of our species. The course examines topics in paleoanthropology ranging from the ancestors of australopiths to the emergence of complex hunter-gatherer societies at the end of Pleistocene.

ANTH 6260. Highland Mex Prehistory. (3 Credits)
Patterns and processes of cultural development in the highlands of central Mexico, western Mexico, and Oaxaca as known from archaeological and ethnohistorical data. Early cultures, Toltecs, Aztecs, Mixtecs, Zapotecs.

ANTH 6270. Culture & Romantic Love. (3 Credits)
Comparative study of romantic love with a focus on non-Western societies. Topics include the debate over the universality of romantic love; cultural delineations, evaluations, and expressions of passionate love, companionate love, and sexual desire; socio-cultural regulations of love, sex, marriage, and non-heterosexual intimacy; romantic love, social change, and globalization.

ANTH 6320. Social Structure. (3 Credits)
History of the development of the structural/functional paradigm in social anthropology. Diachronic versus synchronic models, statistical versus normative models, decision models, networks, psychological reductionism.

ANTH 6340. Medical Anthropology. (3 Credits)
Survey of the relationships among disease, curing, culture and environment. Topics include problems of adapting modern medicines to diverse cultures; exploitation of the social and cultural correlates of physical and mental health and disease (social epidemiology); cross-cultural variation in disease concepts, medical practices, role of patients, and mental health; health and nutritional implications of planned culture change; contributions of anthropology to health-policy decisions of development organizations.

ANTH 6350. Culture and Religion. (3 Credits)
Religions, ideas, ritual, and organization of primitive peoples; nativistic and messianic movements; function of religion in social systems.

ANTH 6385. Cultural Creolization. (3 Credits)
Overview of theory and ethnography of current and historic processes of sociocultural contact and comingling primarily in the New World African-European-Indigenous societies that result in emergent shared group identifications. The course examines how creolization allows for cultural continuity and creativity in such new social orders where a Creole language and/or identity may be formed. Admission: anthropology and linguistics majors at level of Jr. or above; graduate students; others by permission of instructor.

ANTH 6395. Cultures of NO/Fr La. (3 Credits)
This course focuses on symbolic meaning in the vernacular expressive culture or folkloric forms of community groups in New Orleans, French Louisiana, the Gulf South region and selected out migrant locations. It addresses differential identities of tribal, ethnic, regional, religious, linguistic, occupational, class and gender affiliations—and examines aesthetic forms as a primary means to do so. Some of these are largely intangible such as music and dance, ritual and festival, narrative and jokes; others are tangible or material culture to varying degrees such as the built environment (houses, boats, landscape use), crafts, costumes and cuisine. All are examined via ethnographic and historical writing, oral histories and documentary media as to how shared cultural knowledge is performed in an array of contexts. These include dancehalls, Carnival parades, second lines, work settings, festivals, neighborhood museums, sacred spaces and so on.
ANTH 6400. Language and Culture. (3 Credits)
Acquiring and using techniques of conducting linguistic field work. Investigation of one or more languages by working with native speakers. Emphasis on defining problems, developing and testing hypotheses.

ANTH 6415. Pidgins and Creoles. (3 Credits)
An overview of the world's pidgin and creole languages and a survey of the theories of their origins. Capstone in Linguistics and Anthropology.

ANTH 6420. Linguistic Field Methods. (3 Credits)
Acquiring and using techniques for conducting linguistic field work. Investigation of one or more languages by working with native speakers. Emphasis on defining problems, developing and testing hypotheses.

ANTH 6430. Archeol Culturl Landscp. (3 Credits)
Landscapes are outcomes of natural and cultural activity. Natural landscapes are formed by geological processes and climatic patterns. Cultural landscapes are shaped by the intentional and unintentional effects of human activity on the environment. The archaeological study of cultural landscapes, therefore, concerns both the social and symbolic dimensions of local and regional environments as well as anthropogenic effects on environments at local, regional, and global scales. Archaeologists interested in cultural landscapes study features such as earthen mounds, embankments, monumental architecture, ritual places and cemeteries, the built environment of human settlements, canals, ditches, fields, and signs of human impacts on natural environments. Archaeologists typically study specific sites, but the archaeological study of landscapes emphasizes the significance of specific sites within broader regional contexts. An archaeological perspective benefits the study of landscapes because archaeologists are inherently interested in the effects of both long-term trends and short-term changes on the ways that groups of people interact with each other and with their environment. In this course, emphasis is placed on selected case studies from Europe, the North Atlantic, the South Pacific, and the Americas, although selected comparative cases and examples shall also be drawn from Africa and Asia.

ANTH 6435. Diasters and Past Societies. (3 Credits)
Consideration of case studies in how past societies have prepared for or responded to disasters, critical reflection on "natural" and "cultural" forces that contribute to catastrophic events and that shape the aftermath of disasters, comparative assessment of relationships between culture and environment, and application of resilience theory and models of cultural collapse towards understanding the effects of disasters on past societies.

ANTH 6480. Human Functional Morph. (3 Credits)
This course covers the functional anatomy of the human body, with emphasis on the structure, function, evolution, and development of the musculo-skeletal and nervous systems. The principle of biological uniformitarianism is used to correlate hard tissue (i.e., teeth and bone) structure with soft tissue function, since soft tissues are only rarely recovered in archaeological or paleontological settings.

ANTH 6500. Human Evolution. (3 Credits)
An investigation into the evolution of modern Homo sapiens (italics) over the last ten million years. Emphasis will be placed on the fossil record of human and nonhuman primates, the role of changing environments, and migration patterns. Models from technologically simple cultures and modern nonhuman primates will be included in the consideration of developing social organizations.

ANTH 6510. Ethnicity, Nationalism. (3 Credits)
Theoretical and ethnographic examinations of race, ethnicity, and nationalism. Topics also include multiculturalism, globalization, and diasporas.

ANTH 6520. Ethnographic Methods. (3 Credits)
Theory and techniques involved in collecting, analyzing, and reporting ethnographic data. Validity, reliability, and precision of participant observation; probes and free lists; sampling frames and types of samples appropriate to the unit of analysis; surveys and questionnaires; selection of key informants; interdisciplinary methods; research design. Consideration of ethical issues, potential conflicts of interest, and university review board procedures and policies. Classroom exercises and field projects.

ANTH 6700. Spoken Nahuatl. (3 Credits)
The essentials of Nahuatl phonology, morphology, and syntax. Conversational practice and laboratory sessions along with emphasis on linguistic analysis of the language.

ANTH 6710. Hist Ecology of Amazonia. (3 Credits)
Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

ANTH 6720. Spoken Yoruba. (3 Credits)
This course provides an introduction to the Yoruba language. Emphasis on grammar and vocabulary development, listening, speaking, reading, and writing skills. Practice in oral discussion will be enhanced by weekly dramatical presentations, poetry recitals, and story-telling.

ANTH 6745. Bioarchaeology of Mummies. (3 Credits)
Mummified human remains open a fragile window into the past. They provide unique information about the physical characteristics, health and diet of ancient peoples, as well as information on cultural modification of the body (head shaping, piercing, tattooing, hair styles), funerary practices, and cultural concepts of death and the afterlife. Mummies can be investigated from various perspectives (textual, iconographic, biomedical, ethnographical, archaeological), but are studied most effectively using a multidisciplinary approach involving archaeologists, biological anthropologists, conservators, and specialists in medical imaging, paleogenetics and geochemistry. Bioarchaeology, the application of biological anthropology to archaeological research questions, is a term commonly used today to describe this multidisciplinary approach to studying the dead. This course will examine preserved human bodies from around the world, with an emphasis on scientific studies that seek to reconstruct their life histories and postmortem treatment.

ANTH 6800. Spoken Yucatecan Maya. (3 Credits)
The essentials of Yucatecan Maya phonology, morphology, and syntax. Oral/aural exercises and conversational practice with a native speaker.

ANTH 6810. Int Mayan Hieroglyphics. (3 Credits)
A survey of present knowledge about the nature of the pre-Columbian Maya writing system, including calendrical notation, astronomical calculations, the structure and content of phoneticism, and its relationship to other Mesoamerican writing systems.
ANTH 6820. Classical Yucatecan Maya. (3 Credits)
Morphology and syntax of Classical Yucatecan Maya. Palaeography and translation of Colonial Maya documents representing the following genres: land surveys and transfers, wills, official complaints, divinatory and/or prophetic texts.

ANTH 6840. Beginning Kaqchikel Lang. (3 Credits)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.

ANTH 6845. Beginning K’iche’ Language. (3 Credits)
K’iche’ is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

ANTH 6850. Intermediate K’iche’ Language. (3 Credits)
K’iche’ is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

ANTH 6855. Advanced K’iche’ Language. (3 Credits)
K’iche’ is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

ANTH 6860. Intro to K’iche’ Culture. (3 Credits)
This course in an introduction to K’iche’ (Maya) culture for students participating in the Mayan Language Institute realized in Guatemala in the municipalities of Antigua and Nahualá. The course will cover basic issues in K’iche’ culture and society and present hands-on workshops dealing with specific aspects of the culture. Topics will include kinship patterns and relationships, social interactions, gender roles, religious practices, arts and crafts, and economic structures. Students will have direct experience learning about K’iche’ cuisine, milpa agriculture, weaving, religious ceremonies, calendrical practices, and ceremonial and ritual observances. In addition, students will study examples of contemporary art, music, and literature, including the work of K’iche’ poets such as Humberto Ak’abal and Pablo Garcia.

ANTH 6870. Kaqchikel Maya Culture. (3 Credits)
Contemporary culture practices of the Kaqchikel in four communities of Guatemala will be examined as exemplary of the processes of cultural revitalization, integration into national and local political arenas, participation in world markets, and interaction with world religions. Culture practitioners will participate as facilitators and guest speakers.

ANTH 6880. Writing Intensive: ANTH 6093. (1 Credit)
Writing Intensive.

ANTH 6881. Writing Intensive: ANTH 6090. (1 Credit)
Writing Intensive.

ANTH 6882. Writing Intensive: ANTH 6120. (1 Credit)
Writing Intensive.

ANTH 6883. Writing Intensive: ANTH 6270. (1 Credit)
Writing Intensive.

ANTH 6884. Writing Intensive: ANTH 6430. (1 Credit)
Writing Intensive.

ANTH 6885. Writing Intensive: ANTH 6500. (1 Credit)
Writing Intensive.

ANTH 6886. Writing Intensive: ANTH 6096. (1 Credit)
Writing Intensive.

ANTH 6890. Service Learning: ANTH 6097. (1 Credit)
Service Learning.

ANTH 7010. Readings. (3 Credits)
Readings.

ANTH 7020. Readings. (3 Credits)

ANTH 7031. Special Readings. (1-3 Credits)

ANTH 7032. Special Readings. (1-3 Credits)

ANTH 7033. Special Readings. (1-3 Credits)

ANTH 7040. Special Readings. (1-3 Credits)
Special Readings.

ANTH 7041. Special Readings. (1-3 Credits)
Special Readings.

ANTH 7042. Special Readings. (1-3 Credits)
Special Readings.

ANTH 7043. Special Readings. (1-3 Credits)
Special Readings.

ANTH 7090. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7091. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7092. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7093. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7094. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7095. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7096. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7097. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7098. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.

ANTH 7099. Selected Cultural Systems. (3 Credits)
Selected Cultural Systems.
ANTH 7110. Cultrs Sub-Saharan Africa. (3 Credits)
A survey of the cultures of sub-Saharan Africa from the time of European contact to the present. A detailed study of selected African cultures, identifying, and explaining cultural diversity and unity of African cultures, and comparing African cultures with cultures of other geographic areas. Inequality, development, the family, gender roles, kinship systems, and world view are considered.

ANTH 7120. Conquest & Colonialism. (3 Credits)
Comparative and global perspectives on the archaeology of culture contact and colonialism.

ANTH 7130. North American Prehistory. (3 Credits)
A survey of the archaeology of Canada and the United States from the appearance of man in the New World to the arrival of the Europeans.

ANTH 7150. Prehistory of Africa. (3 Credits)
Survey of African prehistory from the earliest tool-makers (Olduvai Gorge, etc.) to protohistoric times. Emphasis on Africa south of the Sahara for later prehistory. Africa's role in human origins, development and spread of food-producing economies, the African Iron Age, early contacts with Arabic and European peoples.

ANTH 7170. Seminar In Archaeology. (3 Credits)
Graduate seminar on selected topics of contemporary interest and emphasis in anthropological archaeology. Offered irregularly. Seminar topics identified by archaeology faculty members.

ANTH 7180. Adv Middle Ameriean Arch. (3 Credits)
Graduate seminar on selected topics of contemporary interest and emphasis in Middle American archaeology. Offered irregularly. Seminar topics identified by archaeology faculty members.

ANTH 7190. Economic Anthropology. (3 Credits)
The study of economic behavior in band, tribal, and peasant societies. Emphasis on the impact of culture and environment on economic decision-making in the Third World. Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

ANTH 7230. Research Dsgn &Grant Wrt. (3 Credits)
This seminar for advanced graduate students considers strategies for designing and conducting theoretically driven research in anthropology, and it considers the principal characteristics of major paradigms and theoretical perspectives that shape anthropology in its contemporary forms. Designing research plans and making linkages between theory, strategies of inquiry, specific methodologies, and empirical datasets is both challenging and rewarding, and research design can take considerable amounts of time and effort. Crafting research proposals can also be both challenging and rewarding, especially given the need to communicate research plans to specialists in particular disciplines and proposal reviewers from fields of study and practice other than our own. Each student in this course will develop theoretical perspectives and methodological approaches that form the basis for the research she or he plans to conduct as a dissertation project. Each student will write a draft a proposal for dissertation research. Some discussion throughout the course will be devoted to professional development and to specific funding programs that support doctoral and postdoctoral research in anthropology and related fields of study.

ANTH 7250. Selected Research Topics. (3 Credits)
Selected Research Topics.

ANTH 7260. Prehist U.S. Southwest. (3 Credits)
This course looks at the development of prehistoric and early historic cultures of the U.S. Southwest. Both archaeological and early historical evidence of indigenous peoples and early explorers will be examined.

ANTH 7270. Roots of Western Civilization. (3 Credits)
Cultural history of Southwestern Asia and Europe from the Mesolithic, through the development of food production, to the beginnings of civilization. Emphasis upon the beginnings of complex societies and urban life and their early, pre-Roman development in Europe.

ANTH 7290. Linguistic Analysis. (3 Credits)
Language as a reflection of the human mind and the role of language in defining the essence of humanity. Language and the expression of social values. Emphasis on analysis of primary linguistic data. Critical examination of theories of linguistic structure.

ANTH 7300. History of Writing. (3 Credits)
This course looks at the different systems of writing which have been used in various cultures through time with attention to the materials and purpose in relation to the cultures. Orientation to and practice in decipherment are included. Finally, the issues of modern script development are introduced.

ANTH 7310. Prehistory of Languages. (3 Credits)
Historical Linguistics traces language change over time. Reconstruction through comparative method and internal paradigm examination is used to retro-project earlier stages of a language or a language family, elucidating interrelationships among languages, paths of migration, spheres of influence, and varieties of contact. Reconstructed vocabulary yields inferences about ancient homelands, social organization, and culture constructs. The processes observed in language change yield insights into human cognition and the language faculty.

ANTH 7320. Archaeology of Gender. (3 Credits)
Gender refers to the cultural norms, ideals, expectations, and rules that shape the relationships and activities of men, women, and children. People in the present and recent past have conceptualized gender in many different ways, and there is great diversity in the range of gender roles and gender relations seen in different cultures. With ethnographic and historic evidence as interpretive guides, archaeologists can offer insights into the nature of gender roles and gender relations in past societies, and into the ways that gender norms have contributed to major trends in the history and prehistory of humankind. This course is an introduction to the archaeological study of the roles of men, women, and children in past societies; the relationships among women, men, and children in past communities; and the ideologies that have legitimized and naturalized those gender roles and gender relations. Case studies covered in the course are drawn from the archaeology of the Americas, Africa, Asia, and Europe.

ANTH 7330. Anthropology of Gender. (3 Credits)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.
ANTH 7340. Dialectology. (3 Credits)
Introduction to language variation both geographically and socially. The course looks at the history and methods of dialectology as well as the ways speakers demonstrate identity through speech patterns.

ANTH 7360. Anthropology of Cities. (3 Credits)
This course focuses on anthropological approaches to cities and urban life. Topics include the cultural meanings of public space and the built environment, processes of social differentiation and class formation, the role of capital, and the emergence of social movements. The second half of the course is organized around a comparison of four ethnographic case-studies of cities outside the United States and Europe. Throughout the semester, studies will also discuss how anthropological approaches may be applied to New Orleans.

ANTH 7370. Locating Southeast Asia. (3 Credits)
This course examines contemporary Southeast Asia. As one of the most diverse regions in the world, the region confounds easy characterization. The first part of the course provides students with a broad overview of the social, cultural, and political institutions of the region with a focus on Indonesia, Thailand, the Philippines, and Vietnam. The second part turns to contemporary issues including political and economic development, religious change, and cultural constructions of identity. Readings include academic essays, short stories, and full-length ethnographies.

ANTH 7400. Language & Culture. (3 Credits)
Acquiring and using techniques of conducting linguistic field work. Investigation of one or more languages by working with native speakers. Emphasis on defining problems, developing and testing hypotheses.

ANTH 7410. Prehist East Mesoamerica. (3 Credits)
Examines the development of highly advanced cultures and societies in one of the centers of native American civilization. Although the presentation stresses archaeological data, the course considers pre-Hispanic aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 7420. Ling Approaches to Meaning. (3 Credits)
Semantics is the study of meaning in language. As humans use language they produce meaning in any number of ways: through intonation, through body language, through contextual (in)congruities, and through the linguistic structures used. Semantics tries to limit their study to the last of these, while always aware of other meaning-creating tools. In this course, we begin with the study of logic-based theories of meaning, examining propositional meanings. At each stage in this initial investigation, we will keep in mind how this carefully restricted corpus compares with situated language use. In the second part of the course, we will systematically build in context to approach an understanding of natural semantics, the way human beings mean.

ANTH 7441. Lexicography: Dictionaries. (3 Credits)
Lexicography is the making of dictionaries. Dictionaries take many forms and fulfill many functions. Dictionaries have evolved new formats; professional lexicographers share word gleaning with internet users. Dictionaries may be monolingual, di-, tri-, or multi-lingual, etymological or encyclopedic, synchronic or diachronic, prescriptive or descriptive, terminological or generic. Dictionary construction requires a number of skills which co-vary with the type of dictionary to be produced. This course provides an overview of dictionaries, their forms, formats and histories, while fostering a basic skill set for harvesting words and compiling lexicons. Dictionaries provide a cognitive map to communities of speakers, both past and present.

ANTH 7450. Meth Observatn Behav Rsh. (3 Credits)
This course focuses on the development, design, analysis, and presentation of research on behavior using observational methods. While these methods can be used on captive populations (zoo, research center) they are also appropriate for studies of free-ranging animals, including human beings. The student will be exposed to the specific challenges of observational research, and learn appropriate levels of analysis.

ANTH 7470. Many Faces of Islam. (3 Credits)
Islam is a fundamental human experience in diverse socio-historic and cultural milieux. Ethnographies of Muslim communities highlight the heterogeneity of Islamic perspectives and traditions. Focus on culturally situated Islamic practices and belief systems fosters a critical understanding of the emergent Islamic identities and their historico-cultural underpinnings.

ANTH 7510. Spec Concepts Human Paleo. (3 Credits)
The number of proposed fossil hominid/hominin species has mushroomed in recent years yet the recognition of species in the human fossil record remains a daunting task. However, in order to reconstruct the phylogenetic (ancestor-descendent) relationships among humans, our ancestors, and close collateral relatives, we must group hominin fossils into meaningful taxonomic categories, ones that likely reflect truly monophyletic (shared common ancestor) descent patterns. This course explores different evolutionary species concepts and their applicability to human paleontology. Current approaches to the reconstruction of phylogenetic relationships are then discussed, and the taxonomic status of hominin species is assessed.

ANTH 7535. Native Amer Lang and Ling. (3 Credits)
This course will explore the richness of the linguistic diversity still preserved in the Native American languages of this hemisphere. Two thirds of the Native American languages spoken at time of European immigration have perished. Today even languages with large communities of fluent speakers face heavy assimilatory pressures.

ANTH 7550. Environmental Archaeology. (3 Credits)
This course examines the fundamentally important relationship between human behavior and environmental change in the past. It looks at both the ways in which humans have responded to their environmental circumstances and the ways in which human activities have influenced environmental conditions at various scales. The course explores methods for learning about environmental conditions in the past and the nature of human interaction with the environment. The course also presents basic information on some particularly important topics concerning past human/environment interactions, including (1) causes of global climate change, (2) human roles in Pleistocene megaflora, (3) post-Pleistocene adaptation, (4) the origins of agriculture and animal domestication, (5) agricultural landscape modification and environmental over-exploitation, and (6) Holocene changes in human health, including the origins of modern disease epidemics.

ANTH 7570. Intermed Kaqchikel Lang. (3 Credits)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.
ANTH 7580. Adv Kaqchikel Lang. (3 Credits)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.

ANTH 7590. Syntactic Theory. (3 Credits)
Introduction of transformational generative syntax, with examples from selected areas of English grammar. Formal models in grammatical description. Emphasis on the logic of linguistic argumentation.

ANTH 7610. Ceramic Analysis. (3 Credits)
A laboratory course dealing with the descriptive analysis of archaeological ceramics. Introduction to aspects of ceramic technology, classification, description, and the use of ceramics in archaeological research. Emphasis will be on practical methods and techniques for analyzing, describing, reporting, and graphically representing ceramic artifacts.

ANTH 7620. Lithic Analysis. (3 Credits)
A laboratory course dealing with the technological analysis of lithic artifacts. Introduction to fracture mechanics and flint napping, debitage analysis and classification. Application of principles and methods of technological classification, description, and graphical representation to archaeological specimens and modern replicates.

ANTH 7630. Linguistic Phonetics. (3 Credits)
The course offers an overview of articulatory and acoustic phonetics with emphasis on matching acoustic cues closely with the articulatory gestures. The first part of the course will study the articulatory and acoustic cues to range of English and non-English speech sounds with information about the normal range of variation. The second part will focus on collecting and interpreting acoustic data, and using such data as evidence to solve phonological problems in normal and pathological speech.

ANTH 7640. Phonology. (3 Credits)
This course provides an introduction to phonological analysis and theory, with strong emphasis on description and analysis of data from a wide variety of languages. Major issues to be addressed include universal principles of human phonological systems, language-specific variation, constraints on representation of rules, the relationship of phonology to morphological and syntactic components of the grammar, and the historical underpinnings of current theoretical models.

ANTH 7650. Morphology. (3 Credits)
This course provides an introduction to prosodic and non-prosodic morphology with emphasis on data analysis and argumentation. With data from a variety of languages, the first part of the course will examine non-prosodic morphological processes to highlight the typology of word structure across languages. The second part will examine morphological processes conditioned by prosody, and consider the various frameworks for analyzing the data; eventually, the course will work toward a formal model like that of McCarthy and Prince’s “Theory of Prosodic Morphology”. The main objectives of the course are: (1) to learn to analyze morphological data; (2) to learn to compare alternative analyses for a given set of data and to find evidence to choose between the alternative, and (3) to learn to present linguistic analysis and argumentation in a coherent essay.

ANTH 7660. Discourse Analysis. (3 Credits)
Study of written and spoken texts from a variety of languages and language use contexts. Focus on structural aspects of language (noun phrase construction and anaphora, topicalization, focus constructions, word order, deictics, and definite reference) as they relate to the situated use of language.

ANTH 7670. Language & Acquisition. (3 Credits)
This course provides an introduction to issues such as the genetic basis of language ability and acquisition; neurological aspects of linguistic knowledge; first language acquisition; childhood bilingualism; language acquisition in special populations (deaf children, blind children, children with mental retardation, children with autism and children with specific language impairment). Emphasis will be on child language data collection, description, and analysis.

ANTH 7680. Language and Power. (3 Credits)
Exploration of the ways that language indexes, reflects, and constructs power. Cross-cultural study of the interrelationship of social ascriptions, attitudes toward groups and their members, and the speech patterns of in-group/out-group members. Examination of the manipulation of power and its linguistic correlates in the domains of medicine, the media, education, and the law. Effects of language policy, especially officialization and standardization, on speakers of minority languages or codes.

ANTH 7690. Language and Gender. (3 Credits)
An exploration of the structures of language, phonological, morphological, syntactic, semantic, and pragmatic, as they index, inter-relate with, and construct gender identities cross-culturally.

ANTH 7700. Ecological Anthropology. (3 Credits)
Critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. Examines the historical emergence of ecological paradigms in anthropology. Compares the modern contributions of cultural ecology, evolutionary ecology, ethnecology, and historical ecology. Evaluates potential contributions of ecological anthropology to general ecology.

ANTH 7720. Bioanthro Modern Humans. (3 Credits)
Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man. Major adaptive problems facing the human species are discussed and implications for the future explored.

ANTH 7730. Forensic Anthropology. (3 Credits)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.
ANTH 7735. Bioarcheol of Human Sacrifice. (3 Credits)
This course will examine the literary, archaeological, and skeletal evidence of human sacrifice in past societies. It will critically review written accounts and physical evidence of the offering of human lives in ritual contexts, with a focus on archaeological sites that show convincing evidence of such activities. Case studies will be used to explore the question of why human lives were offered in particular places and times, while critically evaluating the evidence used to document and interpret such practices.

ANTH 7750. Human Paleopathology. (3 Credits)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 7780. Language Death. (3 Credits)
Every fortnight a human language dies. Half the languages spoken in the Western Hemisphere at the turn of the 19th century have died. This course examines the forces that lead to language death, strategies that speakers whose linguistic heritage is endangered may deploy to revitalize their languages, and tools that linguists have used to preserve the knowledges of human speech communities.

ANTH 7850. The Four-Field Model. (3 Credits)
Philosophical underpinnings of general anthropology. Epistemological ramifications of four anthropological fields (subdisciplines) as complete coverage of the subject matter. Contingency vs. rationale in the amalgamation of the four fields, as distinctive and definitive of the holistic study of Homosapiens. Initial development of the model in the British Isles; institutionalization in 20th century North America. Connections to study of natives of the New World and salvage ethnography. Growth and specialization in subdisciplines. Debates over the logic and practicality in continuing cohesion of the model.

ANTH 7888. Writing Intensive: ANTH 7630. (1 Credit)
Writing Intensive.

ANTH 7890. Service Learning:. (1 Credit)
Service Learning.

ANTH 7930. Languages of Louisiana. (3 Credits)
Examines the current and historical linguistic situation in Louisiana, from indigenous languages spoken at the time of contact with Europeans to the present. Covers basic features of the languages as well as their social settings. Students will further conduct independent field research projects, alone or in small groups, focusing on languages spoken in southern Louisiana, in particular in the city of New Orleans.

ANTH 7950. Special Projects. (3 Credits)
Special Projects.

ANTH 7960. Special Projects. (3 Credits)
Special Projects.

ANTH 7961. Special Projects. (3 Credits)
Special Projects.

ANTH 9980. Masters Research. (0 Credits)
Masters Research.

ANTH 9990. Dissertation Research. (0 Credits)
Dissertation Research.
ARBC 3250. Arab Modern Culture. (3 Credits)
Intensive language and culture training and a “hands on” learning experience. May combine academic instruction on Contemporary Arab social and cultural issues with community service focusing on critical, reflective thinking and personal and civic responsibility. Prerequisite or Co-requisite: ARBC 3150.

ARBC 3300. Arabic Intl Rela & Diplomacy. (3 Credits)
Introduction to vocabulary and topics related to contemporary politics, foreign service, international relations and diplomacy through Arabic media. Lexical knowledge and structures related to the topics above through authentic materials, including broadcast media. Pre-requisites: ARBC 3150.

ARBC 3890. Service Learning: ARBC 3010. (1 Credit)
Service learning.

ARBC 4910. Independent Study. (1-4 Credits)
Independent Study in Arabic.

ARBC 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

ARBC 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

Arch - Design (DESG)

DESG 1005. Fund. of Design & Making. (4 Credits)
Introduction to the fundamentals of iterative design process. Students will analyze design problems at three scales; human scale, building scale and urban scale and will synthesize creative solutions through two and three-dimensional medium in the intimate student learning environment.

DESG 1105. Intro Design/Creative Thinking. (3 Credits)

Arch - Preservation Studies (PRST)

PRST 6210. Intro Preservation Studies. (3 Credits)
Through this course, the history of the preservation movement in the Americas will be studied to understand the theoretical, ethical, and philosophical concepts and ideas that will render the physical activity of restoration valid. Values and attitudes of the various cultural groups and settings in the Americas will be reviewed. The role played by preservation philosophies and theories of European and Oriental context will be studied.

PRST 6220. Preservation Technology. (3 Credits)
This course will study the highly complex construction methods and systems ranging from traditional rammed earth systems, sun dried bricks, fired bricks, stone and wood, to the new materials developed since the industrial revolution (i.e., iron and steel, reinforced concrete, petrochemical based materials). Understanding the process of procuring construction materials and production, will allow the student to understand the process of deterioration which eventually leads to the need of understanding Preservation Technology.
PRST 6830. GIS for Historic Preservation. (1 Credit)

PRST 6850. Preservation Internship. (1-3 Credits)
A sixty hour internship with an approved preservation agency such as the Preservation Resource Center of New Orleans, the South Eastern Architecture Archive at Tulane, the NEW Orleans Historic District Landmarks Commission, the Vieux Carre Commission, the Historic New Orleans Collection or some similar entity will provide the student with hands on experience, research opportunities, archival work, public service and heritage education opportunities. The internship can be performed at anytime during the course of academic studies. It will require a contract that defines the activities of the internship and a letter of successful completion from the Director of the chosen agency. The internship will be coordinated by the Director of the Preservation Studies Program and an adviser.

PRST 6900. Preservation Practicum. (6 Credits)
The Practicum for the Master of Preservation Studies program is an alternative option to the Thesis requirement an important part of the MPS course of study. The Practicum is expected to be a concentrated and valuable work experience that the student chooses that must relate to the field of historic preservation. Its accomplishment must entail 480 hours (three months, full-time) unpaid work with an organization. There is wide scope with regard to the possible organizations and locations for students to pursue their practicum experience. With prior approval, students may receive a small stipend or honorarium. Organization of the Practicum experience is the student’s responsibility and must be done in cooperation with the organization that invites your participation and your advisor.

PRST 6920. Preservation Thesis. (6 Credits)
The Thesis for the MSP program is a major course within the MPS program since it calls upon most of what a student has learned during his or her graduate school experience. There is wide scope with regard to possible topic choices and the location of a thesis subject can be anywhere, although if your thesis is site-specific you must have some first hand knowledge of the place by the end of the preceding semester. The thesis topic must relate to the field of historic preservation and its contents should be based mostly on primary research.

PRST 9980. Thesis Research. (0 Credits)

Architecture (ARCH)

ARCH 1001. Tactile Design in Architecture. (3 Credits)
At the root of the architecture discipline is the study of design. In this two-week course, students will focus on analog techniques of design utilizing hand drawing, mixed media exploration, and physical model making. The course will allow students to embrace the tactile facets of the creative process as a foundation of Architecture and its allied fields. You will explore the city of New Orleans with your sketchbook, experiencing the spatial, environmental, and cultural context of New Orleans, while creating beautiful work that will be digitally archived for your professional portfolio.

ARCH 1002. ARCH 1002. (3 Credits)
This two-week course will focus on visual and spatial communication through digital media. Students will learn the Adobe Creative Suite (Photoshop, Illustrator, InDesign) as well as 3d modeling software to express their design ideas. We will explore the realms of digital design, representation, and production as a means of communicating information in a visual and compelling way. Students will have the opportunity to create within our digital laboratory that includes laser cutters, 3d printers, a CNC router, and 3d scanner. You will work with innovative digital tools to compile a portfolio of work that is lively, relevant and professional.

ARCH 1011. Architecture Studio. (6 Credits)
ARCH 1012. Architecture Studio. (6 Credits)
ARCH 1110. Intro to Architecture. (3 Credits)
ARCH 1121. Hist/Theory of Arch & Urb I. (3 Credits)
ARCH 1940. Transfer Coursework. (0 Credits)
ARCH 2021. Architecture Studio. (6 Credits)
ARCH 2022. Architecture Studio. (6 Credits)
ARCH 2122. Hist/Theory of Arch & Urb II. (3 Credits)
ARCH 2211. Site Strategies. (3 Credits)
ARCH 2212. Materials and Methods. (3 Credits)
ARCH 2213. Building, Climate, Comfort. (4 Credits)
ARCH 2223. Building, Climate, Comfort Lab. (0 Credits)
ARCH 2311. Digital Media. (3 Credits)
ARCH 2322. Digital Media Workshop I. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

ARCH 2327. Intro to Spatial Painting. (3 Credits)
ARCH 2710. The City I. (3 Credits)
ARCH 2720. The City II. (3 Credits)
ARCH 2882. Writing Intensive: ARCH 2122. (1 Credit)
ARCH 2890. Service Learning: ARCH 2710. (1 Credit)
ARCH 2892. Service Learning: ARCH 2122. (1 Credit)
Service learning component for ARCH 2022, Architecture Studio.

ARCH 2940. Transfer Coursework. (0 Credits)
ARCH 3011. Architecture Studio. (6 Credits)
ARCH 3031. Architecture Studio. (6 Credits)
ARCH 3032. Architecture Studio. (6 Credits)
ARCH 3214. Structural Systems. (4 Credits)
ARCH 3215. Integrated Building Systems. (4 Credits)
ARCH 3239. Space Arch/Walking Cities/Fut.. (3 Credits)

ARCH 3331. Digital Media Workshop II. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.
ARCH 3332. Digital Media Workshop III. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year design studio course.

ARCH 3335. Computational Design. (3 Credits)
ARCH 3351. Digital Fabrication. (3 Credits)
ARCH 3360. Cinematic Architecture. (3 Credits)
ARCH 3363. Theories In Digital Media. (3 Credits)
ARCH 3511. Professional Concerns I. (3 Credits)
ARCH 3525. Making Cities: Intro Real Est. (3 Credits)
ARCH 3530. Ethics, Efficacy & Arch. (3 Credits)
ARCH 3620. CONTEXT: Dsgn & Existing Bldgs. (3 Credits)
ARCH 3630. Housing and the City. (3 Credits)
ARCH 3640. Contemporary Swiss Arch. (3 Credits)
ARCH 3644. Philosophies of Architecture. (3 Credits)
ARCH 3731. Urban Geograph & NO Case Study. (3 Credits)
ARCH 3742. Design in Public Interest. (3 Credits)
ARCH 3764. NOLA Geography for Architects. (3 Credits)
ARCH 3771. Urban Planning in Lat. America. (3 Credits)
ARCH 3880. Writing Intensive: ARCH 3731. (1 Credit)
ARCH 3890. Service Learning: ARCH 3031. (1 Credit)
ARCH 3940. Independent Study. (1-6 Credits)
ARCH 3950. Special Topics. (3 Credits)
ARCH 3980. Thesis Preparation. (3 Credits)
ARCH 3990. Thesis Studio. (6 Credits)
ARCH 4041. Advanced Studio Elective. (6 Credits)
ARCH 4042. Advanced Studio Elective. (6 Credits)
ARCH 4252. Urbanbuild Technology. (3 Credits)
ARCH 4253. Advanced Tech Fabrication. (3 Credits)
ARCH 4335. Computational Design. (3 Credits)
ARCH 4345. The Architecture of Drawing. (3 Credits)
ARCH 4347. Spatial Painting. (3 Credits)
ARCH 4352. Advanced Digital Fabrication. (3 Credits)
ARCH 4512. Professional Concerns II. (3 Credits)
ARCH 4550. Career Development Lab. (1 Credit)
ARCH 4552. Urbanbuild Professionalism. (3 Credits)
ARCH 4560. Architecture Internship. (3 Credits)
ARCH 4570. Architecture CPS Internship. (3 Credits)
ARCH 4610. Sectional Strategies. (3 Credits)
ARCH 4891. Service Learning: ARCH 4041. (1 Credit)
ARCH 4892. Service Learning: ARCH 4042. (1 Credit)
ARCH 4905. Teaching Practicum. (1-6 Credits)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a teaching assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration.

ARCH 4910. Independent Study. (1-6 Credits)
ARCH 4915. Research Practicum. (1-6 Credits)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a research assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration.

ARCH 4920. Independent Study Abroad. (1-6 Credits)
ARCH 4930. Special Topics. (3 Credits)
ARCH 4940. Transfer Coursework. (0 Credits)
ARCH 4950. Special Topics. (3 Credits)
ARCH 5051. Advanced Studio Elective. (6 Credits)
ARCH 5380. Junior Year Abroad. (1-20 Credits)
ARCH 5390. Junior Year Abroad. (1-20 Credits)
ARCH 5580. Architecture Preceptorship. (6 Credits)
ARCH 5891. Service Learning: ARCH 5051. (1 Credit)
ARCH 5940. Transfer Coursework. (0 Credits)
ARCH 5980. Thesis Preparation. (3 Credits)
ARCH 5990. Thesis Studio. (6 Credits)
ARCH 6011. Architecture Studio. (6 Credits)
ARCH 6012. Architecture Studio. (6 Credits)
ARCH 6021. Architecture Studio. (6 Credits)
ARCH 6022. Architecture Studio. (6 Credits)
ARCH 6032. Architecture Studio. (6 Credits)
ARCH 6041. Advanced Studio Elective. (6 Credits)
ARCH 6042. Advanced Studio Elective. (6 Credits)
ARCH 6051. Advanced Studio Elective. (6 Credits)
Advanced level graduate studio design courses, characterized by architectural problems of varying scale and complexity, require solutions that are thorough in their conception, development, and execution. Approximately 4-8 studio sections are offered each semester, each with a unique focus as determined by individual faculty teaching these studios. These various sections offer a range of topics and projects which explore a variety of architectural issues and areas of research. Examples include: aesthetic, cultural, and symbolic issues, housing, community design, urban design, historic preservation, and design/build. Students choose elective studios that suit their interests, needs, and goals, in order to focus their studies while gaining experience within a broader cultural and disciplinary field. This concentration develops areas of expertise beneficial to future professional growth.
ARCH 6052. Advanced Studio Elective. (6 Credits)
Advanced level graduate studio design courses, characterized by architectural problems of varying scale and complexity, require solutions that are thorough in their conception, development, and execution. Approximately 4-8 studio sections are offered each semester, each with a unique focus as determined by individual faculty teaching these studios. These various sections offer a range of topics and projects which explore a variety of architectural issues and areas of research. Examples include: aesthetic, cultural, and symbolic issues, housing, community design, urban design, historic preservation, and design/build. Students choose elective studios that suit their interests, needs, and goals, in order to focus their studies while gaining experience within a broader cultural and disciplinary field. This concentration develops areas of expertise beneficial to future professional growth.

ARCH 6110. Intro to Architecture. (3 Credits)
ARCH 6121. Hist/Theory of Arch & Urb I. (3 Credits)
ARCH 6122. Hist/Theory of Arch & Urb II. (3 Credits)
ARCH 6130. Architectural Research Methods. (3 Credits)
This course introduces students to various research paradigms to engage and produce architectural scholarship. Architectural Research Methods will include weekly readings and written responses, a literature review of relevant texts, and a proposal for a research topic. Students will develop skills necessary to support their work in research-based Options Studios and other courses with expectations for scholarly outcomes.

ARCH 6211. Site Strategies. (3 Credits)
ARCH 6212. Materials and Methods. (3 Credits)
ARCH 6213. Building, Climate, Comfort. (4 Credits)
ARCH 6214. Structural Systems. (4 Credits)
ARCH 6215. Integrated Building Systems. (4 Credits)
ARCH 6223. Building, Climate, Comfort Lab. (0 Credits)
ARCH 6239. Space Arch/Walking Cities/Fut... (3 Credits)
ARCH 6252. Urbanbuild Technology. (3 Credits)
ARCH 6253. Advanced Tech Fabrication. (3 Credits)
ARCH 6311. Digital Media. (3 Credits)
ARCH 6322. Digital Media Workshop I. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

ARCH 6327. Intro to Spatial Painting. (3 Credits)
ARCH 6331. Digital Media Workshop II. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

ARCH 6332. Digital Media Workshop III. (1 Credit)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year design studio course.

ARCH 6335. Computational Design. (3 Credits)
ARCH 6341. Drawing and Analysis. (3 Credits)
ARCH 6345. The Architecture of Drawing. (3 Credits)
ARCH 6347. Spatial Painting. (3 Credits)
ARCH 6351. Digital Fabrication. (3 Credits)
ARCH 6352. Advanced Digital Fabrication. (3 Credits)
ARCH 6360. Cinematic Architecture. (3 Credits)
ARCH 6363. Theories In Digital Media. (3 Credits)
ARCH 6511. Professional Concerns I. (3 Credits)
ARCH 6512. Professional Concerns II. (3 Credits)
ARCH 6530. Ethics, Efficacy & Arch. (3 Credits)
ARCH 6550. Career Development Lab. (1 Credit)
ARCH 6552. Urbanbuild Professionalism. (3 Credits)
ARCH 6560. Architecture Internship. (3 Credits)
ARCH 6580. Architecture Preceptorship. (6 Credits)
ARCH 6610. Sectional Strategies. (3 Credits)
ARCH 6620. CONTEXT: Dsgn & Existing Bldgs. (3 Credits)
ARCH 6630. Housing and the City. (3 Credits)
ARCH 6640. Contemporary Swiss Arch. (3 Credits)
ARCH 6644. Philosophies of Architecture. (3 Credits)
ARCH 6731. Urban Geograph & NO Case Study. (3 Credits)
ARCH 6742. Design in Public Interest. (3 Credits)
ARCH 6764. NOLA Geography for Architects. (3 Credits)
ARCH 6771. Urban Planning in Lat. America. (3 Credits)
ARCH 6905. Teaching Practicum. (1-6 Credits)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a teaching assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration.

ARCH 6910. Independent Study. (1-6 Credits)
ARCH 6915. Research Practicum. (1-6 Credits)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a research assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration.

ARCH 6920. Independent Study Abroad. (1-6 Credits)
ARCH 6930. Special Topics. (3 Credits)
ARCH 6940. Transfer Coursework. (0 Credits)
ARCH 6950. Special Topics. (3 Credits)
ARCH 6980. Thesis Preparation. (3 Credits)
ARCH 6990. Thesis Studio. (6 Credits)
Architecture (PAAR)

PAAR 2600. Old & Green Restoration. (3 Credits)
The purpose of this class is to provide an introduction on where Historic Preservation and Environmental Conservation overlap in practice and theory. Topics include sustainability, preservation and environmental planning, rural preservation, easements and transfer of development rights, Smart Growth, adaptive reuse, green building, heritage eco-tourism, historic places and global climate change, and interior environmental health.

PAAR 2910. Special Topics. (3 Credits)
Special topics in architecture.

Art History (ARHS)

ARHS 1010. Art Survey I: Prehist-Mid Ages. (3 Credits)
An introduction to the history of painting, sculpture and architecture from the Old Stone Age through the ancient Mediterranean world to the end of the medieval period in Western Europe. Considers issues including technique, style, iconography, patronage, historical context, and art theory.

ARHS 1020. Art Sur II: Renais to Present. (3 Credits)
An introduction to the history of Western European and American painting, sculpture and architecture from the Renaissance through the baroque, rococo, and early modern periods to the late 20th century. Considers issues including technique, style, iconography, patronage, historical context, and art theory.

ARHS 1290. Semester Abroad. (1-20 Credits)

ARHS 2910. Spec Topics Hist of Art. (3 Credits)
Special topics in the history of art. Subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes.

ARHS 3111. Tombs & Temples Prior to 1300. (3 Credits)
"An introduction to the art, architecture and visual culture of China, Korea and Japan from the beginnings to about 1200 CE. The course considers technique, iconography and style and will approach art works in theoretical contexts such as social functions and aesthetic discourses of art."

ARHS 3112. Monks & Merchants after 1100. (3 Credits)
"An introduction to the art, architecture and visual culture of China, Korea and Japan from about 1100 CE. The course considers technique, iconography and style and will approach art works in theoretical contexts such as social functions and aesthetic discourses of art."

ARHS 3200. Early Christ/Byzant Art. (3 Credits)
A survey of art and architecture in the Mediterranean from the third through the fourteenth centuries, with a focus on the rise of Christian art in the late Roman world and the art of the Byzantine state.

ARHS 3210. Art & Experence Mdl Ages. (3 Credits)
A survey in which both modern and historical categories of experience are used to understand the art of the Middle ages, especially as it manifested itself in the most characteristic of all medieval forms, the church. Along a chronological and geographical trajectory from Early Christian Rome to Gothic Paris this course will move through topics such as memory, poetry, pilgrimage, the body, gesture, devotion, narrative and liturgy.

ARHS 3220. Romanesque & Gothic Art. (3 Credits)
This course will examine painting, sculpture, architecture, mosaics, tapestries, metalwork, ivories, and stained glass windows of the late Middle Ages in Europe. Through weekly readings and discussions will also explore themes such as religion, women, the Classical tradition, and cross-cultural contact. Various critical and theoretical approaches to art history will be considered.

ARHS 3230. Visual Cult G.A. Spain. (3 Credits)
This course will study the cultural role of images, largely painting, in Spain during the period 1500-1700. Topics to be explored include: the pictorial use of mythological themes in the projection of imperial power, the importance of portraiture in the legitimation of the Spanish monarchy, the art market and the social status of the artist. While painting will be our main focus, we will examine other visual documents such as maps and read literary works that illuminate the functions of images in the period.

ARHS 3360. Renaissance Courts. (3 Credits)
This class is an introduction to the art of Italy and southern Europe between about 1300 and 1700. It will provide a first overview and survey of Italian Renaissance art. It is intended for undergraduates, and no prior knowledge of the historical period is expected. The class is organized chronologically, and spans the period from 1300 to around 1550. Each class is also organized around either a particular maker (Giotto or Leonardo, for instance), a particular place (Venice, Rome, small courts like Rimini or Mantua), or a larger theoretical issue such as the relations of art and power or the role of erotic art in early-modern culture.

ARHS 3380. Italian Renaissance Art. (3 Credits)
This course surveys the visual and material culture of the Baroque world, roughly the period 1575-1750, considering the diverse locales, styles and objects of Baroque artistic production, as related to early modern notions of theatricality. The course is composed of two acts. First, we will investigate the visual culture of several key cities (Rome, Antwerp, Madrid, Mexico City, Munich and Versailles). In the second half of the course will focus on diverse spaces of baroque theatricality (churches, theaters, palaces, civic spaces and the art collection itself). Through these case studies, the course aims to explore how the local economic, religious, political and social contexts for artistic production interact with global networks of exchange and the performance of individual and national artistic identity.

ARHS 3410. Theaters of the Baroque. (3 Credits)
This course explores the artistic production of the Low Countries, Germany and France in the fifteenth and sixteenth centuries, including painting sculpture, manuscripts, metalwork, tapestries and printmaking. The course will focus on a range of topics, including: technical and iconographic innovations in artistic production, art's devotional function, the changing market for art in this period as well as the early impact of the Reformation on the visual arts in the Low Countries and Germany.

ARHS 3420. Van Eyck to Bruegel. (3 Credits)
This course explores the artistic production of the Low Countries, Germany and France in the fifteenth and sixteenth centuries, including painting sculpture, manuscripts, metalwork, tapestries and printmaking. The course will focus on a range of topics, including: technical and iconographic innovations in artistic production, art's devotional function, the changing market for art in this period as well as the early impact of the Reformation on the visual arts in the Low Countries and Germany.
ARHS 3430. Rubens to Rembrandt. (3 Credits)
This course explores the artistic production of the early modern Spanish Netherlands and the Dutch Republic, focusing on key artists (including Rubens, Anthony Van Dyck, Frans Hals, Rembrandt, Vermeer), as well as emerging critical literature on the function and value of art/artists. This course will consider how art was bought and sold; how art was evaluated for its commercial and aesthetic value.

ARHS 3510. Rococo To Romanticism. (3 Credits)
In this course we will explore art produced in Europe from the early 18th century through the mid-19th century. We will consider the work, careers, and reputations of key artists such as Fragonard, David, Friedrich, Turner, Ingres, and Delacroix, among others, situating their work in relation to the political, socio-economic, and intellectual developments of the period.

ARHS 3540. Impressionism/Postimpression. (3 Credits)
This course will analyze art produced in Europe from the mid-19th century through the early 20th century, with a particular emphasis on French painting. We will consider the work and reputations of key artists such as Manet, Monet, Cassatt, Seurat, and Cézanne, situating their work in relation to the political, socio-economic, and cultural changes that took place during this period.

ARHS 3600. American Art 1700-1950. (3 Credits)
An analysis of visual and material culture from the first European artists in the colonies to the onset of World War II. Considers the transformation of cultural forms from the old world to the new in developments such as the formation of a national iconography as seen in portraiture, genre painting, landscape painting and the development of a distinctive modernist tradition specific to the United States. This course will examine the ways in which art and material culture reflect the social, intellectual, and political life of the nation up to World War II.

ARHS 3620. Contemporary Art 1950- . (3 Credits)
Explores the developments in the visual arts in the U.S. and Europe since 1950. Concentrates upon the social historical formation of artistic development beginning with the aftermath of World War II, and continuing to the present. Emphasizes movements such as Pop, Minimalism, Earth art and Postmodernism. Issues surrounding the objects will include poststructuralist, post-colonialism as well as African-American, feminist, and gay and lesbian strategies for self-representation.

ARHS 3650. Early 20th C Euro Modrs. (3 Credits)
This course will explore the developments in the visual arts in Europe from 1890 to 1945. We will concentrate upon the social-historical formations of artistic production beginning in the late-nineteenth century with Post-Impressionism and continuing into the first half of the twentieth century examining movements such as Fauvism, Cubism, Dada, Surrealism, Russian Suprematism.

ARHS 3700. Pre-Columbian Art. (3 Credits)
An introduction to the art and architecture of Pre-Columbian Mesoamerica (Mexico and Central America) with an emphasis on Mexico. The course focuses on the historical, political, and religious contexts of the visual arts and addresses the function of these artworks as ideological statements.

ARHS 3710. Colonial Art of Latin America. (3 Credits)
Renaissance and baroque architecture, painting and sculpture of the metropolitan centers of the Spanish and Portuguese colonies from the 16th to the early 19th century with a major emphasis on Mexico.

ARHS 3760. Art In Latin America 1900-1950. (3 Credits)
ARHS 3770. Art In Lat. Am Since 50s. (3 Credits)
ARHS 3871. Intro Af Amer Art and Vis Cult. (3 Credits)
This course explores the production of visual and material culture related to the African American presence in what is now the United States from the eighteenth century through the mid twentieth century. The course considers visual materials made by African American artists and artisans as well as materials by non-African Americans that feature African American subject matter (and the relationship between these two types of visual production). We will work to understand the objects featured in this course within both the specific context of the history of African American art and visual culture and the larger context of American art history in general. Arranged roughly chronologically but more strongly guided by a thematic and topical approach, the course aims to communicate basic content information while providing students with an understanding of the kinds of dominant questions and concerns engaged by current African American art scholarship.

ARHS 3872. Art of Af Diaspora 1925 to Pre. (3 Credits)
Does it necessarily make sense to consider the work of artist of African descent together as a unit (in other words, should this course exist)? What persistent themes, issues, and debates inform the work by African diaspora artist? What makes art "Black" (or "African" or "African American")? Is an artist of African descent necessarily a "Black artist"? Do artist of African descent have a particular obligation to make artwork that advances a black cultural or political agenda? Is not doing so in and of itself a political statement? How might a landscape or Abstract Expressionist work be racially charged? How do vectors of identity other than race inform the work of African diaspora artist? How does the artwork studied in this course fit into the context of other art histories? Through these questions and others, this course explores the major themes and issues that have occupied artists of African descent as well as examines individual artists' motivations and intentions.

ARHS 3910. Spec Topics Hist of Art. (3 Credits)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes.

ARHS 3911. Special Topics Art History. (3 Credits)
ARHS 3912. Special Topics Art History. (3 Credits)
ARHS 3913. Special Topics in Art History. (3 Credits)
ARHS 3915. Special Topics Art History. (3 Credits)
ARHS 3916. Special Topics Art History. (3 Credits)
ARHS 4560. Museum Internship. (3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing.

ARHS 4890. Service Learning: ARHS 4560. (1 Credit)
ARHS 4910. Independent Study. (3 Credits)
Open to qualified juniors and seniors with approval of instructor and chair of department.

ARHS 4920. Independent Study. (1-3 Credits)
Open to qualified juniors and seniors with approval of instructor and chair of department.
ARHS 4990. Honors Thesis. (3 Credits)
ARHS 5000. Honors Thesis. (4 Credits)
ARHS 5190. Semester Abroad. (1-20 Credits)
ARHS 5380. Junior Year Abroad. (1-20 Credits)
ARHS 5390. Junior Year Abroad. (1-20 Credits)
ARHS 6040. Spaces of Art. (3 Credits)
This course will provide a capstone experience for undergraduate majors in art history through an investigation of the various places Western art has been made, exchanged and critically evaluated, from the late medieval period to today. Each week, students will consider distinct space-for example, the studio, the academy, the auction house-its definition, history and conceptual impacts on the history of Western art. Students will analyze the material and intellectual culture of each of these spaces, utilizing key case studies drawn from the fifteenth to the twenty-first centuries.

ARHS 6050. Scandals of Modern Art. (3 Credits)
In this capstone seminar, we will examine key works of controversial modern art from the 19th century to the present. Over the course of the semester, we will explore the scandals that surrounded the work of Edouard Manet, Henri Matisse, Marcel Duchamp, Constantin Brancusi, Richard Serra, Maya Lin, and Sally Mann, among others.

ARHS 6060. Capstone: Gender, Race & Body. (3 Credits)
ARHS 6090. Intersect Art & Science. (3 Credits)
This seminar explores key moments in the relationship between art and science in Europe and the United States from the Renaissance to the present. We will analyze a range of topics that span time and place, such as Leonardo de Vinci's anatomical drawings and interest in optics. Enlightenment theories of perception, Impressionist and neo-Impressionist painting, and abstraction in the 20th century, among others.

ARHS 6210. Medieval Pilgrimages. (3 Credits)
This course will examine some of the most popular medieval Christian pilgrimage centers of Europe. We will focus mostly on Santiago de Compostela and Rome, with brief looks at other pilgrimage centers such as Jerusalem, Assisi, and Canterbury. Topics to be covered include the cult of the saints, pilgrimage roads, architectural settings and their decoration as well as reliquary shrines and related works of art, images and their use in imaginary or mental pilgrimage.

ARHS 6220. Gender In Medieval Art. (3 Credits)
This seminar will focus on the relationships between gender and the production and reception of medieval European art and architecture. Topics to be explored include images of women, works of art commissioned by women, images made for women, architectural spaces designed for women and/or men specifically (i.e. monastic architecture), women as artists, etc. Comparative material known to have been made for/by men specifically will also be explored as we consider the meaning of the concept of gender. Feminist theory and various contemporary critical approaches to gender and medieval art will enhance our exploration of specific works.

ARHS 6230. Art & Arch Mediev Itlay. (3 Credits)
This course will examine the art and architecture of the late Middle Ages and early Renaissance in Italy from approximately 1250 to 1350 A.D./C.E. We will focus particularly on the rise of the mendicant orders in the thirteenth century and their impact on art and the narrative of the Renaissance.

ARHS 6310. Global Renaissance. (3 Credits)
ARHS 6410. Amsterdam Dutch Golden Age. (3,4 Credits)
This course examines the visual and material culture of the Dutch Golden Age, centered in Amsterdam, as the product of global forces. Rather than solely tracing the domestic consumption of international goods or the ways in which Dutch demands shaped artistic production in Batavia (Indonesia), Brazil, South Asia and North America, this seminar critically examines concepts of influence, exoticism and cross-cultural exchange. We will focus on objects and art works produced in, imported and exported through Amsterdam. By investigating the economic realities that enabled the flourishing of Amsterdam as cultural center, this course seeks to complicate readings of seventeenth-century Dutch visual culture (particularly genre scenes and still-lifes) as culturally introspective.

ARHS 6510. Seminars in the History of Art. (3 Credits)
ARHS 6511. Seminars in the History of Art. (3 Credits)
ARHS 6512. Seminars in the History of Art. (3 Credits)
ARHS 6513. Seminars in the History of Art. (3 Credits)
ARHS 6514. Seminars in the History of Art. (3 Credits)
ARHS 6515. Seminars in History of Art. (3 Credits)
ARHS 6520. Seminars In Hist of Art. (3 Credits)
ARHS 6525. Social Practice Art. (3 Credits)
This Art History course examines the history and theory of Social Practice art, a recent mode of artmaking in which artists and art institutions collaborate with individuals and organizations to create community-specific works of art. Classroom readings and discussions will examine forms of Social Practice in relation to histories and theories of participatory, political, and activist art since the 1960s. This course includes a 20 hour service learning component with Prospect New Orleans, a citywide triennial of contemporary art with the social mission of connecting &x201c;high art&amp;x201d; to the larger cultural landscape of New Orleans through community-specific works.<br/>

ARHS 6530. Degas. (3 Credits)
In-depth examination of Degas’ works and career in light of various historical and critical approaches, ranging from formalism and iconography to sociopolitical and cultural studies, Marxism, psychoanalysis, and feminism. Attention will be paid to male and female spectatorship and to relevant works by Degas’ Impressionist contemporaries, including Cassatt, Gonzales, Manet, Morisot, and Whistler, as well as other artists including Daumier, Delacroix, Ingres, Tissot, and Toulouse-Lautrec. Additional comparative topics include academic art, photography, journalistic illustration, and Japanese prints.

ARHS 6540. Paris: Capital of 19th Cent. (3,4 Credits)
This seminar explores the transformation of Paris during the second half of the nineteenth century into a great modern metropolis. Throughout the course we analyze the ways that the architecture, painting, photography, literature, and visual culture of the era shaped and reflected various facets of this modern city.
ARHS 6550. Van Gogh. (3 Credits)

ARHS 6620. Abstract Expressionism. (3 Credits)
Examines the ways in which Abstract Expressionism has been interpreted, both from the view of American critics and historians and their European counterparts. Emphasizes the extent to which formalist criticism evolved around Abstract Expressionism, and that only recently have scholars challenged those apotitical reading of this art, considering the political and economic factors which contributed to its international predominance on the global stage. Artists will include De Kooning, Frankenthaler, Hofmann, Krasner, Newman, Pollock, and Still.

ARHS 6650. Postmodernism Since 1980. (3 Credits)
Examines both European and American conceptions of postmodernism, as it originated in post-structural and psychoanalytic theory. Emphasis will be placed upon artists working since 1980, including Basquiat, Jenny Holzer, Barbara Kruger, Mapplethorpe, Cindy Sherman, Warhol and the politically based art project of Gran Fury, the Guerrilla Girls and the Names Project. Interpretive strategies will be taken from readings in European literary theory, with emphasis placed upon the shift in criticism in art-making, away from Europe, toward an ideology formed around the issues of racial, sexual, and gender performance of identity.

ARHS 6720. Seminar On Aztec Arts. (3,4 Credits)
Intensive investigation of Aztec arts as fundamental manifestations of Aztec imperial ideology (especially political and religious). The course concentrates on the urban iconographic programs developed in sculpture and architecture and considers the role of ritual and performance within these programs. It also reviews the sixteenth century sources (pictorial and alphabetic) that are used to understand Aztec culture.

ARHS 6730. Mexican Manuscript Paint. (3,4 Credits)
Detailed investigation of the pictorial codices painted in Mexico in the 15th and 16th centuries. The course examines the pictorial conventions and grammar used by the Mexican scribes to record knowledge. It analyzes the tradition of manuscript painting as it developed in Pre-Columbian Mesoamerica and then as it adapted to new functions and changed audiences in the early colonial period. Specific topics will vary from time to time.

ARHS 6740. Images and Meaning. (3 Credits)
This seminar examines the meanings conveyed by visual images, both those that are usually conceptualized as art as well as those that are not.

ARHS 6810. Seminars In Hist of Art. (3 Credits)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes.

ARHS 6811. Seminars In Hist of Art. (3,4 Credits)

ARHS 6812. Seminars In Hist of Art. (3,4 Credits)

ARHS 6813. Seminars In Hist of Art. (3,4 Credits)

ARHS 6814. Seminars In Hist of Art. (3,4 Credits)

ARHS 6815. Seminars In Hist of Art. (3 Credits)

ARHS 6820. Seminars In Hist of Art. (3 Credits)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes.

ARHS 6830. Seminars In Hist of Art. (3 Credits)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes.

ARHS 6860. Seminar In Hist of Art. (3 Credits)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes.

ARHS 6875. Race and Natl Myth Amer Art. (3,4 Credits)
How does American art and visual culture implicitly and explicitly reify notions of America as a "white" nation, and how has this changed over time? How have images shaped and been shaped by historic moments of racially-implicated upheaval or conflict (e.g. Westward Expansion; the abolition movement, the Civil War and Emancipation; periods of mass immigration)? How has the idea of what it means to be "American" been defined against the racialized images of American "Others"? Can contemporary artists of color successfully appropriate and re-deploy racist imagery? This seminar considers these and other questions in investigating constructions and representations in American art and visual culture from the 16th century to the present. We will explore the ways in which these images are implicated as both products and producers of fundamental mythologies about the United States as a nation and about what it means to be "an American" (and who gets to be one). (Counts as Capstone)

ARHS 6876. Interracial Themes Western Art. (3 Credits)
This course investigates the depiction of interracial contact and the mixed-race body in modern Western art, primarily American and British. (Counts as Capstone)

ARHS 6877. Contested Vision Civil War I. (3 Credits)
Exploring a wide range of art and visual culture including painting, sculpture, photography, film, performance and popular culture, this course explores contested visions of the Civil War from before the firing of the first shot at Fort Sumter to the present. In addition to the period of the war itself, our study will necessarily look both backward and forward, including consideration of the art and visual culture surrounding slavery and abolition, emancipation, and Reconstruction and reunion, as well as narratives romanticizing the culture of the Old South.
ARHS 6878. Contested Vision Civil War II. (4 Credits)
In the first semester of this 2 part course (ARHS 6877) we investigated a wide range of art and visual culture including painting, sculpture, photography, film, performance, and public history sites to explore contested visions of the Civil War and related issues including slavery and abolition, Emancipation, Reconstruction and reunion, and narratives romanticizing the culture of the Old South. This semester, you will use that foundational knowledge to work with your peers to develop an online exhibition of art and material culture that engages these concerns.

ARST 1170. Found of Art: Glass. (3 Credits)
This course focuses on the history and theory of glass art, and also introduces basic techniques with attention given to issues of composition, perception, communication, and expression. Emphasis also will be placed on the relationships between glass art, other art mediums, and the history of art.

ARHS 6880. Writing Intensive: ARHS 6730. (1 Credit)
ARHS 6881. Writing Intensive: ARHS 6511. (1 Credit)
ARHS 6882. Writing Intensive: ARHS 6540. (1 Credit)
ARHS 6883. Writing Intensive: ARHS 6512. (1 Credit)
ARHS 6884. Writing Intensive: ARHS 6875. (1 Credit)
ARHS 6885. Writing Intensive: ARHS 6513. (1 Credit)
ARHS 6886. Writing Intensive: ARHS 6514. (1 Credit)
ARHS 6887. Writing Intensive: ARHS 6515. (1 Credit)
ARHS 6891. Service Learning: ARHS 6515. (1 Credit)
ARHS 6900. Approaches To Histy Art. (3 Credits)
ARHS 6910. Independent Study. (3 Credits)
ARHS 7920. Spec Research Art Hist. (3 Credits)
ARHS 9980. Master's Research. (0 Credits)
ARHS 9990. Dissertation Research. (0 Credits)

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

Art Studio (ARST)
ARST 1050. Beginning Drawing I. (3 Credits)
For majors and non-majors. In this course we will be working from life. The goal is to acquire and develop conceptual and technical skills necessary to translate three dimensional forms to a two dimensional surface.

ARST 1060. Beginning Drawing II. (3 Credits)
This course further explores the primary elements of drawing: line, form, value, and texture as a means of perception, understanding, representation, and communication. Emphasis will be placed on creating a correspondence between subject, method, and intent.

ARST 1130. Found of Art: Ceramics. (3 Credits)
This course focuses on design elements and principles of organization within the context of contemporary ceramic art. Students will be introduced to a variety of ceramic materials, processes and aesthetic concerns. Emphasis is given to the relationships between ceramics and other art mediums.

ARST 1170. Found of Art: Glass. (3 Credits)
This course focuses on the history and theory of glass art, and also introduces basic techniques with attention given to issues of composition, perception, communication, and expression. Emphasis also will be placed on the relationships between glass art, other art mediums, and the history of art.

ARST 1250. Found of Art: Painting. (3 Credits)
An introduction to color and color theory in painting. Since color constitutes a major means of expressive communication in the visual arts, the painting projects encourage personal responsiveness to color and explore how it enriches our understanding of the natural world.

ARST 1350. Found of Art:Photography. (3 Credits)
This course focuses on the history and theory of photography, and also introduces basic techniques, with attention given to issues of composition, perception, communication, and expression. Emphasis also is placed on the relationships between photography, other art mediums, and the history of art.

ARST 1370. Found of Art:Printmaking. (3 Credits)
This course is designed as an introduction to a wide range of techniques in printmaking. It is developed to give the student an overview of the possibilities with the processes of relief and intaglio printing. Through a series of demonstrations, projects, critiques, and slide lectures the student will explore the rich diversity of the medium and become exposed to the strong tradition of printmaking. Areas covered include: linoleum cuts, woodcuts, collagraph, mono type, dry point, engraving, and etching.

ARST 1490. Found of Art: Sculpture. (3 Credits)
An introductory study of three-dimensional form and spatial relationships making use of a variety of media and processes. Slide lectures supplement studio work and present examples of contemporary sculpture within a historical context.

ARST 1550. Foundations: Digital Arts I. (3 Credits)
This course introduces students to different aspects of design in the digital realm from digital imaging to time-based media. Visual skills, critical voice and basic computer skills are necessary for this class.

ARST 1940. Transfer Coursework. (3 Credits)
ARST 2050. Intermed Drawing: Color. (3 Credits)
Incorporating color theory and experimentation, the course will explore the expressive and conceptual potential of color use in drawing media.

ARST 2060. Life Drawing Composition. (3 Credits)
ARST 2070. Descriptive Drawing. (3 Credits)
An exploration of drawing in both an historical and contemporary context as a means of perception, analysis, representation, and communication. Coursework investigates the relationships of the subject to technique and the visual to conceptual. Emphasis is placed on providing a systematic analysis of each subject through the use of multiple approaches.

ARST 2080. Life Drawing. (3 Credits)
A study of the anatomy and structure of the human form with a view toward understanding and employing the human image in its historical, humanistic function as a vehicle of expression.

ARST 2130. Intermediate Ceramics. (3 Credits)
The course focuses on the use of the potter’s wheel in developing ceramic forms. A variety of techniques and forms will be covered with emphasis on their aesthetic and conceptual potential in the field of ceramic art. Historical and contemporary approaches are presented in slide lectures and demonstration.

ARST 2140. Intermediate Ceramics. (3 Credits)
The course focuses on hand working processes with plaster molds and use of extruded elements in the development of original works. Press molding and slip casting will be covered. Students participate in developing clays, glazes and firing procedures.
ARST 2150. Interm Ceramics: Contemp Sculp. (3 Credits)
This course introduces students to issues and formats in contemporary ceramic sculpture. Students will develop original works in clay within the formats of wall platters, figurative sculpture and site specific installations. The course will make use of skills developed in ARST 1130 with some new construction, glazing and firing processes introduced, and students sharing responsibility for clay making and firing of the finished pieces. The development and articulation of original ideas will be emphasized through and studio work time, demonstrations, discussions, slide lectures and critiques.

ARST 2170. Intermediate Glass. (3 Credits)
The goal of this class is to achieve a functional understanding of glass art. This general course focuses on blowing, casting, and forming glass. Attention is given to using the approaches to glass for individual expression.

ARST 2180. Intermediate Glass. (3 Credits)
The goal of this class is to achieve a functional understanding of glass art. This general course focuses on blowing, casting, and forming glass. Attention is given to using the approaches to glass for individual expression.

ARST 2270. Intermediate Painting. (3 Credits)
This course focuses on the formal and expressive qualities of both nature-based and pure abstraction. Abstraction is investigated through historic and contemporary ideologies, technical issues and the use of nontraditional materials. Systematic exploration of a variety of approaches will serve as a structure for development of the student's own goals and sensibility.

ARST 2280. Intermediate Painting. (3 Credits)
An exploration of basic visual and philosophical concepts involved in creating paintings with an introduction to the technical aspects of painting in oils, i.e., preparing a canvas, media, and mixing and applying paint.

ARST 2350. Intermediate Photography. (3 Credits)
continuation of traditional photographic procedures exploring more complex visual and technical issues, augmented by the employment of supplementary imaging tools and alternative processes.

ARST 2370. Intermediate Printmaking. (3 Credits)
An in-depth exploration of the printmaking medium covering technical, historical, and conceptual issues. A strong emphasis is placed on students developing a personal voice through their work. An intensive study in the art of stone and plate lithography.

ARST 2380. Intermediate Printmaking. (3 Credits)
An in-depth exploration of the printmaking medium covering technical, historical, and conceptual issues. A strong emphasis is placed on students developing a personal voice through their work. An intensive study on fine art silk screen.

ARST 2490. Intermediate Sculpture. (3 Credits)
This course explores and expands on the basic concepts, techniques, and processes of sculpture. Students work with projects that develop understanding of both sculptural ideas and materials. A wide variety of media and approaches are explored in this course, including wood, plaster, welding and casting metals, mixed media, and working from the figure.

ARST 2500. Intermediate Sculpture. (3 Credits)
This course explores and expands on the basic concepts, techniques, and processes of sculpture. Students work with projects that develop understanding of both sculptural ideas and materials. A wide variety of media and approaches are explored in this course, including wood, plaster, welding and casting metals, mixed media, and working from the figure.

ARST 2550. Digital Arts II. (3 Credits)
This course emphasizes interactivity and interface design with respect to multimedia and the World Wide Web. Students will create interactive based projects that combine visual and textual elements in creative, critical and innovative ways. Questions of navigation, functionality, usability, and interaction will be technically and theoretically addressed.

ARST 2890. Service Learning: ARST 2380. (1 Credit)

ARST 2940. Transfer Coursework. (3 Credits)

ARST 3010. Special Courses. (1-3 Credits)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses.

ARST 3011. Special Courses. (1-3 Credits)

ARST 3020. Special Courses. (1-3 Credits)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses.

ARST 3130. Advanced Ceramics. (3 Credits)
Further examination of the aesthetic and conceptual applications of the ceramic medium. The development of individual concerns and vocabulary of form will be stressed. Clay and glaze formulation will be covered. Students are responsible for developing clays and glazes and firing their work.

ARST 3140. Adv Ceramic - Wheel Throwing. (3 Credits)
Development of advanced throwing techniques and concepts related to creating original works on the potter's wheel. More complex forms, as well as glazing and firing processes will be covered. Lectures, demonstration and critiques will supplement studio work time.

ARST 3170. Advanced Glass. (3 Credits)
This class further develops the student's ability to study methods and processes for forming molten glass into sculpture. Instruction in glass casting and blowing are taught with a focus on creating specific ideas.

ARST 3180. Advanced Glass. (3 Credits)
This class further develops the student's ability to study methods and processes for forming molten glass into sculpture. Instruction in glass casting and blowing are taught with a focus on creating specific ideas.

ARST 3250. Advanced Painting. (3 Credits)
Principles of picture building and creative composition with a study of media and methods that best stimulate individual expression and predilections.

ARST 3260. Advanced Painting. (3 Credits)
Principles of picture building and creative composition with a study of media and methods that best stimulate individual expression and predilections.
ARST 3350. Adv Photo Chem Processes. (3 Credits)
Emphasis will be placed on advanced exposure and developing controls and printing techniques. Non-traditional and non-conventional image-making processes will be explored, such as multiple printing, tinting, toning, non-silver techniques, and the Sabattier effect. The use of medium and large-format equipment will be introduced, as will advanced studio lighting techniques.

ARST 3360. Adv Photo: Digital Proc. (3 Credits)
Building on a foundation of traditional photography, students will be involved with digital imaging as another tool in the process of fine art photographic printmaking. Digital capturing, editing, and outputting will be explored.

ARST 3370. Advanced Printmaking. (3 Credits)
A detailed study of the variety of printmaking methods, exploring conceptual and/or personal visions. A strong emphasis is placed on combining techniques, expanding material vocabulary, and experimenting with new processes. Seminars covering both historical and contemporary issues of printmaking will be presented to broaden the student’s critical dialogue.

ARST 3380. Advanced Printmaking. (3 Credits)
A detailed study of the variety of printmaking methods, exploring conceptual and/or personal visions. A strong emphasis is placed on combining techniques, expanding material vocabulary, and experimenting with new processes. Seminars covering both historical and contemporary issues of printmaking will be presented to broaden the student’s critical dialogue.

ARST 3400. Printmaking: The Art of the Book. (3 Credits)
This Course is an in-depth exploration into the Art of the Book and Book Arts. The course will incorporate various binding techniques with conceptual and formal projects. A History of Book Arts will be presented as well as examples of popular trends in hand made books. Instruction will be given on setting type and using the letterpress. Also covered will be page design, page flow, and digital development of images and text. Readings will accompany slide lectures and demonstrations.

ARST 3490. Advanced Sculpture. (3 Credits)
Further exploration of metals fabrication and casting, carving techniques, additive processes, and environmental art. Seminars, field trips, and slide lectures will supplement the course.

ARST 3500. Advanced Sculpture. (3 Credits)
Further exploration of metals fabrication and casting, carving techniques, additive processes, and environmental art. Seminars, field trips, and slide lectures will supplement the course.

ARST 3550. Time-Based Media. (3 Credits)
This is a class with an emphasis on digital video, animation and image sequencing. Students will be expected to create time-based projects that combine visual and temporal elements in creative, critical and innovative ways.

ARST 3560. Print-Based Media. (3 Credits)
This is a class with an emphasis on book design, multi-page documents, and large scale print graphics. Students will be expected to create print-based projects that combine visual and typographic elements in creative, critical, and innovative ways.

ARST 3890. Service Learning: ARST 3020. (1 Credit)
ARST 3891. Service Learning: ARST 3650. (1 Credit)
ARST 3900. Studio Internship. (3 Credits)
Studio internships are available for individual projects done in association with various firms and institutions in New Orleans. Students will work under professional supervision at these sites, and consult with an art studio faculty member. Requirements include a written report on the experience, and an evaluation by the supervisor.

ARST 3940. Transfer Coursework. (3 Credits)
ARST 4130. Studio: Ceramics. (3 Credits)
Advanced level work for ceramics majors, emphasizing individual expression and development of ideas. Independent project work within a class situation.

ARST 4140. Studio: Ceramics. (3 Credits)
Advanced level work for ceramics majors, emphasizing individual expression and development of ideas. Independent project work within a class situation.

ARST 4170. Studio: Glass. (3 Credits)
Continuing instruction in glass casting and forming techniques. The emphasis will be on professional presentation of specific ideas.

ARST 4180. Studio: Glass. (3 Credits)
Continuing instruction in glass casting and forming techniques. The emphasis will be on professional presentation of specific ideas.

ARST 4250. Studio: Painting. (3 Credits)
Advanced work for majors.

ARST 4260. Studio: Painting. (3 Credits)
Advanced work for majors.

ARST 4350. Studio: Photography. (3 Credits)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

ARST 4360. Studio: Photography. (3 Credits)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

ARST 4370. Studio: Printmaking. (3 Credits)
Personal exploration into the expansive world of printmaking. Emphasis is placed on personal growth and development both on the conceptual and technical level. The course consists of individual and group projects in a class setting.

ARST 4380. Studio: Printmaking. (3 Credits)
Personal exploration into the expansive world of printmaking. Emphasis is placed on personal growth and development both on the conceptual and technical level. The course consists of individual and group projects in a class setting.

ARST 4490. Studio: Sculpture. (3 Credits)
Individual exploration within a cooperative format. Attention given to the development of personal style with seminars supplementing studio research.

ARST 4500. Studio: Sculpture. (3 Credits)
Individual exploration within a cooperative format. Attention given to the development of personal style with seminars supplementing studio research.
ARST 4910. Independent Study. (1-3 Credits)
Open to especially qualified juniors and seniors with approval of
instructor and chair of department.

ARST 4920. Independent Study. (1-3 Credits)
Open to especially qualified juniors and seniors with approval of
instructor and chair of department.

ARST 4930. Senior Capstone Studio. (3 Credits)
This course constitutes a capstone experience for senior B.A. students
in Studio Art. The course will culminate in an exhibition of the students’
work in the B.A. Exhibition in the Carroll Gallery which the students
will design, install, promote, and document. The course will also cover
contemporary art criticism, assisting students in understanding their
work in the broader context of contemporary art. Students will visit and
critique professional exhibitions, develop the ability to present their
own work in a slide presentation and a digital portfolio, and study other
professional art practices, resources, and opportunities.

ARST 4990. Honors Thesis. (3 Credits)
ARST 5000. Honors Project. (3-4 Credits)
ARST 5010. Major Project. (3 Credits)
ARST 5020. Major Project. (3 Credits)
ARST 6010. Special Advanced Courses. (1-3 Credits)
ARST 6020. Special Advanced Courses. (3 Credits)
ARST 7010. Graduate Art Studio. (3 Credits)
ARST 7020. Graduate Art Studio. (6 Credits)
ARST 7030. Graduate Art Studio. (3 Credits)
ARST 7040. Graduate Art Studio. (6 Credits)
ARST 7320. Printmaking. (3 Credits)
ARST 7400. Special Problems I. (6 Credits)
ARST 7410. Special Problems II. (6 Credits)
ARST 7420. Special Problems II. (3 Credits)
ARST 7430. Special Projects. (3 Credits)
ARST 7450. Thesis Project. (6 Credits)
ARST 7800. MFA Seminar. (3 Credits)
ARST 7810. MFA Seminar. (3 Credits)
ARST 7820. MFA Seminar. (3 Credits)
ARST 7830. MFA Seminar. (3 Credits)
ARST 9980. Thesis Research. (0 Credits)

Asian Studies (ASTA)

ASTA 1800. Intro to Asian Studies. (3 Credits)
This course is designed to provide a general introduction to the field
of Asian Studies and to familiarize students with its primary regions:
East Asia, South Asia, and Southeast Asia. Each of these regions is
complex, rich in history and diverse cultures, and important in the
global community. Introduction to Asian Studies provides students with
a framework with which they can understand each major area in terms
of aesthetic expression, cultural and linguistic groups, economics,
geoigraphy, history, politics, philosophy, and religion.

ASTA 2940. Transfer Coursework. (0 Credits)
Transfer coursework.

ASTA 3180. Peoples of South Asia. (3 Credits)
A survey of the peoples and cultures of India, Pakistan, Nepal,
Bangladesh, Bhutan, Sikkim, and Sri Lanka. Emphasis is placed upon
the social organization and cultural history of the diverse peoples who
have inhabited the Indian Triangle.

ASTA 3511. Intro to Chinese Linguistics. (3 Credits)
Introduction to Chinese Linguistics is designed to help Chinese learners
understand Chinese grammar in a systematic manner as well as gain
a theoretical perspective on Chinese language structure, give linguistic
students a sense of how Chinese languages, in particular, Mandarin
Chinese works and help (future) Chinese instructors gain the meta-
linguistic knowledge in teaching Mandarin language. This course will
be conducted in the form of lectures and student-led discussions. At
the end of this course, students are expected to build a schema on
Chinese language structure, gain a better pragmatic knowledge of
Chinese language and have a better understanding of Chinese socio-
cultural conventions in its language usage.

ASTA 3520. Modern Japanese Culture. (3 Credits)
Study of contemporary Japanese culture and society.

ASTA 3550. Shogun & Samurai. (3 Credits)
Shogun & Samurai examines Japanese culture, history, and society
from the dawn of the Samurai class until its demise in the last half
of the nineteenth century. During this period, Japan evolved from a
highly warlike society to one in which peace prevailed for more than
250 years. Topics to be covered include geography, prehistory, class/
caste development, religion, warfare, urban development, theatre, fine
arts, social control, and western contact. No prerequisites.

ASTA 3810. Modern Chinese Lit and Society. (3 Credits)
This course is a general introduction to the modern Chinese fiction,
poetry, and prose from the early twentieth century to the present.

ASTA 3910. Spec offer. In Asian Stu. (3 Credits)
Courses offered by visiting professors.

ASTA 4500. Special Topics. (3 Credits)
Special topics in Asian studies.

ASTA 4880. Writing Intensive: ASTA 4500. (1 Credit)
Writing intensive.

ASTA 4910. Independent Study. (1-3 Credits)
Independent study in Asian studies.

ASTA 4990. Honors Thesis. (3 Credits)
Honors thesis.

ASTA 5190. Semester Abroad. (1-20 Credits)
Semester abroad.

ASTA 5380. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

ASTA 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

ASTA 5940. Transfer Coursework. (0 Credits)
Transfer coursework.

Astronomy (ASTR)

ASTR 1000. Descriptive Astronomy. (3 Credits)
A one-semester survey of astronomy for the liberal arts student. The
solar system, properties and evolution of stars and galaxies, and
cosmology. Recent discoveries in astronomy are emphasized.
ASTR 1010. The Solar System. (3 Credits)
The organization and origin of the solar system, the earth in motion, the
sun, the moon, the planets, comets, and meteors.

ASTR 1020. Stellar Astronomy. (3 Credits)
The stars, their distances, spectra, magnitudes. Stellar atmospheres
and interiors, stellar evolution. Variable and collapsing stars, nebulae,
galaxies and cosmology.

ASTR 1100. Observational Astronomy. (4 Credits)
Activities, readings, and projects in observational astronomy. This
course provides students with practical experience in observational
techniques, while guiding them to an understanding of the role of
measurement in the scientific method.

ASTR 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ASTR 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ASTR 5380. Study Abroad. (1-20 Credits)
Semester abroad.

ASTR 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward
Tulane GPA.

Biochemistry & Molecular Biol (GBCH)

GBCH 4060. Topics in Pediatric Research. (2 Credits)

GBCH 6010. Graduate Biochemistry. (4 Credits)

GBCH 6020. Biochem & Molec Bio Seminar. (1 Credit)

GBCH 6110. Basic Medical Biochemistry. (3 Credits)

GBCH 7090. Seminar. (1 Credit)

GBCH 7100. Seminar. (1 Credit)

GBCH 7110. Selected Topics. (1-4 Credits)

GBCH 7120. Special Problems. (1-6 Credits)

GBCH 7130. Selected Topics. (1-4 Credits)

GBCH 7140. Selected Topics. (1-3 Credits)

GBCH 7150. Tutorial Topics. (1-6 Credits)

GBCH 7160. Tutorial Topics. (1-6 Credits)

GBCH 7170. Principles of Genetics. (4 Credits)

GBCH 7180. Chromosome Instabil in Cancer. (4 Credits)

GBCH 7190. Seminar Presentation. (2 Credits)

GBCH 7220. Structure/Function Biomo. (4 Credits)

GBCH 7230. Intro to Bioinformatics. (3 Credits)

GBCH 7250. Biomed Stats & Data Analysis. (2 Credits)

GBCH 7500. Human Medical Cellular Biochem. (5 Credits)

GBCH 7520. Metabol Biochem Human Disease. (5 Credits)

GBCH 7540. Med Biochem Grand Rnds Externs. (3 Credits)

GBCH 7550. Med Biochem Grand Rounds Exter. (3 Credits)

GBCH 7560. Academic Writing & Critique. (2 Credits)

GBCH 7570. Signal Transduction/Hormone Ac. (2 Credits)

GBCH 7580. Methods in Biochemistry. (2 Credits)

GBCH 7590. Cases Research Ethics. (2 Credits)

GBCH 9980. Master's Research. (0 Credits)

GBCH 9990. Dissertation Research. (0 Credits)

Bioinformatics (BINF)

BINF 6010. Prin of Bioinformatics. (3 Credits)

Biology (PABI)

PABI 1200. Humanistic Biology. (3 Credits)
An investigation of all of the systems of the human body as well as
an overview of common abnormal conditions associated with each
system. Case studies of the effects of external influences on human
biology will also be investigated.
Biomedical Engineering (BMEN)

BMEN 1940. Transfer Coursework. (0 Credits)

This course introduces students to the foundations of algorithm development and programming, basics of matrix algebra and numerical analysis, solving ordinary differential equations.

Lab for ENGP 2020.

BMEN 2310. Product & Experimental Design. (3 Credits)
The objective of this course is to introduce students to the design process as they are starting the BMEN Curriculum. Through team projects geared toward translating bench research into product development, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Weekly lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally, in the context of product and experimental design, students will gain experience with computer aided design and be provided an introduction to statistics. Course restricted to BMEN majors, or by permission of the instructors.

BMEN 2311. Product & Experimntl Dsgn Lab. (0 Credits)
Lab section for BMEN 2310.

BMEN 2600. Intro Organic & Biochem. (3 Credits)
This course introduces the main principles of Organic Chemistry and Biochemistry, preparing the student for BMEN 3030/3040. Topics include nomenclature of organic compounds and bio-molecules, major reactions of organic chemistry, relationship between chemical structures and biological functions, and the reaction pathways of major metabolic processes. Students will be introduced to the three-dimensional structure of organic compounds and biomolecules using molecular models and software tools.

BMEN 2730. Biomedical Electronics. (4 Credits)

BMEN 2731. Biomedical Electronics Lab. (0 Credits)
Lab section for BMEN 2730.

BMEN 2890. Service Learning. (1 Credit)
Service learning component to BMEN courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

BMEN 2940. Transfer Coursework. (0 Credits)

BMEN 3010. Physical Dimen of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and socio-economic changes associated with aging. In particular, we will focus on what physiological and structural changes are typical for an aging human body focusing on the brain, cardiovascular and musculoskeletal systems. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body. Course participants travel to local aging centers and continuing care facilities as part of the learning process.

BMEN 3030. Anatomy & Physio for Engr. (3 Credits)
This course is a single semester course in human structural anatomy. Course participants will examine both typical and pathological examples for the various subsystems including body tissues; the musculoskeletal; neurological; cardiovascular; respiratory; digestive; and reproductive systems.

BMEN 3035. Anat & Phys for Engr Lab. (1 Credit)
This single-semester laboratory coordinates hands on learning in human structural anatomy. Course participants will dissect and examine both typical and pathological examples for the various subsystems including body tissues; the musculoskeletal; neurological; cardiovascular; respiratory; digestive; and reproductive systems.

BMEN 3045. Anatomy & Physio Lab II. (1 Credit)

BMEN 3060. Biomedical Acoustics. (3 Credits)
Introduction to sounds in the physiological and medical arena. Topics include: physics of sound propagation, sources and mechanisms of cardiac and respiratory sound production, sound transmission, auscultation and stethoscope evaluation, psychoacoustics a.

BMEN 3070. Quantitative Physiology. (3 Credits)
This course places emphasis upon the chemical basis of life: cells and cellular metabolism; histology and tissues; the endocrine, skeletal and nervous systems; respiratory, digestive, cardiovascular, lymphatic and reproductive systems; nutrition and metabolism; water, electrolyte and acid-base balance, and human growth and development.

BMEN 3075. Quat. Physiology Lab. (1 Credit)
Subject matter will include blood, nutrition, and metabolism; and the cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems.

BMEN 3300. Biomechanics. (3 Credits)
This course introduces students to the various interdisciplinary fields in biomechanics. Specific topics include: kinematics during human activity; the analysis of forces and stresses/strains in biological structures under loading; models for biological materials; the relationship between structure and function in orthopedic tissues and continuum mechanics. Fulfills departmental ¿domain¿ requirement. An additional non-graded once a week lab section to accompany lectures.

BMEN 3301. Biomechanics Lab. (0 Credits)
Lab section for BMEN 3300.

BMEN 3400. Biomaterials & Tissue Engr. (3 Credits)
This course will focus on fundamental materials science and biological principles that impact the engineering design of biomaterials and tissue-engineered products. Topics addressed will include structural hierarchies of materials and tissues, physical and chemical properties of surfaces, degradation of materials, and cell-surface, cell-cell, and cell-matrix interactions. The course will conclude with inflammatory, immunological, and pathological events associated with responses to such products. Laboratory exercises will be utilized to illustrate selected concepts, introduce assessment methods, and provide hands-on experiences with cells and materials. Fulfills departmental ¿domain¿ requirement. An additional non-graded once a week lab section to accompany lectures.

BMEN 3401. Biomaterials & Tissue Engr. (0 Credits)
Lab section for BMEN 3400.
BMEN 3420. Transport in Cells and Organs. (3 Credits)
Fundamental principles of Fluid mechanics and mass transport will be applied to biological systems at the cellular, tissue, and organ levels. The topics of this course will be the cardiovascular, respiratory systems and cell adhesion, drug transport and pharmacokinetics, and transport-related pathophysiological conditions (inflammation, atherosclerosis, thrombosis, sickle cell disease, cancer metastasis). The lab session will provide training in measurement and analysis of cell transport in parallel-plate flow systems. Fulfills departmental "2 domain" requirement.

BMEN 3421. Transport in Cells & Organs Lab. (0 Credits)
Lab section for BMEN 3420.

BMEN 3440. Biofluid Mechanics. (3 Credits)
This class focuses on fundamental concepts and properties of fluid mechanics with applications to the body. Topics to be covered include basic equations of fluid statics, dynamics and mass transport in differential and integral form using both system and control volume viewpoints. Rheological properties of biological fluids are studied as well as dimensional analysis and similitude. Advanced applications are investigated using the finite element method.

BMEN 3650. Biomechanics and Biotransport. (3 Credits)
This course introduces students to biomechanics and biotransport. Specific topics include: the analysis of forces and stresses/strains in biological structures under loading; constitutive models for biological materials; the relationship between structure and function in tissues and organs. These topics will be related to fundamental principles of fluid mechanics and mass transport of biological systems at the cellular, tissue, and organ levels including cell adhesion and migration; intracellular, transmembrane and transvascular transport; drug transport and pharmacokinetics. Fulfills departmental "domain" requirement.

BMEN 3651. Biomechanics & Biotrans Lab. (0 Credits)
Lab section for BMEN 3650.

BMEN 3730. Biomedical Signals and Systems. (3 Credits)
Fundamentals of biomedical signals and analysis and introduction to control systems. Topics include Laplace and Fourier transforms, the convolution theorem, time- and space-frequency-domain analysis, signals and noise, the mathematics of imaging, and examples and applications to biomedical signals. The use of MATLAB and Simulink to analyze biomedical systems will be reinforced.

BMEN 3820. Math Analysis Bio Systms. (3 Credits)
The objective of this course is to teach basic mathematical modeling constructs and analysis techniques that are used for studying biological processes. Topics to be covered include ordinary differential equations, compartment systems, basics of dynamic systems, stability, statistical inference and model construction. These will be applied to study models of chemical kinetics, physiological control, AIDS transmission, population dynamics, and growth. Students will use Mathematica to develop and analyze models.

BMEN 3890. Service Learning. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

BMEN 3932. Elements of BMEN Design. (3 Credits)
This course develops the fundamental aspects of the mechanical performance of devices and components. Topics include a review of stress analysis, failure criteria, fatigue analysis and stress concentrations, as well as the mechanical behavior of fasteners, welded joints, spring selection, bearing design, and introduction to finite element analysis; with applications to biomedical engineering.

BMEN 3940. Transfer Coursework. (3 Credits)

BMEN 4030. BMEN Team Dsgn Proj I. (2 Credits)

BMEN 4040. BMEN Team Dsgn Proj II. (3 Credits)

BMEN 4090. Spec Prob In Biomed Engr. (1-4 Credits)

BMEN 4100. Spec Prob In Biomed Engr. (1-4 Credits)

BMEN 4110. Spec Prob In Biomed Engr. (1-4 Credits)

BMEN 4310. Continuum Models in BMEN. (3 Credits)

BMEN 4560. BME Professional Internship I. (1-3 Credits)
Internship relevant to professional practice in biomedical engineering, 1-3 letter-graded credits (no S/U option), may count as credits towards graduation. May only be taken once.

BMEN 4570. BME Professional Internship II. (1-3 Credits)
Internship relevant to professional practice in biomedical engineering, 1-3 credits graded S/U, may NOT count as credits towards graduation. May only be taken once.

BMEN 4660. Special Topics. (1-3 Credits)
Special Topics.
BMEN 4900. Art of Professional Eng. (1 Credit)
Research and Professional Practice (RPP) is a 2-semester sequence beginning in Spring of the Junior year. It satisfies the University's "Writing Intensive" requirement. A lecture series in the Spring semester, called "Art of Professional Engineering" includes economic analysis, ethics, professional communication including writing and oral presentation, research techniques including literature searching, citation, and the structure of a scientific paper. Students must also register for either 4901 or 4902 in the Spring semester, and continue the sequence with 4911 or 4912/4930 in the following Fall semester.

BMEN 4901. Grand Challenges I. (2 Credits)
The 2-semester sequence presents a group of upper division undergraduates with a very difficult problem in biomedical engineering that will require creative invention, innovation, laboratory hard skills, and unique design methodologies to address. Though the problem is tractable, it is not expected that the GC problem will be completely solved. Rather, the intent is that the GC group of students will push forward a developed "good solution" to the point where the need to protect intellectual property arises, and where market value and potential venture investments is apparent.

BMEN 4902. SR Research Prof Experience I. (2 Credits)
This two-course sequence is designed to facilitate an individual biomedical research or design experience in a laboratory. Students will be introduced to the tools, techniques, and rules necessary to function independently and professionally as a researcher or engineer. Topics include thesis writing, technical communication, and time management. The main component of the course is a two semester long research or design project under the direction of a faculty member, scientist or other professional. The course sequence culminates in a formal Senior Thesis and Research Conference presentation. Students participating in the 5th year BSE-MS program should not register for BMEN 4912 in the Fall of the Senior year, registering instead for BMEN 4930.

BMEN 4903. Bs-Ms Thesis. (2 Credits)
In order to meet undergraduate degree requirements, this course will allow fifth year students to more effectively concentrate on their research projects in lieu of completing the course requirements of BMEN 4912. The grade for BMEN 4930 will be listed as In Progress (IP) until such time as the master’s thesis is completed, whereupon the student’s advisor and thesis committee will assign a grade necessary to fulfill bachelor's degree requirements.

BMEN 4940. Transfer Coursework. (3 Credits)
BMEN 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

BMEN 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

BMEN 6010. Physical Dimen of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and socio-economic changes associated with aging. In particular, we will focus on the effects of exercise on the aging human system. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body.

BMEN 6020. Biosystems. (3 Credits)
This course gives students the skills to interpret or predict the behavior of physiologic systems in order to study normal and pathologic phenomena. The body uses many feedback control mechanisms to maintain homeostasis, the keeping of a constant interior environment (eg. pH, temperature, blood pressure, balance, bone stress, muscle length). Transfer functions characterize organ physiology. These functions are the building blocks of an organ system model. By studying these models, complex behavior can often be easily interpreted. Further, these models often suggest ways to make noninvasive physiologic measurements. Applications include: vicious cycles, such as hyperventilation syndrome, and how to break them; hierarchical, parallel, and other redundant systems; causes of instabilities such as Cheyne-Stokes breathing; open and closed loop control of anesthesia and artificial organs. Reference will be made to several common mechanisms such as the thermostat. Lecture demonstrations include pulmonary and cardiovascular measurement. A term paper on a topic of the student's choice is required.
BMEN 6030. Anatomy & Physio for Engr. (3 Credits)
This is a single-semester course in human structural anatomy. Course participants will examine both typical and pathological examples for the various subsystems including, body tissues; the musculoskeletal, neurological, cardiovascular, respiratory, digestive and reproductive systems.

BMEN 6035. Anat & Phys for Engr Lab. (1 Credit)
This single-semester laboratory coordinates hands-on learning in human structural anatomy. Course participants will dissect and examine both typical and pathological examples for the various subsystems including, body tissues; the musculoskeletal, neurological, cardiovascular, respiratory, digestive and reproductive systems.

BMEN 6040. Anatomy & Physiology II. (3 Credits)

BMEN 6045. Anatomy & Physio Lab II. (1 Credit)

BMEN 6060. Biomedical Acoustics. (3 Credits)
Introduction to sounds in the physiological and medical arena. Topics include: physics of sound propagation, sources and mechanisms of cardiac and respiratory sound production, sound transmission, auscultation and stethoscope evaluation, psychoacoustics and auditory perception, speech production and structure of the speech signal, medical ultrasound applications and safety.

BMEN 6070. Quant Physio Lec. (3 Credits)
Tulane University Health Sciences Center Staff. This course places emphasis upon the chemical basis of life; cells and cellular metabolism; histology and tissues; the endocrine, skeletal and nervous systems; respiratory, digestive, cardiovascular, lymphatic and reproductive systems; nutrition and metabolism; water, electrolyte and acid-base balance, and human growth and development.

BMEN 6075. Quant. Physiology Lab. (1 Credit)
Subject matter will include blood, nutrition, and metabolism; and the cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems.

BMEN 6080. Tech Invent &Commercialization. (3 Credits)
This course models innovation and entrepreneurial theory and practices from across a range of commercial size-scales, from small startup companies to intrapreneural units within large, established companies. The twin poles of theory and practice are balanced through classroom lectures and experiential training. Weekly lectures furnish students with effective and portable theoretical frameworks for identifying, selecting and executing opportunities for technological innovations in healthcare, energy, water and the environment. In the experiential training, students will apply their classroom learning to targeted innovation and entrepreneurship opportunities within these sectors. Completion of this course will supply students with intellectual groundwork and practical experience in advancing inventive technological ideas towards commercialization and ultimately public benefit.

BMEN 6170. Biomedical Optics. (3 Credits)
The field of biophotonics is a rapidly-expanding re-search area in which the interactions of photons with matter are leveraged to increase our understanding of biology and to improve the outcomes in human medicine. The objectives of this course are to familiarize students with the fundamental interactions between light and biological samples, and how these are implemented in an array of technologies that are finding successful application in biomedical research and clinical application. Topics will include fundamentals of photon transport in turbid media; optical spectroscopy variants (reflectance, fluorescence, Raman; steady-state and time-resolved); diffuse optical imaging; biological microscopy; coherence techniques; hybrid technologies (e.g. photo-acoustic imaging); and optical molecular imaging. Special attention will be paid to quantitative methods for spectroscopy and imaging in solid tissues. The class will be composed of lectures, and interactive discussions on recent papers representing the state of the art in the field.

BMEN 6220. Neural Microengineering. (3 Credits)
In recent years, a number of technologies have been developed and utilized for probing the nervous system. This course will focus on microscale tools, technologies, and techniques employed for the control, manipulation, and study of the nervous system in vitro. Course material will be presented primarily by students who prepare presentations from extensive background literature review. A number of projects will be assigned as design challenges in which multiple interdisciplinary groups will research and present proposed solutions to the same challenge. Background in neuroscience not required. Generally offered every other Spring.

BMEN 6260. Molec Princ Funct Biomatr. (3 Credits)
Functional biomaterials are non-viable materials that have been designed or modified in order to elicit specific biological responses when interacting with human fluids, cells, tissues, or organs. This course will focus on chemical principles utilized in endowing polymeric materials with biological functionality for medical applications. Following a brief review of polymer properties with a focus on hydrogels, topics addressed will include attachment of proteins to materials, induction of cell-binding and differentiation, responsive polymers, and spatial and temporal control of material properties for biological signaling. Unifying concepts will be introduced by directed reading and discussion of landmark papers in the biomaterials literature. Supplemental laboratory exercises will be utilized to illustrate selected concepts and introduce experimental procedures.

BMEN 6310. Continuum Models In BMEN. (3 Credits)
The course begins with a presentation of the kinematics of continuous media and elementary tensor manipulations. We will then cover the conservation principles of mass, linear momentum, angular momentum, and energy. Additional topics will include the formulation of constitutive laws, continuum models in electrodynamics, and simple descriptions of piezoelectric materials. These concepts will be applied to fundamental problems in bio-solid mechanics, bio-fluid mechanics, and bio-electromagnetism.
**BMEN 6330. Advanced Biofluid Mech. (3 Credits)**
This course will cover general intermediate/advanced fluid mechanics, and will provide a foundation from which to base one's studies of biofluid mechanics. Issues pertinent to the study of biofluid mechanics will be emphasized. Topics to be studied include kinematic principles, the Navier-Stokes equations, boundary conditions for viscous flows, basic solutions to steady and unsteady Navier-Stokes equations, turbulence, analysis of the vorticity equation, and interfacial phenomena. Whenever possible, problems of a biological nature will be used as examples.

**BMEN 6340. Soft Tissue Mechanics. (3 Credits)**
This course provides an introduction to the various approaches used in modeling soft tissues, with particular attention paid to those of the musculoskeletal system (e.g. ligament, tendon, cartilage). Particular emphasis will be placed on the theoretical and experimental consequences of the large deformation behavior of these tissues. An important objective of this class is to enable the student to develop a sense for the physical and mathematical relationships between the many types of models (and the associated experiments) currently being utilized in soft tissue mechanics.

**BMEN 6350. Adv Soft Tissue Mech. (3 Credits)**
This course covers special topics in soft tissue biomechanics, such as numerical implementation of porous medium models for soft tissues and the nonequilibrium thermodynamics principles with chemical potential and Donnan osmotic swelling behaviors of hydrated soft tissues. The course will also include various contemporary research topics in soft tissue biomechanics.

**BMEN 6360. Intro to Finite Element Method. (3 Credits)**
Matrix structural analysis techniques as applied to frames, problems in plane strain, plane stress, and axisymmetric and 3-D structures. Development of the isoparametric family of finite elements. Use of user written and packaged software.

**BMEN 6400. Biomaterials & Tissue Engr. (3 Credits)**
This course will focus on fundamental materials science and biological principles that impact the engineering design of biomaterials and tissue-engineered products. Topics addressed will include structural hierarchies of materials and tissues, physical and chemical properties of surfaces, degradation of materials, and cell-surface, cell-cell, and cell-matrix interactions. The course will conclude with inflammatory, immunological, and pathological events associated with responses to such products. Laboratory exercises will be utilized to illustrate selected concepts, introduce assessment methods, and provide hands-on experiences with cells and materials. An additional non-graded once a week lab section to accompany lectures.

**BMEN 6401. Biomaterials & Tissue Engr Lab. (0 Credits)**
Lab section for BMEN 6400.

**BMEN 6420. Transport in Cells and Organs. (3 Credits)**
Open only to graduate students. Fundamental principles of fluid mechanics and mass transport will be applied to biological systems at the cellular, tissue, and organ levels. The topics of this course will be the cardiovascular and respiratory systems; and cell adhesion and migration, intracellular, transmembrane and transvascular transport: drug transport and pharmacokinetics, and transport-related pathophysiological conditions (inflammation, atherosclerosis, thrombosis, sickle cell disease, cancer metastasis). The lab sessions will provide training in measurement and analysis of cell transport in parallel-plate flow systems.

**BMEN 6421. Transport in Cells & Organs Lab. (0 Credits)**
Lab section for BMEN 6420.

**BMEN 6430. Vascular Bioengineering. (3 Credits)**
The objectives of this graduate-level course are to familiarize students with contemporary research areas that cover the field of vascular biology, and to provide an understanding of bioengineering principles related to physiological function and therapeutic modalities. Example topics include smooth muscle cell and endothelial cell lineage, leukocyte-endothelial cell interactions, angiogenesis, drug targeting via the microcirculation, neural vascular control, atherosclerosis, and hypertension. These topics will be presented in the context of four overarching sections: 1) Vascular Cell Biology; 2) Principles of Vascular Function and Design; 3) Vascular Pathophysiology, and 4) Therapeutic Design. For each section of the course students will be required to read, critically analyze, and present relevant articles. As indicated by the section titles, the course will culminate by highlighting how our basic understanding of physiological function/dysfunction can be translated to therapeutic design.

**BMEN 6460. Cell Mechanotransduction. (3 Credits)**
This course reviews cellular mechanotransduction in a variety of tissues that adapt to physiological loading. A partial list of mechanosensing cells in these tissues include hair cells in inner ears, chondrocytes in cartilage, osteocytes in bone, endothelial cells in blood vessels, etc. In particular, this course emphasizes the role of mathematical modeling in solving biological problems. Hands-on mathematical modeling will be assigned as homework and projects.

**BMEN 6600. Comput Model Biomed Sys. (4 Credits)**
The objective of this graduate course is to provide students with the skills and knowledge necessary for computational modeling of biological and physiological systems. The first half of the course will cover introduction to UNIX, elements of programming (Matlab and FORTRAN), and numerical methods commonly used in biomedical research. The second half will immerse the students in specific biomedical applications including hemodynamics, respiratory flow, cellular mechanobiology, and neural dynamics. Most lectures will be accompanied by computer labs.

**BMEN 6601. Comp Model Biomed Sys Lab. (0 Credits)**
Lab section for BMEN 6600.

**BMEN 6610. Intro Comp Biomechanics. (3 Credits)**
This course covers fundamentals of computational methods with the emphasis in biomechanics applications. The computational methods include finite element methods and finite difference methods at the introductory level. The course will use MATLAB to implement these methods. The underlying theories of these numerical methods will be taught, and example problems will be discussed during the lecture. Example problems will include those from implant design, bone biomechanics, soft tissue biomechanics, etc. in static and dynamic conditions. The course will also discuss some special issues such as the stability/convergence criteria and the error estimation. The student will work on a term project to exercise these issues on a biomechanics problem of his/her choice.
BMEN 6630. Cell Mechanics. (3 Credits)
Fundamental principles of continuum mechanics will be applied to problems of biomechanics at the cellular level. Topics covered include structure of mammalian cells, cell membrane mechanics, mechanics of the cytoskeleton, models of cell viscoelasticity, cell adhesion, active cell processes, flow-induced deformation of blood cells, and experimental techniques (micropipette aspiration, biointerface probe, atomic force microscopy, magnetic twisting cytometry, optical tweezers, and flow chamber assays).

BMEN 6650. Biomechanics and Biotransport. (3 Credits)
This course provides a review of the mechanics of finitely deformable structures and thermomechanics with applications to the study of biological tissues. The focus of the course will be on the development of mathematical models describing fluid-solid interactions in biological tissues, nutrient transport, damage repair, and discontinuities. In particular, we will cover mixture theory, poroelasticity, microstructural models of cortical and cancellous bone, tendon, ligament, and other tissues, transient and steady-state nutrient transport, and continuum damage theories.

BMEN 6651. Biomechanics and Biotrans Lab. (0 Credits)
Lab section for BMEN 6650.

BMEN 6660. Special Topics. (1-3 Credits)
Special Topics.

BMEN 6670. Pulmonary Mechanics. (3 Credits)
This is a survey course in which mechanical models of the pulmonary system are discussed. Topics to be addressed include mucus transport, airflow/diffusion in the pulmonary airways, ventilation/perfusion relationships, flow through collapsible airways and interfacial phenomena.

BMEN 6680. Orthopaedic Bioengineer. (3 Credits)
Concentration on various engineering aspects of the human knee and the treatment of its common orthopaedic pathologies. Topics include histophysiology of wound healing, synovial joint anatomy and tissue biomechanics, knee biomechanics, osteochondral graft reconstruction, prosthetic ligaments, and knee arthroplasty with emphasis on the design issues involved and the integration of clinical practice.

BMEN 6710. Departmental Seminar. (1 Credit)
Each week, a one-hour seminar on research within or outside the department is presented. During the Spring semester, all seniors are required to give a presentation on their project or internship. Attendance of all seniors and graduate students is required in the Fall semester.

BMEN 6720. Departmental Seminar. (0 Credits)
Each week, a one-hour seminar on research within or outside the department is presented. During the Spring semester, all seniors are required to give a presentation on their project or internship.

BMEN 6730. Biomedical Signals and Systems. (3 Credits)
Fundamentals of biomedical Signals and analysis and introduction to control systems. Topics include Laplace and Fourier transforms, the convolution theorem, time- and space-frequency-domain analysis, signals and noise, the mathematics of imaging, and exam.

BMEN 6760. Biomedical Microdevices. (3 Credits)
This graduate level course will focus on design and fabrication of biomedical microdevices for basic biomedical research and clinical diagnostics. Students will learn from examples in recent medical literature how to approach the design of biomedical devices. The course will emphasize two basic engineering concepts: simplicity and biomimetics. It often pays (figuratively and literally) to spend the time to engineer the simplest device with needed functionality, because simple devices are often more robust, inexpensive and user-friendly, and therefore are easier to commercialize. The biomimetic approach to engineering of devices could save a lot of effort simply because nature has already spent the time to try out nearly every possible design, and has often (but not always) arrived at the optimal solution. As an exercise in this course, students will be asked to propose a solution to a medical problem of their choice (from contemporary literature) and explain why they chose the specific design. A goal of this course will be to stimulate students to think creatively and to integrate their knowledge across a wide spectrum of subjects in BMEN curriculum for solving real problems related to human health. This course will specifically emphasize the development of point-of-care diagnostic devices for remote, rural areas, developing world and other resource-limited settings.

BMEN 6790. Design Studio. (3 Credits)
This course is intended to provide students with a realistic design experience from virtual design, to rapid prototype fabrication, to testing, through redesign. It will focus on the practical application of leading commercial design software, including the creative extension of this software to innovate research applications. The course will be project intensive with commensurate report submissions and future design recommendations. Projects will include analyses of existing clinical problems, as well as research development of cell scaffolds and cell mechanotransduction.

BMEN 6791. Design Studio Lab. (0 Credits)
Lab for BMEN 6790.

BMEN 6820. Math Analysis Bio Systms. (3 Credits)
The objective of this course is to teach basic mathematical modeling constructs and analysis techniques that are used for studying biological processes. Topics to be covered include ordinary differential equations, compartment systems, basics of dynamic systems, stability, statistical inference and model construction. These will be applied to study models of chemical kinetics, physiological control, AIDS transmission, population dynamics, and growth. Students will use Mathematica to develop and analyze models.

BMEN 6830. Intro Biomed Imaging & Process. (3 Credits)
The objective of this course is to teach graduate students the concepts, algorithms and programming of image analysis techniques and apply them to address real world biomedical imaging challenges. The physics of medical imaging modalities including x-ray, MRI, CT, PET and microscopic imaging will be introduced. The basic underlying mathematical signal processing techniques such as Fourier analysis and linear system theory will be studied to model and process biomedical images. Finally, students will learn how to use MATLAB as a tool and apply the image processing techniques to solve some medical imaging problems such as image enhancement, segmentation and pattern classification.
BMEN 6840. Medical Imaging Physics. (3 Credits)
This course will introduce imaging methods in medicine, including radiography, computed tomography (CT), magnetic resonance imaging (MRI), nuclear medicine (PET and SPECT), and ultrasound imaging. The basic physical principles of each imaging modality will be introduced, including the imaging energy source, properties and interaction with tissue. Basic concepts of image reconstruction will be discussed. This course will include laboratory visits to the School of Medicine Department of Radiology to explore real world uses of medical imaging systems. A course project will be assigned for students to assess new and emerging medical imaging systems.

BMEN 6860. Sem In Biofluid Mechanic. (0 Credits)

BMEN 6900. Medical Imaging. (3 Credits)

BMEN 6932. Elements of BMEN Design. (3 Credits)
This course develops the fundamental aspects of the mechanical performance of devices and components. Topics include a review of stress analysis, failure criteria, fatigue analysis and stress concentrations, as well as the mechanical behavior of fasteners, welded joints, spring selection, bearing design, and introduction to finite element analysis; with applications to biomedical engineering.

BMEN 6940. Transfer Coursework. (3 Credits)

BMEN 7030. Anatomy &Physio For Engr. (3 Credits)

BMEN 7100. Anat & Phys For Engr Lab. (1 Credit)

BMEN 7120. Research In BME. (1-6 Credits)
Taught on a tutorial basis, this course allows a student to make an in-depth study in an area of expertise of members of the department. Some recent and current topics include non-Newtonian fluid mechanics; the mechanics of the inner ear; the mechanics of bone; the mechanics of soft tissue; ceramics engineering; physical metallurgy; laser applications in medicine; and modeling of neural networks.

BMEN 7220. Direct Reads In BME. (1-6 Credits)
Taught on a tutorial basis, this course allows a student to make an in-depth study in an area of expertise of members of the department. Some recent and current topics include non-Newtonian fluid mechanics; the mechanics of the inner ear; the mechanics of bone; the mechanics of soft tissue; ceramics engineering; physical metallurgy; laser applications in medicine; and modeling of neural networks.

BMEN 7320. Research In BME. (1-6 Credits)
Individual research supervised by faculty.

BMEN 7410. Research Methods. (2-4 Credits)
Methods and resources for experimental studies in engineering science are introduced. Topics include the nature of scientific inquiry, literature search and writing techniques, experimental design and control, data analysis and presentation, and statistical methods. An original proposal is required.

BMEN 7660. Special Topics. (4 Credits)
Special Topics.

BMEN 7940. Transfer Credit-Grad. (1-12 Credits)

BMEN 7990. Research in BME. (1-9 Credits)
Individual research supervised by faculty.

BMEN 9980. Master's Research. (3 Credits)
Research toward completion of a masters degree.

BMEN 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

Biomedical Sciences (BMSP)

BMSP 6050. Advanced Cell Biology - MS. (3 Credits)
BMSP 6070. Advanced Cell Biology. (3 Credits)
BMSP 6800. Technology Commercialization. (3 Credits)
BMSP 7100. Biomed Sciences Workshop. (1 Credit)
BMSP 7110. Workshop. (1 Credit)
BMSP 7120. Research Methods. (2-4 Credits)
BMSP 7130. Research Methods. (2-4 Credits)
BMSP 7140. Biomedical Sci Seminar. (1 Credit)
BMSP 7150. Seminar. (1 Credit)
BMSP 7500. Special Topics. (1-6 Credits)
BMSP 7770. Systems Biology. (3 Credits)
BMSP 7990. Independent Study. (1-6 Credits)
BMSP 9980. Masters Research. (0 Credits)
BMSP 9990. Dissertation Research. (0 Credits)

Biostatistics (BIOS)

BIOS 6030. Introductory Biostat. (3 Credits)
Introduction to statistical methodology in the health field. Topics include presentation of data (graphs and tables), descriptive statistics, concepts of probability, estimation of parameters, hypothesis testing, simple linear regression, correlation, and the analysis of attribute data. It is recommended for students with any mathematical or statistical background and those needing a firm foundation in statistical methods either for their careers or preparation for further quantitative courses.

BIOS 6040. Intermediate Biostat. (3 Credits)
This is an intermediate course in applied biostatistics. The course covers Analysis of Variance and Multiple Regression and Correlation Analysis, and Logistic Regression. The focus will be on numerical computation and interpretation of results of statistical application using statistical packages. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 6220. Database Management. (3 Credits)
An introduction to the principles and application of data management, techniques in data collection, data cleaning, data reporting, database design, and implementing databases for managing large data systems. After taking the course, students will be able to create databases with applications to public health intervention and surveillance, use SQL to administrate, manage, and retrieve data for statistical analysis. Prerequisite(s): Basic knowledge of MS Office.

BIOS 6240. Computer Packages-Spss. (1 Credit)

BIOS 6300. Introduction To Arcgis. (1 Credit)
This course covers the elementary concepts and applications for mapping using the ArcGIS software. The course focuses on a wide variety of public health applications and is applicable to virtually all academic and professional settings where mapping is used. Each lecture begins with a PowerPoint presentation to introduce fundamental mapping concepts and is followed with in-class exercises to reinforce hands-on application. Two in-class, paper-based exams are given to monitor and assess students’ understanding of the course concepts.
BIOS 6800. Intro To Pub Hlthgis. (3 Credits)
The course is an introduction to desktop mapping and spatial analysis. The first part of the course covers geographic information systems (GIS) concepts and mapping using the ArcGIS software. The second part of the course covers introductory spatial analytical techniques, including spatial autocorrelation quantification, cluster analysis, and spatial modeling. The student will develop a public health GIS project that requires the synthesis of mapping and spatial analysis.

BIOS 7040. Statistical Inference I. (3 Credits)
The course is the first of a sequence in the theory of statistical inference and probability. The first part of the course covers probability theory, discrete, continuous, and exponential distribution functions; moment generating functions; and differentiation. The latter part of the course covers joint and marginal distributions and concepts of random samples. Students taking this course need to have completed at least one year of college calculus. Students will develop a project that synthesizes the course learning objectives through an applied course project. The course focuses on the theoretical underpinnings of biostatistics and improving understanding of statistical application and problem solving approaches.

BIOS 7050. Statistical Inference II. (3 Credits)
The course is the second part of a sequence for introduction to statistical inference and probability. The first part of the course covers data reduction, point estimation, hypothesis testing, and interval estimation. The latter part of the course covers asymptotic evaluations, analysis of variance, and regression modes. The student will develop a project that synthesizes the course learning objectives through an applied course project. The course focuses on the theoretical underpinnings of biostatistics and improving understanding of statistical application and problem solving approaches.

BIOS 7060. Regression Analysis. (3 Credits)
This is an advanced course on selected statistical techniques for analyzing data on multiple variables, both continuous and categorical. This course ultimately provides the student with insight into the application of regression techniques to the medical and health sciences. It focuses on statistical methodology with emphasis on selection of appropriate applications and interpretation of results. Elementary knowledge of the use of statistical computing package is needed.

BIOS 7080. Design of Experiments. (3 Credits)
This course deals with fundamental topics in design of experiments including principle theory of experimental designs (randomization, replication, and balance). It focuses the main elements of statistical thinking in the context of experimental design such as completely randomized design, randomized complete block design, experiments with two factors, factorial design, Latin Square, nested designs, repeated measurement design, and split-pot designs. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7150. Categorical Data Analysis. (3 Credits)
Fundamental concepts and methods for analysis of categorical outcomes. Topics include analysis of 2-way tables, unconditional and conditional logistic regression, power and sample size computation, and modeling of dependent categorical outcomes via mixed models and GEE methods. Course covers the mathematical basis of the statistical procedures but the emphasis is on application of the methods using statistical software and interpretation of results. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7220. Nonparametric Statistics. (3 Credits)
Nonparametric inferential statistical methods are introduced. Topics include single, paired, independent, and multiple sample hypothesis testing and confidence interval methods; non-parametric regression and correlation methods; categorical data and measures of concordance. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7250. Principles of Sampling. (3 Credits)
This course introduces core principles of survey sampling, with emphasis on sampling plans, methods of estimating unknown parameters of population and subdomain, and techniques for calculating precisions of the estimators. Topics include: basic concepts in survey sampling, simple random sampling; stratified random sampling; systematic sampling; one-, two-, and multi-stage cluster sampling; probability proportionate to size sampling. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7270. Asymptotic Inference. (3 Credits)
This course provides an introduction to the fundamental tools and concepts of asymptotic statistics, or the large sample theory, without requiring measure theory. Students who take this course should have the general knowledge of statistical inference and working knowledge of statistical software such as SAS or R. The course includes and introduction on the limit theory of random variables, classic likelihood-based asymptotic theory and the asymptotic theory of nonparametric statistics, including the theory of U-statistics and smoothing methods. It also covers resampling methods, including permutation tests, bootstrap, and Jackknife.

BIOS 7300. Survival Data Analysis. (3 Credits)
Topics include analysis of survivorship data including estimation and comparison of survival curves, regression methods in the analysis of prognostic and etiologic factors, concepts of competing risks, and the analysis of clinical trial data. Software used for problem solving. Emphasis placed on the application of methods to the analysis of public health data with examples of clinical trials, cancer survivorship, and other data sets for which there is partial follow-up of subjects. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7380. Bayesian Inference. (3 Credits)
This course examines theoretical foundations and applications of Bayesian paradigm, including Bayes’ theorem, prior distribution, likelihood function, deriving posterior distributions, and point and interval estimations. A variety of topics are covered, which encompass Bayesian inference for single- and multi-parameter models, linear regression, hierarchical models, and commonly used Gibbs sampler and Metropolis-Hastings algorithm. Assessment of convergence, the evaluation of models, and the presentation of the results are also illustrated. Real world examples drawn from medical research are used to show practicality of Bayesian approach, particularly how to update beliefs and make inferences from observed data. Elementary knowledge of the use of statistical computing packages is needed.
BIOS 7400. Clinical Trials. (3 Credits)
Covers design, implementation, analysis and reporting of clinical trials. Topics encompass trial design, hypothesis formulation and testing, methods of randomization, ethics, sequential trials, sample size determination, blinding, subject recruitment, data collection and management, quality control, monitoring outcomes and adverse events, interim analysis, statistical methods in analyzing trial data, and addressing scientific issues in reporting and interpreting trial results. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7550. Epigenetics and Epigenomics. (3 Credits)
This course exposes students to the underlying biological basis behind current research in the area of epigenetics and epigenomics. Students will review the principles and recent progresses in epigenetic regulation of physiology and patho-physiology, along with current and emerging techniques and methodologies for assessing epigenomic features. Students will present and discuss recent cutting-edge and epigenetic and epigenomic studies.

BIOS 7650. Stat Learning in Data Science. (3 Credits)
This course provides detailed overviews over the evaluation and application of statistical learning theories and techniques for inference and prediction in data science, particularly for biological and public health data. Topics include linear and nonlinear models, resampling techniques, tree-based methods, unsupervised learning such as clustering, support vector machine, graphical models, etc. Working on real and/or simulated data through assignments, students will apply the knowledge learned and practice their skills in solving various biological and public health problems, such as sequence alignment, gene prediction, subtype identification and classification, and disease risk and prognosis prediction. Discussion on model assessment and selection are also included. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 7990. Masters Independent Studies. (1-3 Credits)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

BIOS 8000. Doctoral Journal Club. (0 Credits)
This course is intended to improve students’ ability in interpreting, evaluating, critiquing, presenting, and communicating the elements, concepts, findings, and implications from current Biostatistics and Bioinformatics research literatures in a seminar setting. All enrolled students will be expected to give at least one oral presentation and participate in the student-led discussions. Feedback to each presenter will be given orally, in writing and/or through e-mails by faculty and peer students. At the end of the course, students will gain experience in assessing the value of research findings from selected publications to biostatistics and bioinformatics research.

BIOS 8200. Causal Infrnce for Biomd Inform. (3 Credits)
This course covers basic concepts and selected state-of-the-art statistical methods and theory of causal inference for biomedical informatics. It will empower students to draw causal conclusions and make predictions by mining data from observational and experimental studies. Topics include: targeted machine learning, structural equation modeling, Mendelian randomization, and heteroskedastic genomic prediction. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 8350. Clustrd & Longtidinal Dta Anlys. (3 Credits)
This is an advanced course in analysis of clustered and longitudinal data, with or without missing values. Students will compute power and sample size for clustered and longitudinal data using generalized linear mixed effect models and estimating equations. Class discussion, lecture, and assignments emphasize application of methods to the analysis of public health data with examples of clinical trials and epidemiological observational studies. Use of standard statistical software and methods required. Elementary knowledge of the use of statistical computing packages is needed.

BIOS 8500. Monte Carlo and Bootstrapping. (3 Credits)
This hands-on course introduces the methods used for Monte Carlo simulations and nonparametric bootstrapping. Students learn how to design, program, and interpret a simulation study, uses of bootstrapping for estimation and inference, jackknifing, and other resampling methods. Monte Carlo Markov Chain methods and Bayesian inference in Monte Carlo methods will be introduced. This is an advanced, computer-intensive course, so knowledge of programming language (SAS or R preferred) as well as ability to work independently are required.

BIOS 8800. Applied Data Analysis. (3 Credits)
This is an advanced methods course for hands-on data analysis and management. Students use real datasets to formulate testable hypotheses, interrogate and clean data, implement appropriate strategies for missing data, design and perform appropriate analyses, and keep written documentation of their analyses. Students also learn how to interpret and effectively report the results of statistical analyses, both orally and in writing. Use of a statistical software package is required.

BIOS 8820. Multivariate Methods. (3 Credits)
This is a doctorate level course that covers techniques used to conduct analysis with more than one outcome variable. The focus will be on association methods and predictive models between multiple independent and multiple dependent variables. Additionally the students will learn techniques for variable reduction, path models, and factor analysis. Students will conduct numerical computation and interpretation of results of statistical application using statistical packages.

BIOS 8990. Doctoral Independent Study. (1-3 Credits)
Doctoral students and advisors select a topic for independent study and develop learning objectives and the expected final written product.

BIOS 9970. Dissertation. (0 Credits)
Doctoral candidates who have defended their prospectus and are engaged in research.

BIOS 9980. Master's Thesis Research. (0 Credits)
MS Students engaging in thesis research.

BIOS 9990. Dissertation Research. (2 Credits)
Doctoral students who have completed course work but not defended their prospectus.
BUSN 7010. Financial Economics Theory. (3 Credits)
This is the first doctoral course on financial economics theory.
BUSN 7020. Investments and Asset Pricing. (3 Credits)
This course is designed for doctoral students who intend to research in financial accounting, finance, or economics. The course will cover important and recent empirical papers in the investments area.
BUSN 7030. Empirical Rsrch Acct/Finc. (3 Credits)
BUSN 7040. Optimization Theory. (3 Credits)
BUSN 7050. Micro-Economic Th I. (3 Credits)
BUSN 7060. Micro-Economic Th II. (3 Credits)
BUSN 7070. Incentives & Asymmetric Info. (3 Credits)
BUSN 7080. Econ Theory of Organztns. (2-3 Credits)
BUSN 7110. Analytical Acctng Theory. (3 Credits)
BUSN 7120. Empirical Methods in Finance. (3 Credits)
BUSN 7130. Corporate Finance Theory. (3 Credits)
BUSN 7140. Empirical Research Paper. (3 Credits)
BUSN 7141. Empirical Research Paper II. (3 Credits)
BUSN 7150. Empirical Rsh in Acctg Seminar. (3 Credits)
BUSN 7160. Empirical Acctng Research UU. (3 Credits)
BUSN 7210. Empirical Finance Research I. (3 Credits)
This is a doctoral seminar course on topics in empirical research, primarily in the area of corporate finance.
BUSN 7220. Empirical Finance Research II. (3 Credits)
This is a doctoral course on topics in empirical finance research, primarily in the area of corporate finance.
BUSN 7230. Selected Topics in Fin and Acc. (3 Credits)
This seminar covers selected topics in empirical Finance and Accounting research. The objectives of this course are to (i) provide an introduction to the basic building blocks of market-based research (ii) enable an understanding of the economic theory-based motivation for empirical hypotheses, and (iii) provide an introduction to, and evaluation of the empirical methods employed to test those hypotheses. The course seeks to prepare students for research careers in archival-empirical research.
BUSN 7230. 3rd YR Empirical Paper & Pres. (3 Credits)
BUSN 7330. Seminar: Mngmnt Commun. (0 Credits)
BUSN 7410. Seminar On Acct & Econ. (3 Credits)
BUSN 7510. Seminar In Org Beh I. (2-3 Credits)
BUSN 7520. Sem Organiza Behavior II. (3 Credits)
BUSN 7530. Seminar Org Behavior III. (3 Credits)
BUSN 7540. Group Dynamics. (3 Credits)
BUSN 7810. Strategic Management. (3 Credits)
BUSN 8010. Studies In Account I. (1-3 Credits)
BUSN 8020. Studies In Account II. (1-3 Credits)
BUSN 8030. Studies In Account III. (1-3 Credits)
BUSN 8040. Studies In Account IV. (1-3 Credits)
BUSN 8310. Studies In Org Behav I. (1-3 Credits)
BUSN 8320. Studies In Org Behav II. (1-3 Credits)
BUSN 8330. Studies In Org Behav III. (1-3 Credits)
BUSN 8340. Studies In Org Behav IV. (1-6 Credits)
BUSN 8510. Studies In Finance I. (1-3 Credits)
BUSN 8520. Studies In Finance II. (1-3 Credits)
BUSN 8530. Studies In Finance III. (1-3 Credits)
BUSN 8540. Studies In Finance IV. (1-3 Credits)
BUSN 8550. PhD Investment Seminar. (3 Credits)
BUSN 9950. Independent Study. (1-6 Credits)
BUSN 9960. Thesis Development. (3 Credits)
BUSN 9980. Advancd Financial Semina. (3 Credits)
BUSN 9990. Dissertation Research. (3 Credits)

Business Law (BSBL)
BSBL 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSBL discipline in BSLS Programs (1000 level).
BSBL 2910. Special Topics in Business Law. (1-3 Credits)
Special Topics in Business Law.
BSBL 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSBL discipline in BSLS Programs (2000 level).
BSBL 3400. Legal Aspects of Business. (3 Credits)
A practical approach to law as it affects the business person and the consumer. The primary focus is on the laws of contracts; the requirements and the rights and obligations they create. The relief granted to debtors through bankruptcy and the resulting detriment to creditors are studied with emphasis on precautionary measures. Finally, the consequences of willful or negligent acts are carefully treated.
BSBL 3450. Commercial Law. (3 Credits)
This course is designed to show students the connection between law and business, give students basic knowledge of the fundamental concepts, principles, and rules of law that apply to business transactions and to develop the ability to apply this knowledge to specific situations with good judgment.
BSBL 4910. Independent Study. (1-3 Credits)
Independent Study in the BSBL discipline for the BSLS Programs.
Business of Real Estate (RESM)

RESM 3010. Principles of Real Estate I. (3 Credits)
RESM 3020. Principles of Real Estate II. (3 Credits)
RESM 3030. RE Market Analysis & Finance. (3 Credits)
RESM 3040. Fundamentals Real Estate Devel. (3 Credits)
RESM 3060. Sustainable Urban Development. (4 Credits)

Career Devel & Mgmt (CDMA)

CDMA 1010. Career Dvlp & Mgmt I. (0.5 Credits)
In this course, students will complete an online Career Interest Inventory before class and will receive feedback on how their academic interests will support their future professional careers. They will learn how to take stock of the skills they already have, and will use them to create effective resumes and to plan their career paths. A representative from the Turchin Library at Freeman will discuss the importance of doing research and targeting future employers. Guest speakers from a variety of academic and career backgrounds will visit each class to share their personal career journeys and answer student questions. Please note that this course is for BMSI students only, and the Freeman School offers the course only in the summer.

CDMA 1110. Career Dvlp & Mgmt II. (0.5 Credits)
In this course, students will learn about networking, building an effective social media presence, and identifying the different kinds of interviews as preparation for an eventual career search. They will have an opportunity to practice networking and interviewing in peer groups, and guest speakers from a variety of academic and career backgrounds will visit each class to share their personal career journeys and answer student questions. Please note that this course is for BMSI students only, and the Freeman School offers the course only in the summer. Prerequisite: CDMA 1010.

CDMA 1201. Career Dvlp & Mgmt III. (1.5-2 Credits)
This course assists students with career exploration and prepares them to be competitive candidates during the internship and job search processes. Student preparation includes learning how to write an effective resume and cover letter, researching job opportunities, and refining interview performance. The course will also provide students with knowledge of how to transition successfully into the work place and perform well in a professional environment. Students will develop Career Toolkits that will serve as a resource for piloting their career progressions. Prerequisite: CDMA 1201.

CDMA 1208. Career Dvlp & Mgmt IV. (0.5 Credits)

Career Development (CRDV)

CRDV 1090. Special Topics. (1 Credit)

Cell & Molecular Biology (CELL)

CELL 1010. Intro to Cell & Molec Biology. (3 Credits)
A study of phenomenology and fundamental concepts that apply to all living systems. Major topics include: cell biology, cellular respiration, photosynthesis, physiology, genetics, and development. For biological science majors.

CELL 1030. Heredity and Society. (3 Credits)
The nature, scope, and implications of recent accomplishments in genetics, including consideration of human birth defects, hereditary diseases, and the potential of the human species to manipulate its own genes. For non-majors.

CELL 1035. Heredity & Society Lab. (1 Credit)
Laboratory and computer exercises to reinforce concepts discussed in CELL 1030. Students will learn basic laboratory skills, including microscopy and molecular biological techniques. For non-majors.

CELL 1040. Forensic Biology. (3 Credits)
Lectures, readings, and discussion of the literature in the fields of forensic biology. For non-majors.

CELL 1500. Biology Lecture. (3 Credits)
CELL 1505. Biology Lab. (1 Credit)
CELL 1890. Service Learning. (1 Credit)
CELL 1940. Transfer Coursework. (3-99 Credits)

CELL 2050. Genetics. (3 Credits)
The principles of genetic analysis and the nature of genes. Discussion of DNA, chromosomes, and molecular mechanism of replication, mutation, expression, and transmission of heritable characteristics.

CELL 2115. General Biology Lab. (1 Credit)
Laboratory exercises emphasizing concepts in cell, molecular, and developmental biology. Designed for majors in the biological sciences.

CELL 2220. Careers in Cell & Molec Biol. (1 Credit)
This course will examine different careers in medicine, the distribution of hours spent in practice each week, and some of the disease processes and treatments seen by physicians. It will be taught from a practical, clinical point of view and is intended to help students identify their areas of interest in medicine or medical research. Does not count toward the requirements for a major or minor in cell and molecular biology.

CELL 2660. Special Topics. (4 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 2665. Special Topics Lab. (4 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 2710. Intro to Clinical Cancer. (3 Credits)
Learn how complex clinical decisions are developed and evaluated. Apply your knowledge of Cell and Molecular Biology in ac clinical laboratory setting to diagnose cancer, develop patient-specific treatment options, evaluate treatment outcomes, predict and counter life-threatening therapeutic resistance. Students will appraise their newly acquired clinical oncology skills by attending the multidisciplinary Tulane Cancer Center tumor board meetings. Prerequisites: CELL 2050 and CELL 2115 or permission from instructor. Does not count toward CMB major.

CELL 2890. Service Learning. (1 Credit)
Service learning component to CELL courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.
CELL 2940. Transfer Coursework. (1-4 Credits)

CELL 3030. Molecular Biology. (3 Credits)
The course is designed to provide basic knowledge of molecular biology. Topics covered include DNA replication, gene structure and regulation, transcription, translation, and protein structure and regulation. Basic laboratory techniques and experimental design in molecular biology are emphasized.

CELL 3035. Molecular Biology Lab. (1 Credit)
Laboratory experience in molecular biology techniques. Students will learn to analyze DNA via gel electrophoresis; isolate, detect, and quantitate RNA and/or protein; and use plasmids to clone and express a gene. Prerequisites: CELL 2115, CELL 3030.

CELL 3050. Foundations of Pharmacology. (3 Credits)
This course explains cellular mechanisms by which drugs act in the body. Specific topics include basic pharmacokinetics, drug receptor interactions, drug tolerance, toxicity and drug interactions. The course integrates biology and chemistry by using examples of drug action on the autonomic and central nervous systems, cardiovascular and endocrine systems as well as the treatment of infections. Concepts from cell biology, anatomy, biochemistry, neurochemistry and physiology are covered.

CELL 3210. Physiology. (3 Credits)
This course is a survey of the organ systems of the human body. The cellular and molecular mechanisms of organ function are discussed. Emphasis is placed on clinical implications.

CELL 3230. Cellular Biochemistry. (3 Credits)
An examination of the structure and function of biological molecules, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students will be introduced to the synaptic organization of higher neural systems, such as the visual system and somatic sensory system.

CELL 3235. Cellular Neuroscience. (3 Credits)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences.

CELL 3310. Cellular Neuroscience Lab. (1 Credit)
This is an interactive lab class giving students hands-on experience working with techniques used in the study of cellular neuroscience. Techniques include: behavioral testing using invertebrates, tissue staining, immunocytochemistry, and intracellular electrophysiological recordings.

CELL 3320. Systems Neuroscience. (3 Credits)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences.

CELL 3325. Neuroanatomy Lab. (1 Credit)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience, and is intended to prepare students for further study in the neurosciences.

CELL 3400. Regenerative Biology. (3 Credits)
This course encompasses the mechanisms of natural regeneration that occurs in both invertebrates and vertebrates and little bit about the application to the development of therapies to restore tissues and organs damaged by injury or disease. This course focuses mainly on the vertebrate regeneration and the primary objective of this course is to introduce students to regeneration mechanism in tissue, cellular and molecular level.

CELL 3560. Pathophysiology. (3 Credits)
This course focuses on the molecular pathophysiology of infectious disease, immunopathology of the cardiovascular system and skin disorders. The impact of a diseased cardiovascular system will be examined. Concepts from cell biology, anatomy, biochemistry, and physiology are covered.

CELL 3750. Cell Biology. (3 Credits)
An examination of the structure and function of eukaryotic cells. Emphasis is placed on mechanisms of intracellular and transmembrane transport, cellular control, and intracellular and intracellular signaling. Experimental methods and applications will be emphasized.

CELL 3755. Cell Biology Laboratory. (1 Credit)
Laboratory experience in in vitro methodologies. Students will learn to maintain and manipulate mammalian cell cultures.

CELL 3890. Service Learning: CELL 3750. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

CELL 3940. Transfer Coursework. (1-4 Credits)

CELL 4010. Cellular Biochemistry. (3 Credits)
An examination of the structure and function of biological molecules, energetics of biological reactions, enzyme kinetics, metabolism, synthesis of macromolecules, and assembly of structures. Emphasis is placed on mammalian metabolism and mechanisms of control used to regulate metabolic pathways. Detailed explorations into the chemical function of biomolecules lay the foundation for the course.

CELL 4110. Human Histology. (4 Credits)
Descriptive study of mammalian microscopic anatomy in a physiological context. Lectures and laboratory.

CELL 4111. Human Histology Lab. (0 Credits)
Lab section for CELL 4110.

CELL 4130. Embryology. (3 Credits)
Anatomical study of developmental processes in humans. Lectures and online laboratory.

CELL 4160. Developmental Biology. (3 Credits)
The origin and development of form and patterns in organisms. Recent investigations and research methodology on the processes of growth and differentiation are stressed.
CELL 4180. Biomedical Research in Animals. (3 Credits)
Lectures, readings, presentations, and discussion of the use of animal models in biomedical research. Prerequisites: CELL 3750 or CELL 4010 or approval from instructor.

CELL 4200. General Endocrinology. (3 Credits)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.

CELL 4220. Microbiology. (3 Credits)
Taxonomy, physiology, genetics and ecology of microorganisms. This course will cover the role of microbes in medicine and industry, and as model systems for research.

CELL 4225. Microbiology Laboratory. (1 Credit)
Laboratory studies of microbial taxonomy, physiology, biochemistry, and genetics.

CELL 4240. Sem In Morbid & Mortalty. (3 Credits)
This is a seminar course that will focus on recent reports of bacterial or viral diseases in the Morbidity and Mortality Weekly Report* (MMWR) published by the Centers for Disease Control and Prevention. Students will read selected reports each week that will be analyzed in detail in class.

CELL 4250. Principles In Immunology. (3 Credits)
An introduction to the biology of the human immune system with review of relevant literature. Students will learn to critically read scientific articles and analyze experimental data.

CELL 4260. Princ of Biomed Write Capstone. (3 Credits)
An examination of various types of scientific literature, scientific writing and presentation. Exploration of scientific databases such as PubMed. Emphasis on critical reading of scientific literature and writing in a scientific style. Also satisfies writing intensive requirement.

CELL 4340. Neurobiology of Disease. (3 Credits)
This is an advanced course which reviews the physiology of the nervous system and the various pathologies that attack the system. The course focuses on the cellular mechanisms of the pathology, what treatments are available, and what the current research literature has to say about the diseases. Emphasis is placed on readings from original clinical and research papers. Pathologies discussed range from motor control and neuromuscular diseases to high cognitive function, autism, and dementia.

CELL 4350. Developmental Neurobiol. (3 Credits)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse, activity-dependent development, and applications of these to injury and disease.

CELL 4370. Molecular Neurobiology. (3 Credits)
Introduction to the molecular biology of neurons and neuronal functions. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit, and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology.

CELL 4440. Adv Molecular Biology. (3 Credits)
Current topics in molecular biology with emphasis on higher-order chromatin structure and transcription, mutability, and DNA repair mechanisms in prokaryotes and euukaryotes. Other topics include: nuclear hormone receptors, HOX gene activation in development, RNAi, and genome organization.

CELL 4450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics.

CELL 4480. Head and Neck Anatomy. (3 Credits)
This 3 credit lecture and laboratory course focuses on the gross anatomy of the head and neck, as well as central nervous system anatomy. This includes cadaver dissection of the head, neck, cranial nerves, and brain. This class mirrors dental and medical school anatomy courses and will prepare students to succeed in medical school, dental school, or allied health professions. Prerequisite: CELL 6490/4490. Does not count toward CMB major.

CELL 4490. Anatomy. (4 Credits)
An exploration of the back, upper and lower extremities with an emphasis on bones, muscles, arteries, nerves, and veins in these regions of the human body. Does not count toward CMB major.

CELL 4491. Anatomy Lab. (0 Credits)
Co-requisite lab for CELL 4491 Anatomy. Does not count toward CMB major.

CELL 4500. Adv Molec Neurobiology. (3 Credits)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology.

CELL 4560. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the CMB Department.

CELL 4570. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the CMB Department.

CELL 4660. Special Topics. (4 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 4665. Special Topics Lab. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 4710. Molec Biology of Cancer. (3 Credits)
The complex multistep process which transforms a normal cell into a cancer cell, carcinogenesis, will be examined with emphasis on current molecular insights.

CELL 4780. Developmental Genetics. (3 Credits)
This course examines the genetic pathways regulating development and the underlying molecular mechanisms by which these pathways are regulated. The goal of the course is to expose students to topics and techniques shaping the field of development biology.
CELL 4880. Writing Intensive. (1 Credit)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

CELL 4890. Service Learning: CELL 4340. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

CELL 4910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

CELL 4920. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

CELL 4940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

CELL 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

CELL 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

CELL 5110. Capstone Component: CELL 4910. (0 Credits)

CELL 5111. Capstone Component: CELL 4920. (0 Credits)

CELL 5112. Capstone Component: CELL 4950. (0 Credits)

CELL 5113. Capstone Component: CELL 4960. (0 Credits)

CELL 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CELL 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CELL 6000. Biomedical Ethics. (3 Credits)
An interdisciplinary course that examines the moral principles that apply to biology and medicine. Ethical principles will be analyzed in relation to such topical issues as informed consent, abortion, death and dying, allocation of scarce resources, personhood, AIDS, risk, human experimentation, and public policy. Case studies and class discussion will complement lectures and video presentations.

CELL 6010. Cellular Biochemistry. (3 Credits)
An examination of the structure and function of biological molecules, energetics of biological reactions, enzyme kinetics, metabolism, synthesis of macromolecules, and assembly of structures. Emphasis is placed on mammalian metabolism and mechanisms of control used to regulate metabolic pathways. Detailed explorations into the chemical function of biomolecules lay the foundation for the course. In addition, a term paper or oral presentation is required.

CELL 6030. Molecular Biology. (3 Credits)
The course is designed to provide basic knowledge of molecular biology. Topics covered include DNA replication, gene structure and regulation, transcription, translation, and protein structure and regulation. Basic laboratory techniques and experimental design in molecular biology are emphasized.

CELL 6035. Molecular Biology Lab. (1 Credit)
Laboratory experience in molecular biology techniques. Students will learn to analyze DNA via gel electrophoresis; isolate, detect, and quantitate RNA and/or protein; and use plasmids to clone and express a gene.

CELL 6040. Trends in Neuroscience. (1 Credit)
Students select, analyze, present, and discuss recent empirical articles in the field of Neuroscience.

CELL 6050. Foundations of Pharmacology. (3 Credits)
This course explains cellular mechanisms by which drugs act in the body. Specific topics include basic pharmacokinetics, drug receptor interactions, drug tolerance, toxicity and drug interactions. The course integrates biology and chemistry by using examples of drug action on the autonomic and central nervous systems, cardiovascular and endocrine systems as well as the treatment of infections. Concepts from cell biology, anatomy, biochemistry, neurochemistry and physiology are covered.

CELL 6070. Neurobiology of Aging. (3 Credits)
This course will survey the current literature in clinical and research journals regarding the Neurobiology of the aging process. Emphasis is placed on the state of research in aging, looking at experimental design issues as well as published results. Connections will be drawn between the research literature and current clinical practice, as well as what the research literature says regarding aging and lifestyle.

CELL 6080. Adv Dev & Cell Biol II. (3 Credits)
Lectures, readings, and discussion of the literature in the fields of cellular, developmental, and molecular biology.

CELL 6110. Human Histology. (4 Credits)
Descriptive study of mammalian microscopic anatomy in a physiological context. Lectures and laboratory. In addition, a term paper is required.

CELL 6111. Human Histology Lab. (0 Credits)
Lab section for CELL 6110.

CELL 6130. Embryology. (4 Credits)
Anatomical study of developmental processes in humans. Lecture. In addition, a term paper is required.

CELL 6131. Embryology Lab. (0 Credits)
Lab section for CELL 6130.

CELL 6150. Methods in Neuroscience. (3 Credits)
A lecture course exposing students to contemporary theories and techniques used in cellular and behavioral neuroscience by Tulane neuroscientists in their own research programs. The course is taught by faculty members representing several departments from both the uptown and downtown campus and the Health Sciences Center.

CELL 6160. Developmental Biology. (3 Credits)
The origin and development of form and patterns in organisms. Recent investigations and research methodology on the processes of growth and differentiation are stressed. In addition, a term paper is required.

CELL 6180. Biomedical Research in Animals. (3 Credits)
Lectures, readings, presentations, and discussion of the use of animal models in biomedical research. A term paper is required. Prerequisites: CELL 3750 or CELL 4010 or approval from instructor.

CELL 6200. General Endocrinology. (3 Credits)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.
CELL 6210. Physiology. (3 Credits)
This course is a survey of the organ systems of the human body. The cellular and molecular mechanisms of organ function are discussed. Emphasis is placed on clinical implications. Oral presentations are required.

CELL 6220. Microbiology. (3 Credits)
Taxonomy, physiology, genetics and ecology of microorganisms. This course will cover the role of microbes in medicine and industry, and as model systems for research. In addition, a term paper is required.

CELL 6225. Microbiology lab. (1 Credit)
Laboratory studies of microbial taxonomy, physiology, biochemistry, and genetics.

CELL 6230. Virology. (3 Credits)
In the virology lecture course you will learn about the structural and reproductive cycles for the major classes of viruses. You will gain an understanding of the structural and genetic factors involved in the virus-host cell interaction. You will also learn about the techniques used to study viruses. You will be using all this knowledge to identify new viruses, solve case studies, hypothesize how specific features of viruses evolved, and propose experiments to study the virus life cycle. A mock research proposal is required.

CELL 6310. Cellular Neurosciences. (3 Credits)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students will be introduced to the synaptic organization of higher neural systems, such as the visual system and somatic sensory system. Corequisite: CELL 6360.

CELL 6320. Systems Neuroscience. (3 Credits)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences. In addition, a term paper is required.

CELL 6325. Neuroanatomy Lab. (1 Credit)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience, and is intended to prepare students for further study in the neurosciences.

CELL 6340. Neurobiology of Disease. (3 Credits)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. In addition, a term paper is required.

CELL 6350. Developmental Neurobiology. (3 Credits)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse, activity-dependent development, and applications of these to injury and disease. In addition, a term paper is required.

CELL 6360. Topics In Cellular Neuroscienc. (0 Credits)
Journal club course intended as a supplement to Cellular Neuroscience in order to receive graduate credit for Cellular Neuroscience. Meets once a week for one hour. Students prepare and give oral presentations of topical papers from literature. Grade received contributes to final grade in Cellular Neuroscience.

CELL 6370. Molecular Neurobiology. (3 Credits)
Introduction to the molecular biology of neurons and neuronal functions. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity, how they receive, transmit, and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology. In addition, a term paper is required.

CELL 6400. Regenerative Biology. (3 Credits)
This course encompasses the mechanisms of natural regeneration that occurs in both invertebrates and vertebrates and a little bit about the application to the development of therapies to restore tissues and organs damaged by injury or disease. This course focuses mainly on the vertebrate regeneration and the primary objective of this course is to introduce students to regeneration mechanism in tissue, cellular and molecular level. In addition, either a term paper or additional oral presentations are required.

CELL 6440. Adv Molecular Biology. (3 Credits)
Current topics in molecular biology with emphasis on higher-order chromatin structure and transcription, mutability, and DNA repair mechanisms in prokaryotes and eukaryotes. Other topics include: nuclear hormone receptors, HOX gene activation in development, RNAi, and genome organization. In addition, a term paper is required.

CELL 6450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics.

CELL 6480. Head and Neck Anatomy. (3 Credits)
This 3 credit lecture and laboratory course focuses on the gross anatomy of the head and neck, as well as central nervous system anatomy. This includes cadaver dissection of the head, neck, cranial nerves, and brain. This class mirrors dental and medical school anatomy courses and will prepare students to succeed in medical school, dental school, or allied health professions. Prerequisite: CELL 6490/4490.

CELL 6490. Anatomy. (4 Credits)
An exploration of the back, upper and lower extremities with an emphasis on bones, muscles, arteries, nerves, and veins in these regions of the human body.

CELL 6491. Anatomy Lab. (0 Credits)
Co-requisite lab for CELL 6491 Anatomy.

CELL 6500. Adv Molec neurobiology. (3 Credits)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology. A term paper is required.
CELL 6550. Syn Org of the Brain. (3 Credits)
To discuss and understand functional connections within and between areas of the brain to lead to a greater understanding of brain function and behavior.

CELL 6560. Pathophysiology. (3 Credits)
This course focuses on the molecular pathophysiology of infectious disease, immunopathology of the cardiovascular system and skin disorders. The impact of a diseased cardiovascular system will be examined. Concepts from cell biology, anatomy, biochemistry, and physiology are covered. Oral presentations are required.

CELL 6660. Special Topics. (4 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult department.

CELL 6665. Special Topics Lab. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 6710. Molec Biology of Cancer. (3 Credits)
The complex multistep process which transforms a normal cell into a cancer cell, carcinogenesis, will be examined with emphasis on current molecular insights. In addition, a term paper is required.

CELL 6750. Cell Biology. (3 Credits)
An examination of the structure and function of eukaryotic cells. Emphasis is placed on mechanisms of intracellular and transmembrane transport, cellular control, and intercellular and intracellular signaling. Experimental methods and applications will be emphasized. A term paper is required as part of this course.

CELL 6755. Cell Biology Lab. (1 Credit)
Laboratory experience in vitro methodologies. Students will learn to maintain and manipulate mammalian cell cultures.

CELL 6840. Current Topics Dev Biol. (2 Credits)
Reports and discussions of current literature on developmental processes.

CELL 6940. Transfer Coursework. (1-4 Credits)

CELL 7110. Research Rotations. (1-3 Credits)
Individual research supervised by faculty.

CELL 7120. Research Rotations. (1-3 Credits)
Individual research supervised by faculty.

CELL 7130. Research. (2-10 Credits)
Individual research supervised by faculty.

CELL 7260. Graduate Communications. (3 Credits)
In today's competitive science market place, effective communication can be the deciding factor in obtaining postdoctoral fellowships, faculty positions or alternative career options, as well as in getting grants funded and manuscripts published. Deliberate practice of these skills is therefore critical for graduate level science trainees. This course will involve extensive discussion and practice of oral and written communication. By the end of the semester, students will have prepared a draft of their proposals required for qualifying exams and will receive input on the clarity, rigor, format, grammar, and writing style of this document. This course is open to Ph.D. students only, and is recommended to students in their 4th semester of graduate study.

CELL 7450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics.

CELL 7860. Master's Seminar. (3 Credits)

CELL 7870. Doctoral Seminar. (1 Credit)

CELL 7940. Transfer Credit-Grad. (1-12 Credits)

CELL 7990. Research. (1-9 Credits)
Individual research supervised by faculty.

CELL 8000. Research. (3 Credits)
Individual research supervised by faculty.

CELL 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

Chemical Engineering (CENG)

CENG 1100. Innovations in Chem Eng w/ Lab. (3 Credits)
This course will introduce students to the basic concepts and calculations in the field of chemical engineering. In addition to lectures, students will gain hands-on experience utilizing modern techniques and exposure to real-world applications through labs and activities. This course is limited to high school students.

CENG 1940. Transfer Coursework. (0 Credits)

CENG 2110. Matl & Energy Balances. (3 Credits)
Basic concepts in mass and energy balances are presented in this introduction to chemical process engineering. Properties of pure materials and relevant equations of state are reviewed in illustrative examples.

CENG 2120. Thermodynamics I. (3 Credits)
Concepts of energy, equilibrium, and reversibility are presented in the setting of the theoretical development of classical thermodynamics. Energy conversion cycles and elementary fluid mechanics are used to illustrate applied thermodynamics in chemical process technology.

CENG 2230. Prof Dev for Chem Engr. (3 Credits)
This course is designed for students who wish to enhance the soft skills necessary for life-long success as a professional engineer. Topics include effective written and oral communication, resume building, networking, employment search strategies, the interview process, teamwork and critical thinking. Learning will be reinforced through practical activities including a mock interview, a staged networking event and oral presentations with class discussion and feedback.

CENG 2320. Transport Phenomena I. (3 Credits)
Principles of hydrostatics and fluid mechanics. Emphasis is on mass, energy and momentum balances. Fluid flow through pipes and other types of chemical engineering equipment are considered in detail. The fundamental operations of vector analysis and the development of basic differential equations that govern fluid flow are used to solve representative problems in which viscosity is important.
CENG 2500. Intro To Biotechnology. (3 Credits)
This course begins with an introduction to physical and biological properties of cells through cell and molecular biology teachings, and then expands with the application of these principles to the realm of biotechnology. Theory and practice of specific laboratory techniques will be covered and demonstrated, and typical data sets will be interpreted. Applications of biotechnology in the business and medical communities will be discussed.

CENG 2505. Intro Biotech Lab. (1 Credit)
This course is designed to introduce students to essential laboratory skills and modern techniques utilized in the field of biotechnology. These include aseptic technique, microbial and mammalian cell culturing, flow cytometry, and engineering and analysis of genes in E. coli. Laboratory notebook maintenance, executing protocols, analyzing data and teamwork are emphasized. This course is intended for students without any prior research experience.

CENG 2780. Special Topics. (1-3 Credits)

CENG 2890. Service Learning. (1 Credit)
Service learning component to CENG courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

CENG 2940. Transfer Coursework. (0 Credits)

CENG 3020. Chem & Eng Sci in Community. (1 Credit)
This course satisfies the university's public-service requirement. Topics include public outreach, application of engineering principles to community issues, and educating the community on scientific and engineering issues.

CENG 3110. Thermodynamics II. (3 Credits)

CENG 3120. Materials Science & Engr. (3 Credits)
The structure and properties of engineering materials are considered. Coverage includes basic atomic and microscopic structure, testing methods, phase relationships, and strengthening techniques. Emphasis is placed on common industrial materials. Thermodynamics and kinetics aspects of material science are discussed.

CENG 3230. Numr Meth For Chem Eng. (3 Credits)
Numerical solution of linear and nonlinear algebraic equations, and ordinary and partial differential equations. Numerical differentiation and integration. Linear and nonlinear regression analysis. Optimization methods. Applications to chemical and biomolecular engineering design-oriented problems. Excel spreadsheets are used for all computations. An introduction to Visual Basic for Applications programming is included. All applications and homework problems are related to Chemical and Biomolecular Engineering. A brief introduction to MatLab is included.

CENG 3240. Unit Operations Lab. (4 Credits)
Bench scale laboratory experiments in Unit Operations. Report writing, safety, oral presentations, ethics and group activities are emphasized.
CENG 4400. Intro. To Gene Therapy. (3 Credits)
A survey into the fundamental aspects of gene delivery and their application to gene therapy. Topics include various gene carriers, carrier/DNA interaction and complex formation, complex interactions with cells and cell structures, targeting, gene therapy applications, host response. A knowledge of cell and molecular biology is not required.

CENG 4420. Survey Contemporary Poly Rsh. (3 Credits)

CENG 4450. Applied Biochemistry I. (3 Credits)
Biochemistry is the study of the chemistry and chemical processes involved with the molecules that are utilized by living organisms. This two-semester series will provide an in-depth coverage of carbon- and nitrogen-containing molecules such as proteins and DNA and certain cofactors. In the first semester enzyme kinetics and catalysis will be covered, along with carbohydrates and their metabolism. The metabolic pathways and associated bioenergetics of glycolysis and the TCA cycle will be examined in detail. The material will be related to everyday life, diet, nutrition, and exercise performance.

CENG 4460. Applied Biochemistry II. (3 Credits)
This course is a continuation of CENG 4450 (please refer to the related course description). Principles taught in CENG 4450 will be extended as they are applied to lipids and nitrogen-containing molecules, and the metabolism of each. Example molecules include fats, triglycerides, DNA, amino acids, heme, and urea. The interplay of biochemistry and molecular biology will also be examined.

CENG 4500. Chemical Process Control. (3 Credits)
An introduction to linear control theory is presented in which processes are described mathematically through transfer functions and conventional three-mode controllers are specified. Other topics are introduced including inverse response, cascade control, feedforward control, dead-time compensation, and multivariable control. Automatic control systems are designed for a number of actual non-linear processes described by computer software.

CENG 4710. Biochemical Engineering. (3 Credits)
An advanced course in biochemical engineering. Topics include enzyme catalyzed and cell-associated reactions, engineering aspects of recombinant DNA technology, cell culture, bioreactors and tissue engineering.

CENG 4750. Practice School. (6 Credits)
Students are placed in groups of three or four and are assigned to a project at a local industrial facility, hospital, or government agency. The project is one of current concern to the organization and may range from a study of an operating process to the development of a new process. The projects are open ended and the students are expected to apply the principles of good design practice involving realistic constraints such as economics, safety, reliability, aesthetics, ethics, and social impact. Students normally are assigned to a project which fulfills certain career goals. This internship, under the direction of a faculty member, utilizes engineers and other personnel at the host site. Students are required to submit interim and final written and oral reports.

CENG 4770. Advances In Biotechnolog. (3 Credits)
The objectives of the course are to enhance understanding of the basic principles of biotechnology and to introduce the most current biotechnology research. Topics include gene therapy, microbial pesticides, genetically engineered food, stem-cell technology and tissue engineering.

CENG 4780. Special Topics. (3 Credits)
CENG 4781. Special Topics. (3 Credits)

CENG 4810. Independent Study. (2-4 Credits)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4820. Independent Study. (2-4 Credits)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4870. Biomolecular & Cellular Engr. (3 Credits)
Introduction to genetic and environmental manipulation of cells for production of proteins and other bioproducts. Topics include biomolecular interactions (protein energetics, binding equilibria, association kinetics), protein aggregation, cloning and gene expression in different host systems, posttranslational processing, and protein engineering. Will include case studies and class discussions of primary literature.

CENG 4890. Polymer Engr & Science. (3 Credits)
Fundamentals of polymer science and engineering, including synthesis, characterization, properties and processing of polymeric materials. An overview of polymer structure, including classification, tacticity, conformation and configuration will be given. Synthetic techniques will be reviewed, including addition and condensation polymerization and copolymerization. Polymer thermodynamics will be described, including an introduction to Flory-Huggins theory, as well as polymer-polymer miscibility and blends. A brief overview of characterization will be given, including molecular weight and glass transition temperature determination. Properties will be discussed, including mechanical properties of semi-crystalline polymers and elastomers. The time-temperature superposition principle will be described, as well as a brief introduction to processing techniques.

CENG 4891. Service Learning: CENG 4750. (1 Credit)

CENG 4910. Independent Study. (1-3 Credits)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4920. Independent Study. (1-4 Credits)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4930. Independent Studies. (1-3 Credits)

CENG 4940. Transfer Coursework. (3 Credits)

CENG 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

CENG 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

CENG 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.
CENG 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CENG 6000. Chemical Eng. Seminar. (0 Credits)
Students are exposed to the important research findings, presented by invited speakers as well as by professors and advanced PhD candidates of our own department.

CENG 6010. Math Meth For Engineers. (3 Credits)

CENG 6130. Surf. & Colloid Phenomen. (3 Credits)
A study of surface and colloid chemistry. Topics include characterization of particles and surfaces, stability of colloidal systems, interactions of charged particles, and electrokinetic phenomena.

CENG 6150. Reactor Design. (3 Credits)
The design and analysis of chemical, biological, and polymerization reactor systems are achieved by application of the principles of chemical kinetics and equilibrium coupled with mass and energy transport. Specific areas of study include kinetics, ideal.

CENG 6160. Heterogeneous Catalysis. (3,4 Credits)
A study of the fundamental concepts underlying catalytic processes in the petroleum processing industry and in synthetic fuels research. Topics include molecular theories of adsorption and catalysis, catalyst design and formulation, instrumental methods of catalyst characterization, transport in catalysts, shape-selective catalysis, etc. Applications discussed include catalytic cracking, reforming, hydrodesulfurization, Fischer-Tropsch synthesis, direct and indirect coal liquefaction, etc.

CENG 6170. Molec Biophysics & Polymer Phy. (3 Credits)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related.

CENG 6390. Transport Phenomena II. (3 Credits)
The analysis of problems in conductive, convective, and radiative heat transfer. The formulation and solution of heat and mass transfer problems by means of shell balances. Exact and numerical solutions to heat and mass transfer problems. Correlations for.

CENG 6400. Intro. To Gene Therapy. (3 Credits)
A survey into the fundamental aspects of gene delivery and their application to gene therapy. Topics include various gene carriers, carrier/DNA interaction and complex formation, complex interactions with cells and cell structures, targeting, gene therapy applications, host response. A knowledge of cell and molecular biology is not required.

CENG 6420. Survey Contemp Polymers Rsh. (3 Credits)
Fundamentals of condensed matter are elaborated upon, namely bonding, structure, physical properties, phase equilibria and thermodynamics of solids. Characterization of condensed phases as it reviewed. Manipulation of material properties for specific applications is discussed.

CENG 6450. Applied Biochemistry I. (3 Credits)
Biochemistry is the study of the chemistry and chemical processes involved with the molecules that are utilized by living organisms. This two-semester series will provide an in-depth coverage of carbon- and nitrogen-containing molecules such as proteins and DNA and certain cofactors. In the first semester enzyme kinetics and catalysis will be covered, along with carbohydrates and their metabolism. The metabolic pathways and associated bioenergetics of glycolysis and the TCA cycle will be examined in detail. The material will be related to everyday life, diet, nutrition, and exercise performance.

CENG 6460. Applied Biochemistry II. (3 Credits)
This course is a continuation of CENG 6450 (please refer to the related course description). Principles taught in CENG 6450 will be extended as they are applied to lipids and nitrogen-containing molecules, and the metabolism of each. Example molecules include fats, triglycerides, DNA, amino acids, heme, and urea. The interplay of biochemistry and molecular biology will also be examined.

CENG 6670. Advances In Biotechnolog. (3 Credits)
The objectives of the course are to enhance understanding of the basic principles of biotechnology and to introduce the most current biotechnology research. Topics include gene therapy, microbial pesticides, genetically engineered food, stem-cell technology and tissue engineering.

CENG 6780. Special Topics. (2-4 Credits)

CENG 6781. Special Topics. (3 Credits)

CENG 6782. Special Topics. (3 Credits)

CENG 6783. Special Topics. (3 Credits)

CENG 6784. Special Topics. (3 Credits)

CENG 6785. Special Topics. (3 Credits)

CENG 6786. Special Topics. (1-3 Credits)

CENG 6787. Special Topics. (2-4 Credits)

CENG 6860. Readings and Research. (2-4 Credits)

CENG 6870. Biomolecular & Cellular Engr. (3 Credits)
Introduction to genetic and environmental manipulation of cells for production of proteins and other bioproducts. Topics include biomolecular interactions (protein energetics, binding equilibria, association kinetics), protein aggregation, cloning and gene expression in different host systems, posttranslational processing, and protein engineering. Will include case studies & class discussions of primary literature.

CENG 6890. Polymer Engr & Science. (3 Credits)
Fundamentals of polymer science and engineering, including synthesis, characterization, properties and processing of polymeric materials. An overview of polymer structure, including classification, tacticity, conformation and configuration will be given. Synthetic techniques will be reviewed, including addition and condensation polymerization and copolymerization. Polymer thermodynamics will be described, including an introduction to Flory-Huggins theory, as well as polymer-polymer miscibility and blends. A brief overview of characterization will be given, including molecular weight and glass transition temperature determination. Properties will be discussed, including mechanical properties of semi-crystalline polymers and elastomers. The time-temperature superposition principle will be described, as well as a brief introduction to processing techniques.
CENG 6940. Transfer Coursework. (1-3 Credits)

CENG 7010. Graduate Mentoring Seminar I. (1 Credit)
The graduate mentoring seminar will provide students an opportunity to improve their communication skills, develop a basic appreciation of the science of learning, and engage with faculty on a variety of professional development topics. Class Hours: (Lecture 1)

CENG 7020. Graduate Mentoring Seminar II. (1 Credit)
The graduate mentoring seminar will provide students an opportunity to improve their presentation skills, provide basics in lab safety, and engage with faculty on a variety of professional development topics. Class Hours: (Lecture 1)

CENG 7110. Modern Thermodynamics. (3 Credits)

CENG 7120. Thermo of Macromolecules. (3 Credits)
Thermodynamics is applied to macromolecules. Fundamentals of the thermodynamics of polymers in solution and in the melt. Topics of polymer self-assembly, polymer-surfactant interactions, and polymer nanocomposites are incorporated in the course. Students will learn methods of characterization of polymer thermodynamics using spectroscopy, microscopy and scattering techniques.

CENG 7150. Advanced Reactor Design. (3 Credits)
Coupled reaction and transport phenomena as they are involved in major reactor configurations are studied with attention to data resources and computational capabilities.

CENG 7320. Advanced Transport Phenomena. (3 Credits)

CENG 7520. Applied Statistical Mech. (3 Credits)
The course covers the fundamental principles and methods of statistical mechanics. Emphasis is placed on applications to thermodynamics, phase behavior, polymer science and self-assembly phenomena.

CENG 7780. Special Topics. (3 Credits)

CENG 7810. Adv Independent Research. (1-9 Credits)
Research studies performed under faculty tutelage by prior arrangement.

CENG 7820. Adv Independent Research. (1-9 Credits)
Research studies performed under faculty tutelage by prior arrangement.

CENG 7870. Special Topics. (3 Credits)

CENG 7910. Research Orientation. (1 Credit)

CENG 7920. Research Methods. (1 Credit)

CENG 7940. MA Research Orient & Methods. (3 Credits)

CENG 8910. Doctoral Research Seminar. (3 Credits)

CENG 8920. Doctoral Research Seminar. (3 Credits)

CENG 9980. Master's Research. (3 Credits)
Research toward completion of a masters degree.

CENG 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

Chemistry (CHEM)

CHEM 1070. General Chemistry I. (3 Credits)
An introduction to chemical principles. Stoichiometry, thermochemistry, states of matter, periodic relationships, atomic structure and bonding. Three hours of lecture per week. Concurrent registration in 1075 required.

CHEM 1075. General Chemistry Lab I. (1 Credit)
Laboratory to accompany 1070. Basic principles of chemical safety. Introduction to laboratory techniques in chemistry. Experiments dealing with stoichiometry, thermochemistry, properties of gases, and simple analytical techniques. One three hour lab per week. Concurrent registration in 1070 required.

CHEM 1080. General Chemistry II. (3 Credits)
The chemistry of solutions, equilibrium, thermodynamics, electrochemistry, kinetics. Three hours of lecture per week. Concurrent registration in 1085 required.

CHEM 1085. General Chemistry Lab II. (1 Credit)
A continuation of 1075. Chemical safety in the workplace. Experiments to illustrate principles of chemical equilibrium, electrochemistry, kinetics, thermodynamics, qualitative and quantitative analysis. One three hour laboratory per week. Concurrent registration in 1080 required.

CHEM 1890. Service Learning: CHEM 1070. (1 Credit)

CHEM 1940. Transfer Coursework. (3-99 Credits)

CHEM 2310. Quantitative Analysis. (3 Credits)
Basic theory of gravimetric, volumetric and selected instrumental methods of analysis. Three hours of lecture per week. Concurrent registration in 2330 required. Offered by arrangement.

CHEM 2315. Quantitative Analysis Lab. (1 Credit)
Laboratory to accompany 2310. Practice of gravimetric, volumetric and selected instrumental methods of analysis. Two four hour laboratory periods per week. Concurrent registration in 2310 required. Offered by arrangement.

CHEM 2410. Organic Chemistry I. (3 Credits)
An introduction to organic reaction mechanism and organic spectroscopy. Three hours of lecture per week. Concurrent registration in 2415 required.

CHEM 2415. Organic Chemistry Lab I. (1 Credit)
Laboratory to accompany 2410. Introduction to laboratory techniques in organic chemistry. Synthesis of organic compounds. One four-hour laboratory period per week. Concurrent registration in 2410 required.

CHEM 2420. Organic Chemistry II. (3 Credits)
A continuation of 2410 with emphasis on mechanisms of organic reactions based on functional group reactivity. Three hours of lecture per week. Concurrent registration in 2440 required.

CHEM 2425. Organic Chemistry Lab II. (1 Credit)
Laboratory to accompany 2420. A continuation of 2415. Includes identification of unknown organic compounds. One four-hour laboratory period per week. Concurrent registration in 2420 required. Credit will not be given for both 22425 and H2480.
CHEM 2480. Chemistry of Energy. (3 Credits)
All of the energy flows, conversions, and transformations that occur in our environment directly or indirectly involve chemistry. This course will examine the chemistry associated with natural as well as human caused energy changes. The material will be presented at an introductory level. The only prerequisite is the first semester general chemistry (CHEM 1070). The course is designed for students with a serious interest in environmental issues. It will begin with the basic physics definitions of the different forms of energy and the conversions between forms. Next, the natural energy flows and transformations that occur in our environment will be examined with a particular emphasis on energy changes in chemical reactions. All living systems (including humans) depend on chemical energy. Finally, the human use of energy in the modern world will be explored.

CHEM 2500. Environmental Chemistry. (3 Credits)
An overview of the many aspects of environmental chemistry. Topics include: aquatic chemistry, including water pollution and water treatment; atmospheric chemistry, air pollution and major threats to the global atmosphere; geochemistry and soil chemistry; nature, sources, and environmental chemistry of hazardous wastes; and toxicology chemistry.

CHEM 2890. Service Learning. (1 Credit)
Service learning component to CHEM courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

CHEM 2940. Transfer Coursework. (3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CHEM 3110. Physical Chemistry I. (3 Credits)
Elementary quantum mechanics, quantum theory of molecular structure and bonding, fundamentals of spectroscopy. Three hours of lecture per week.

CHEM 3115. Physical Chemistry Lab I. (1 Credit)
Laboratory to accompany 3110. Experiments in spectroscopy and spectroscopic analysis. One four-hour laboratory period per week. Concurrent registration in 3110 required.

CHEM 3120. Physical Chemistry II. (3 Credits)
First, Second, and Third laws of thermodynamics, thermodynamic energy state functions, phases of pure substances, properties of mixtures, chemical equilibrium, equilibrium electrochemistry, statistical thermodynamics. Three hours of lecture per week.

CHEM 3125. Physical Chemistry Lab II. (1 Credit)
Laboratory to accompany CHEM 3120. Experiments illustrate thermodynamic and statistical mechanical principles. One four-hour laboratory period per week. Concurrent registration in CHEM 3120 required.

CHEM 3210. Inorganic Chemistry. (3 Credits)
Periodic relationships, types of bonding, coordination complexes, acid-base concepts, inorganic reaction mechanisms. Three hours of lecture per week. Concurrent registration in 3230 required.

CHEM 3215. Inorganic Chemistry Lab. (1 Credit)
Laboratory to accompany 3210. Synthetic methods in inorganic and organometallic chemistry. Use of instrumental methods in organic chemistry. One four hour laboratory period per week. Concurrent registration in 3210 required.

CHEM 3310. Instrumental Analysis. (3 Credits)
Introduction to modern methods of instrumental analysis including separation techniques and spectroscopic and electrochemical methods. Three hours of lecture per week. Concurrent registration in 3330 required. Offered in alternate years.

CHEM 3315. Instrumental Analysis Lab. (1 Credit)
Laboratory to accompany 3310. Practice of separation techniques and spectroscopic and electrochemical methods of analysis. Two four-hour laboratory periods per week. Concurrent registration in 3310 required. Offered in alternate years.

CHEM 3660. Special Topics. (1-3 Credits)
Special topics in Chemistry.

CHEM 3665. Special Topics Lab. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CHEM 3830. Intro To Biochemistry. (3 Credits)
Properties of biological compounds. Bioenergetics, basic metabolic pathways, general biochemical mechanisms. Offered jointly with the cell and molecular biology department.

CHEM 3835. Intro to Biochem Lab. (2 Credits)
Eight hours of laboratory per week. Offered in the Fall semester.

CHEM 3840. Intermediate Biochem. (3 Credits)

CHEM 3890. Service Learning: CHEM 3915. (1 Credit)
CHEM 3915. Special Topics in Chemistry. (1-3 Credits)
CHEM 3940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

CHEM 4010. Research and Seminar. (1-3 Credits)
Individual research supervised by the faculty. Students are expected to present a short seminar based on their research. At least 10 hours of research effort per week. A maximum of three credits may be taken.

CHEM 4020. Research and Seminar. (1-3 Credits)
Same as 4010 in organization. A maximum of three credits may be taken.

CHEM 4030. Research & Seminar. (1-3 Credits)
Individual research supervised by the faculty. Students are expected to present a short seminar based on their research.

CHEM 4660. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CHEM 4890. Service Learning:. (1 Credit)
CHEM 4910. Independent Study. (1-4 Credits)
Laboratory or library research under direction of a faculty member.

CHEM 4920. Independent Study. (1-3 Credits)
CHEM 4940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

CHEM 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.
CHEM 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

CHEM 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CHEM 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CHEM 6150. Interm Physical Chem I. (3 Credits)
Elementary quantum mechanics, quantum theory of molecular structure and bonding, fundamentals of spectroscopy.

CHEM 6160. Interm Physical Chem II. (3 Credits)
First, Second, and Third Laws of thermodynamics, thermodynamic energy state functions, phases of pure substances, properties of mixtures, chemical equilibrium, equilibrium electrochemistry, statistical thermodynamics.

CHEM 6250. Intermediate Inorganic. (3 Credits)
Periodic relationships, types of bonding, coordination complexes, acid-base concepts, inorganic reaction mechanisms.

CHEM 6460. Intermediate Organic. (3 Credits)
Structural, chemical, and physical properties of organic compounds.

CHEM 6660. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CHEM 6840. Intermediate Biochemistry. (3 Credits)
Properties of biological compounds, Bioenergetics, basic metabolic pathways, general biochemistry mechanisms.

CHEM 7130. Advanced Quantum Chemistry. (3 Credits)
Advanced topics in quantum chemistry and dynamics.

CHEM 7140. Computational Quantum Chem. (3 Credits)
This introductory course in computational quantum chemistry will discuss selected topics of molecular modelling with an emphasis on quantum mechanical methods. The scope of this course incorporates ab initio methods, density functional theory, molecular mechanics, and semiempirical approaches. This course is set up for graduate-level requirements, but should be accessible to advanced undergraduates. Graduate-level quantum mechanics is not required, but a good undergraduate-level quantum chemistry background is expected.

CHEM 7150. Chemical Physics. (3 Credits)
Classical and quantum theory of radiation.

CHEM 7210. Inorganic Stru & Bond. (3 Credits)
Descriptions of bonding theories as applied to inorganic systems. The course covers symmetry and group theory, crystal field theory, and generalized aspects of molecular orbital theory. Three hours of lecture per week.

CHEM 7220. Inorganic Reaction Mechanics. (3 Credits)
The course discusses the primary reactions of transition metal, organometallic and main group compounds. Concepts of chemical kinetics are applied to inorganic substitution, isomerization, oxidation/reduction, catalysis and photochemistry. The theoretical framework associated with electron and atom transfer reactions is also presented.

CHEM 7230. Organomet/Trans. Metals. (3 Credits)
The chemistry of compounds containing transition metal-carbon bonds. A survey of major classes of organotransition metal compounds, their bonding, and their reaction chemistry. The role of transition metal organometallic compounds in homogeneous catalysis. Three hours of lecture per week.

CHEM 7240. Organomet Chem Main Grp Metals. (3 Credits)
The chemistry of compounds containing main group metal-carbon bonds. A survey of major classes of organometallic compounds, their bonding, and their reaction chemistry. The role of main group organometallic compounds in organic synthesis and polymer chemistry. Three hours of lecture per week.

CHEM 7250. Phys Meth Inorganic Chem. (3 Credits)
This course is a problem solving based course focusing on characterization of inorganic substances using methods common to Inorganic Chemistry including multinuclear NMR, ESR, Mass Spectrometry, IR, electrochemical methods, magnetic methods and other more specialized techniques.

CHEM 7260. Crystallography. (3 Credits)
Basic principles of single crystal x-ray diffraction and their applications to the determination of the structures of small molecules. Each student will collect x-ray data on a crystal and determine the structure of the molecule.

CHEM 7270. Photochemistry. (3 Credits)
Photophysical processes, experimental methods, photochemistry of transition metal complexes, photosynthesis, solar photochemistry, photoinduced energy and electron transfer processes, photochromism.

CHEM 7280. Inorganic Nanochemistry. (3 Credits)
The course will explore a variety of systems 0D (nanoparticles), 1D (nanotubes, nanoribbons), and 2D (nanosheets) using a number of illustrative examples, including gold and silica nanoparticles, silicon nanotubes, fullerenes, and graphenes. Emphasis will be placed on synthetic methods, characterization techniques, and applications.
CHEM 7410. Adv Organic Physical Organic. (3 Credits)
This course focuses on the fundamentals of Organic Chemistry, including molecular orbital theory, thermochemistry/strain/stability, stereochemistry, acid/base chemistry, reactivity, kinetics, and catalysis. The course is designed to provide the theoretical foundation behind experimental synthetic chemistry.

CHEM 7420. Adv Organic Spectroscopy. (3 Credits)
This course covers the elementary theory and slightly more advanced interpretation of common instrumental methods employed by organic chemists. These include NMR spectroscopy (including some 2D, multinuclear, and dynamic NMR), mass spectrometry, X-ray crystallography, IR, UV, and EPR spectroscopy, and various chiroptical methods.

CHEM 7430. Adv Organic Chemical Natural Prod. (3 Credits)
Structural determination, synthesis, and biosynthesis of both classical and modern natural product target molecules.

CHEM 7440. Adv Organic Polymer Chemistry. (3 Credits)
This course establishes a basic fundamental background for polymer chemists, including the major synthetic techniques for preparing polymers, the strengths and weakness of various techniques for determining molecular weight and structure, as well as correlation between polymer molecular structure and the resultant physical properties (and therefore useful applications).

CHEM 7450. Adv Organic Supramolecular Che. (3 Credits)
This course focuses on a variety of aspects of supramolecular chemistry. It includes the fundamental physical chemistry important to the field and a review of the current state-of-the-art. The course also includes hands-on experience with analyzing supramolecular systems using spectroscopic and/or calorimetric approaches.

CHEM 7460. Adv Organic Synthetic Ap. (3 Credits)
Design of syntheses for complex organic molecules. The strategies involved for constructing molecules with complex stereo and regiochemistry, while addressing issues of efficiency and yield.

CHEM 7470. Adv Organic Chem Nucleic Acids. (3 Credits)
This course provides a background to understanding the structure of nucleic acids and the forces involved in their binding and recognition. A particular focus involves the how to design sequences that enable binding, including topics such as using aptamers for selective binding and recognition.

CHEM 7460. Special Topics. (4 Credits)
Special Topics.

CHEM 7470. Division Seminar. (1 Credit)
Weekly seminars by visiting faculty and students.

CHEM 7480. Division Seminar. (1,2 Credits)
Weekly seminars by visiting faculty and students.

CHEM 7490. Techniques of Research. (1-9 Credits)
CHEM 7900. Techniques of Research. (1-9 Credits)
CHEM 7940. Transfer Credit-Grad. (1-12 Credits)
CHEM 9980. Masters Research. (3 Credits)
Research toward completion of a masters degree.

CHEM 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

Chinese Language (ASTC)

ASTC 1010. Beginning Chinese I. (4 Credits)
Designed for students to acquire a knowledge of the fundamentals of the Chinese language to be demonstrated in four areas of basic language skills: oral and listening comprehension, speaking, writing (Chinese characters), and some reading ability.

ASTC 1020. Beginning Chinese II. (4 Credits)
A continuation of the objectives presented in Beginning Chinese I. Attention is given to practical and topics-oriented conversational skills, moods of speech, and complex level of syntax.

ASTC 1030. Beg Chin I: Heritage Learners. (4 Credits)
This course is tailored to accommodate students who grew up in an environment in which Chinese is spoken by parents or guardians at home and for those who are familiar with the language and possess native-like abilities in comprehension and speaking. The class, conducted in Chinese, meets four times a week with a focus on reading and writing, including the correct use of grammar. The general program policy at Tulane is to teach simplified characters; yet students with traditional character background may choose to write in traditional characters in their works, but should be able to read simplified characters in which most class materials are written. Only those students who are placed in ASTC 1030 by the language learning center and who have received instructor’s approval are able to take ASTC 1030.

ASTC 1040. Beg Chin II: Heritage Learners. (4 Credits)
ASTC 1040 is tailored to accommodate students who grew up in an environment in which Chinese is spoken by parents or guardians at home and for those who are familiar with the language and possess native-like abilities in comprehension and speaking. Only those students who have taken ASTC 1030 or those who are placed in ASTC 1040 by the language learning center and who have received approval from the instructor are able to take ASTC 1040. ASTC 1040 prepares students for ASTC 3060.

ASTC 1890. Service Learning: ASTC 1020. (1 Credit)
Service learning.

ASTC 2030. Intermediate Chinese I. (4 Credits)
An intensive study of conventional Chinese characters, additional grammar, and an exposure to simplified Chinese characters. Continued emphasis on reading, writing, listening, and speaking abilities.

ASTC 2040. Intermediate Chinese II. (4 Credits)
A continuation of the objectives presented in Intermediate Chinese I. Attention is given to improvement of the student’s ability to read and write in modern Chinese.

ASTC 2890. Service Learning: ASTC 2040. (1 Credit)
Service learning.

ASTC 2990. Foreign Language Exempt. (0 Credits)
Foreign language exempt.

ASTC 3050. Adv Chinese Language I. (4 Credits)
First semester advanced instruction in the Chinese language, including conversation, reading, and writing.
ASTC 3060. Adv Chinese Language II. (4 Credits)
This course is designed for students who have prior knowledge of Mandarin Chinese, preferably with the equivalent of two and a half years’ Chinese learning experience. The course is to advance students’ Chinese social-cultural awareness and their oral proficiency while developing reading and writing skills. Students will read a variety of viewpoints on current issues of population, education, family, gender, environment, business and technology in the rapidly changing China. By the end of the semester, students are expected to be able to read Chinese with fluency and accuracy; students are expected to be able to skim for the main idea of texts; students are expected to be able to look for specific information in each text; students are expected to analyze and express themselves, and give opinions in oral presentations and writing tasks on covered topics. Only those students who have taken ASTC 3050, ASTC1030, or ASTC 1040 at Tulane or those who are placed in ASTC 3060 by language learning center can take ASTC 3060.

ASTC 3070. Business Chinese. (3 Credits)
This course is for students who have achieved intermediate-low/mid Chinese language proficiency. The goal is for students to acquire the necessary linguistic competence and understand the business culture in China to function effectively in a business setting. At the end of the semester, students are expected to the proficiency level of intermediate-mid to advanced low in listening, speaking, reading and writing (based on ACTFL foreign language proficiency guidelines).

ASTC 3910. Special Topics. (1-3 Credits)
Special topics in Asian studies.

ASTC 4070. Adv Chinese Read & Write. (3 Credits)
ASTC 4070 is designed for students who have completed three years of mandarin Chinese learning or equivalent. The course will continue improving students’ proficiency in mandarin Chinese and knowledge of Chinese culture and society. The registration of the course requires permission of the instructor.

ASTC 4080. Chinese Media Literacy. (3 Credits)
ASTC 4080 Chinese Media Literacy is designed for students who have completed ASTC 4070 (with a grade of B- or above) or permission from the instructor. It will focus on developing students’ advanced language skills in Mandarin Chinese as well as knowledge of contemporary Chinese culture and society. Students will be listening to, watching or reading multi-media materials from the media on modern Chinese society, including news reports on nation, business, crime, education, lifestyle, sports and entertainment and expatriate. By the end of the semester, students are expected to gain the vocabulary that will help to improve Chinese media literacy and become comfortable in understanding media Chinese in text and in audio/video format, share news stories and one’s opinion on a given piece of news, discuss the content and analyze the social impact and cultural meaning of an event reported by the media.

ASTC 4920. Independent Studies. (3-4 Credits)
Independent study in Asian studies.

City, Culture, and Community (CCCC)

CCCC 6040. Introductory Data Analysis. (3 Credits)
This course provides basic training in descriptive and inferential statistics with social science applications.

CCCC 7010. CCC Pro-Seminar I. (3 Credits)
The course covers a wide range of topics central to the professional development of CCC students.

CCCC 7100. CCC Theory I. (3 Credits)
First course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core.

CCCC 7140. Special Topics. (3 Credits)
Special topics in Sociology.

CCCC 7150. CCC Theory II. (3 Credits)
Second course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community.

CCCC 7200. Research Design. (3 Credits)
This course focuses on the logic and processes of research design, with emphasis on the fit between substantive research questions and empirical.

CCCC 7300. Quantitative Analysis. (3 Credits)
This course develops in-depth knowledge of multivariate data analysis.

CCCC 7350. Qualitative Analysis. (3 Credits)
This course develops in-depth knowledge of, and practical experience with, the collection and analysis of qualitative data.

CCCC 7700. Teaching Seminar. (3 Credits)
This course involves a professional development seminar in which participants explore a variety of pedagogies and gain practical experience in the mechanics of teaching.

CCCC 7750. Teaching Practicum. (1 Credit)
Teaching/research apprenticeship in collaboration with supervising faculty member.

CCCC 7800. Research Practicum I. (1 Credit)
First semester research collaboration with Area Exam 1 supervising faculty member.

CCCC 7850. Research Practicum II. (1 Credit)
Second semester research collaboration with Area Exam 1 supervising faculty member.

CCCC 7950. CCC Pro-Seminar II. (3 Credits)
The final academic course is led by a team of CCC program faculty and focuses on the students’ emerging dissertation projects.

CCCC 7980. Independent Study. (1-3 Credits)
Independent Study in Sociology.

CCCC 9990. Dissertation Research. (0 Credits)
Dissertation Research.

Civic and Cultural Management (CVCL)

CVCL 6910. Special Topics. (1-3 Credits)
CVCL 6920. Special Topics. (1-3 Credits)
CVCL 7500. Pre-Managerial Internship. (3 Credits)
CVCL 7990. Independent Study. (1-6 Credits)
CLAS 1010. The Rise of Rome. (3 Credits)
This course traces the history of Rome from its earliest foundations to the fall of the Roman republic. While learning about major historical events, we will also explore various aspects of Roman cultural and social history. Topics for discussion include politics, social status, gender roles, religion, warfare, murder and conspiracy, and ancient spectacle. No prerequisites. (Note: Not open to senior history majors)

CLAS 1030. The Greeks. (3 Credits)
This course offers an introduction to the literature, history, culture, art and architecture of the ancient Greeks. Focusing on Greeks living throughout the Mediterranean from the Bronze Age down to the Hellenistic Period, the course is organized around targeted investigations that explore important aspects of ancient Greek civilization such as colonial expansion, the invention of alphabetic writing, the birth of drama, etc. The aim of the course is not to be exhaustive, but rather to introduce students to the study of antiquity. We will regularly delve into scholarly debate, consider what kinds of evidence underlie our knowledge, and examine the limits of interpretation all while developing our familiarity with the ancient Greeks.

CLAS 1040. Mythology. (3 Credits)
This course will introduce you to the gods, heroes, and monsters of Greek and Roman mythology. The focus of the course involves reading and discussing selected works of ancient Greek and Roman literature in English translation, but we will also move beyond these narratives to examine how the Greeks and Romans portrayed their myths in other media, including art and architecture.

CLAS 1290. Semester Abroad. (1-20 Credits)
Study abroad in Classical Studies. Department approval required.

CLAS 1940. Transfer Coursework. (3 Credits)
For transfer of credit. Department approval required.

CLAS 2020. The High Roman Empire. (3 Credits)
This course introduces the institutional, social, and cultural changes of the empire from Augustus to Diocletian. Emphasis is placed upon the birth of imperial administration, cultural change and continuity, and the rise of Christianity.

CLAS 2120. The Archaeology of Israel. (3 Credits)
This course explores the archaeology of the southern Levant from the Bronze Age to the creation of the state of Israel (ca. 3330 B.C.E. - 1948 C.E.). It provides an introduction to the methodology and theory of archaeology and an overview of the material cultures of the complex societies that inhabited the region. Special attention will be paid to cultures of the Israelites, Philistines, and Arabs and the impact of external imperial rule (from the Egyptians, Assyrians, and Babylonians to the Greeks and Romans) on the life and culture of these societies. We will also investigate the transformation of the region from the rise of Christianity and the Muslim conquest through emergence of Israel as a modern nation-state. Throughout we will focus on extant texts, inscriptions, material culture such as pottery, figurines, and sculpture, and public, religious, and domestic architecture to reconstruct a detailed picture of this region as a dynamic crossroads of civilizations.

CLAS 2200. New Testament Historical Intro. (3 Credits)
This course is a literary and historical introduction to the canonical New Testament. It will engage issues of authorship, dating, theology, genre, and special problems related to the scientific (or scholarly) study of the New Testament. There will be some engagement with literature outside of the canonical New Testament but only as it relates to special issues and topics in New Testament interpretation.

CLAS 2310. Tyrants & Democrats Anc Greece. (3 Credits)
This course examines the origins and characteristics of basic Greek forms of government in their historical context, concentrating on tyranny and democracy in the archaic and classical periods. The course stresses the development of Greek political institutions and political thought.

CLAS 2320. Ancient Greek Religion. (3 Credits)
What was the ancient Greek religion about? And how can we know about the religious experience of a population that is long gone? Both these questions are interconnected and represent the core of this course. Week after week, we will reconstruct the principles and articulation of religious beliefs and practice in ancient Greece, reflecting on the evidence we can use. We will discover the ways that religious system mirrors a specific understanding of human society and its place in the universe. And, with it, we will find that, surprisingly or not, that religious system provided a solid base to several modern religious practices.

CLAS 2330. Alexander the Great. (3 Credits)
This course explores the archaeology of the southern Levant from the Bronze Age to the creation of the state of Israel (ca. 3330 B.C.E. – 1948 C.E.). It provides an introduction to the methodology and theory of archaeology and an overview of the material cultures of the complex societies that inhabited the region. Special attention will be paid to cultures of the Israelites, Phoenicians, Philistines, and Arabs and the impact of external imperial rule (from the Egyptians, Assyrians, and Babylonians to the Greeks and Romans) on the life and culture of these societies. We will also investigate the transformation of the region from the rise of Christianity and the Muslim conquest through the emergence of Israel as a modern nation-state. Throughout we will focus on extant texts, inscriptions, material culture such as pottery, figurines, and sculpture, and public, religious, and domestic architecture to reconstruct a detailed picture of this region as a dynamic crossroads of civilizations.

CLAS 2340. Troy: Beyond the Myth. (3 Credits)
The Trojan War: famous heroes against each other, astute decoys, tragic deaths, plotting, intrigue, and the gods in the midst of it. Was it all fiction? In this class, we will use literary and archaeological evidence to answer this question.

CLAS 2390. Semester Abroad. (1-20 Credits)
For transfer of credit. Department approval required.
CLAS 2600. The Classical World in Film. (3 Credits)
This interdisciplinary course investigates the use of themes from classical history, literature, and mythology in modern cinematography. Its focal point is the artistic appropriation of these themes in service of a fresh literary and cinematic vision. Films with classical themes are viewed as a part of the process of creative imitation and reinvention of a “classic”. Each segment of the course discusses a specific theme, starting with the thorough analysis of the relative ancient texts and material culture/archaeology. Reading assignments will include selections from Greek and Roman, such as epic, tragedy, history, lyric poetry, philosophy, and novel. The readings will be flanked by a selection of movies and clips that show modern adaptations of the same theme discussed in the readings.

CLAS 2610. Sex and Gender in Antiquity. (3 Credits)
This course explores a wide range of topics related to sexuality and gender in the ancient Mediterranean. Using ancient literary sources, inscriptions, artwork, and modern scholarship, we will try to reconstruct Greek and Roman attitudes about sexuality and gender at different places and different times. In particular, we will focus on the depiction of female leadership in ancient literature, and will consider the following questions: How do the male writers of antiquity describe female leaders? Do they display the same attributes of leadership as their male counterparts, or is there something distinctly feminine about their mode of leadership? Are women depicted in leaders in various spheres of activity (battle, home, politics, etc.)? Is there always a sense of transgression or inferiority associated with female leadership? Do literary depictions match the primary evidence that documents the roles of women in their communities? How can these ancient texts inform the current debates about women in leadership roles?

CLAS 2810. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 2811. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 2940. Transfer Coursework. (0 Credits)
For transfer of credit. Department approval required.

CLAS 3050. Archaeology Lab: Ashkelon. (3 Credits)
The field archaeology lab in Ashkelon Israel will introduce students to process of artifact analysis, cataloguing, and recording. Students will work alongside professional staff sorting, cleaning, registering, and analyzing finds from the current excavations such as pottery, figurines, glass, worked stone, faunal remains, and other objects. Students will learn how to make preliminary readings of the artifacts and will also be introduced to methods of scientific analysis, including flotation, petrography, xrf, 3d scanning, and ftr analysis.

CLAS 3060. Greek Tragedy & Comedy. (3 Credits)
In this class, we will read several ancient plays (in English translation) written in 5th century Athens alongside a series of 20th and 21st century plays from Nazi occupied France, apartheid-era South Africa, and Nigeria (during the Iraq War) that draw on these ancient plays for inspiration in radically different political and cultural climates.
CLAS 3170. Greek Art & Archaeology. (3 Credits)
In this course, we will explore the archaeological remains and the development and use of specific artistic trends of the ancient Greek culture. Human inhabitation of Greece left the remains of a rich and complex society, with grandiose public architecture, elaborate vase painting, and a legacy that still lives on. Working together as a class, we will explore how to use these material remains to find the Greeks, interpret their lives, and understand their choices and the impact they had on their culture. By studying a variety of archaeological remains, from pottery to art and architecture, we will bring the Greeks back to life, in class, with us! We will cover aspects of Greek political organization, trade and contact with other civilizations in the ancient Mediterranean, funerary habits. At the same time, we will be discussing about our modern approach to the study of the Greeks, focusing on the use of art and archaeology in politics and propaganda, current problems and controversies in Greek archaeology, archaeological methods, and issues of archaeological ethics.

CLAS 3180. Roman Art & Archaeology. (3 Credits)
The Roman Empire encompassed the entire rim of the Mediterranean Sea and much of western Europe. This course will undertake an intensive analysis of the material culture of ancient Rome through its art and archaeology. In successfully completing the semester, you will gain a thorough knowledge of the art and archaeology of ancient Rome and its world, focusing especially on changes through time and on the political, social, and economic developments that are illuminated by material remains. We will also discuss current issues related to Roman antiquities and the preservation of world cultural heritage. Working together as a class, we will learn how to use the archaeological record to reconstruct the past, while at the same time examining our own culture and its role in human history.

CLAS 3190. Pompeii: Life in a Roman Town. (3 Credits)
The Roman city of Pompeii, utterly destroyed by the eruption of Mt. Vesuvius in 79 C.E., has captured the world’s imagination for nearly three centuries. This semester, we will examine the material remains of Pompeii, analyzing how evidence as diverse as standing architecture, monumental inscriptions, portable and permanent art, and even garbage and graffiti can be used to reconstruct ancient lives. Working together as a class, we will investigate the development of Pompeian studies from the earliest systematic excavations of the 1750s to current projects utilizing ground-breaking technologies, and propose new directions for future research in a city that has many more secrets to reveal.

CLAS 3230. Ancient Christianity. (3 Credits)
In this course we examine the development of Christianity in the Roman Empire during the first four centuries CE. We will consider both the development of the Church from its beginnings as a religious movement to its becoming one of the dominant institutions in the Roman Empire. We will investigate how the Church gained converts, how it was structured, the relationship between orthodox Christianity and ‘heresies’, the Church’s conflicts with the Roman Empire, and the changes in the Church resulting from the conversion of Constantine in the early fourth century.

CLAS 3320. The Greek Way of Death. (3 Credits)
Death-ritual was an important social institution in ancient Greece. Through their funerals and tombs, the ancient Greeks negotiated social relationships and political ideologies, celebrated the state and the legacies of individuals, and grappled with the uncertainties and fragility of life. In this course we will look at textual and archaeological evidence from the ancient Greek world as we explore attitudes toward life and death and how important customs, rituals, and traditions function in society.

CLAS 3350. The Ancient Novel. (3 Credits)
We are all familiar today with the literary form called the novel: a lengthy fictional narrative in prose. It was ancient Greek and Latin authors, however, who first created this form. Many of these works survive and they always intrigue and delight readers with their highly sophisticated plotting of love affairs, comical depictions of pirates, and teasing explorations of sexuality. We will closely read, in English translation, the major ancient novels and some of their literary predecessors in order to understand the originality of the form and content of the novels. The class concludes with a consideration of the ancient novel’s contribution to the development of fiction in the West.

CLAS 3810. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 3811. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 3891. Service Learning: CLAS 3090. (1 Credit)
Service learning section accompanying CLAS 3090 Law & Society in Ancient Rome.

CLAS 3899. Service Learning: CLAS 3090. (1 Credit)
Service learning section accompanying CLAS 3090 Law & Society in Ancient Rome.

CLAS 3940. Transfer Coursework. (3 Credits)
For transfer of credit. Department approval required.

CLAS 4050. Intro to Field Arch: Ashkelon. (3 Credits)
This is an interdisciplinary course of archaeological fieldwork based in experiential learning at a complex, multi-period Tell site on the southern Levantine coast. Students work five full days plus one half-day in the field uncovering artifacts and learning archaeological field techniques.

CLAS 4060. Classical Epic. (3 Credits)
This course will offer a detailed survey of Greek and Roman epic poetry from Homer’s Iliad to Lucan’s Bellum Civile, with specific attention paid to the production and performance contexts of each text. Over the course of the semester, students will become familiar with the central themes and issues of the epic genre and consider what differentiates poems written in different times and places. Specific topics to be investigated include the role of the gods in mortal affairs, tensions between fate and human agency, how to negotiate personal tragedies within larger conflicts, the relationship between individuals and their society, and the intimate connection between poet and his subject. All texts will be read in translation.
CLAS 4080. Sem Anc Society & Econ. (3,4 Credits)
Seminar on topics involving ancient society and economy, for example, Slavery in Ancient Society or Family in Ancient Rome. May be repeated when the topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4110. Leadership in Class Antiquity. (3 Credits)
Who is a good leader, or a bad leader? Why? How do you know? How do you become one or the other? Our answers to these questions can often be traced back to the ancient Greeks and Romans, who are not only summoned up as models for modern leaders, but who also told stories, sang songs, and debated about what leadership means. This course will combine texts and objects, ancient and modern sources, lectures and discussion in a thorough exploration of leadership in antiquity. Assignments will include readings, self-diagnostic quizzes, essays, reflective journals, and a collaborative final project.

CLAS 4170. Sem Greek Art & Archæo I. (3,4 Credits)
This is a seminar featuring current topics in Greek art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Athens, Greece in the Archaic Age, Knossos & Its Afterlife, and Mycenaean Citadels. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4180. Sem Greek Art & Archæo II. (3,4 Credits)
This seminar features topics in Greek art and archaeology where the analysis of material culture and what it can illuminate about Greek society are emphasized. Methods and scholarship from the social sciences are included. Students should expect to do close readings of second scholarship and perform independent research. Topics in this seminar may include Greek Pottery, Greece in the Iron Age, and Topics in Aegean Prehistory. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4190. Sem Greek Art & Archæo III. (3,4 Credits)
This seminar features topics in Greek art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics may include Greek Vase Painting, Greek Sculpture, and Classical Athens. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4200. Sem Roman Art & Archæo I. (3,4 Credits)
The seminar features topics in Roman art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Rome, Building the City of Rome, and the World of Augustus. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4210. Sem Roman Art & Archæo II. (3,4 Credits)
This seminar features topics in Roman art and archaeology where the analysis of material culture and what it can illuminate about Roman society are emphasized. Methods and scholarship from the social sciences are included. Student should expect to do close readings of secondary scholarship and perform independent research. Topics may include Gender in Roman Archaeology and Death in Roman Cities. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4220. Sem Roman Art & Archæo III. (3,4 Credits)
This seminar features topics in Roman art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics include Ancient Painting and Mosaics and Roman Sculpture in Context. May be repeated when topic is different (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4320. War & Power in Ancient Greece. (3 Credits)
In this course we will look at ancient Greek warfare and state formation, including how states developed and changed, how and why the ancient Greeks interacted and fought with each other and with outsiders, and what were the immediate outcomes and long-term consequences of endogenous and exogenous power struggles. Students will gain an understanding of the particular roles played by factors such as geography, military innovations, socio-political institutions, individual leaders, ideological shifts, and specific series of decisions and events.

CLAS 4810. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 4811. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 4880. Writing Intensive: CLAS 4200. (1 Credit)
Writing intensive course for CLAS 4200.

CLAS 4881. Writing Intensive: CLAS 4080. (1 Credit)
Writing intensive course for CLAS 4080.

CLAS 4900. Seminar in Classical Culture. (3,4 Credits)
The seminar features topics that examine aspects of society and culture in the Greek and/or Roman world. While these topics are approached primarily through literature in translation and historical texts, where appropriate, these topics may also include some units on material culture and art. Topics of this course may include The Age of Perikles, Individuals & Communities in Greece and Rome, Alexandria Cosmopolis, Greeks and Barbarians, and Afterlives of Antigone.

CLAS 4910. Independent Study. (3 Credits)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to superior students provided approval of department is granted and an appropriate faculty director is available.

CLAS 4920. Independent Study. (3 Credits)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to superior students provided approval of department is granted and an appropriate faculty director is available.

CLAS 4990. Honors Thesis. (3 Credits)
Course reserved for students writing an honors thesis for a major in classical studies. Requires approval of the department and an appropriate faculty director.

CLAS 5000. Honors Thesis. (4 Credits)
Course reserved for students writing an honors thesis for a major in classical studies. Requires approval of the department and an appropriate faculty director.

CLAS 5190. Semester Abroad. (1-20 Credits)
Study abroad in Classical Studies. Department approval required.
CLAS 5370. Washington Semester. (1-20 Credits)
For transfer of credit. Department approval required.

CLAS 5380. Junior Year Abroad. (1-20 Credits)
Study abroad in Classical Studies. Department approval required.

CLAS 5390. Junior Year Abroad. (1-20 Credits)
Study abroad in Classical Studies. Department approval required.

CLAS 5940. Transfer Coursework. (0 Credits)
For transfer of credit. Department approval required.

CLAS 6080. Sem Anc Society & Econ. (3 Credits)
Seminar on topics involving ancient society and economy, for example, Slavery in Ancient Society or Family in Ancient Rome. May be repeated when the topic is different. Open to Graduate Students.

CLAS 6170. Sem Greek Art & Archaeo I. (3 Credits)
This is a seminar featuring current topics in Greek art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Athens, Greece in the Archaic Age, Knossos & Its Afterlife, and Mycenaean Citadels. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 6180. Sem Greek Art & Archaeo II. (3 Credits)
This seminar features topics in Greek art and archaeology where the analysis of material culture and what it can illuminate about Greek society are emphasized. Methods and scholarship from the social sciences are included. Students should expect to do close readings of second scholarship and perform independent research. Topics in this seminar may include Greek Pottery, Greece in the Iron Age, and Topics in Aegean Prehistory.

CLAS 6190. Sem Greek Art & Archaeo III. (3 Credits)
This seminar features topics in Greek art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics may include Greek Vase Painting, Greek Sculpture, and Classical Athens.

CLAS 6200. Sem Roman Art & Archaeo I. (3 Credits)
The seminar features topics in Roman art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Rome, Building the City of Rome, and the World of Augustus.

CLAS 6210. Sem Roman Art & Archaeo II. (3 Credits)
This seminar features topics in Roman art and archaeology where the analysis of material culture and what it can illuminate about Roman society are emphasized. Methods and scholarship from the social sciences are included. Student should expect to do close readings of secondary scholarship and perform independent research. Topics may include Gender in Roman Archaeology and The Roman Way of Death. Open to graduate students.

CLAS 6220. Sem Roman Art & Archaeo III. (3 Credits)
This seminar features topics in Roman art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics include Ancient Painting and Mosaics and Roman Sculpture in Context. Open to graduate students. May be repeated when topic is different.

CLAS 6300. Summer Seminar in Rome. (1-6 Credits)
Study abroad in Classical Studies. Open to Graduate Students only. Registration requires department approval.

CLAS 6320. War & Power in Ancient Greece. (3 Credits)
In this course we will look at ancient Greek warfare and state formation, including how states developed and changed, how and why the ancient Greeks interacted and fought with each other and with outsiders, and what were the immediate outcomes and long-term consequences of endogenous and exogenous power struggles. Students will gain an understanding of the particular roles played by factors such as geography, military innovations, socio-political institutions, individual leaders, ideological shifts, and specific series of decisions and events.

CLAS 6810. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 6811. Special Topics. (3 Credits)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 6900. Seminar in Classical Culture. (3 Credits)
The seminar features topics that examine aspects of society and culture in the Greek and/or Roman world. While these topics are approached primarily through literature in translation and historical texts, where appropriate, these topics may also include some units on material culture and art. Topics of this course may include The Age of Perikles, Individuals & Communities in Greece and Rome, Alexandria Cosmopolis, Greeks and Barbarians, and Afterlives of Antigone.

CLAS 6910. Independent Study. (1-3 Credits)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to graduate students provided approval of department is granted and an appropriate faculty director is available.

CLAS 6920. Independent Study. (1-3 Credits)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to graduate students provided approval of department is granted and an appropriate faculty director is available.

CLAS 7890. Thesis Research. (3 Credits)
Course reserved for students writing a thesis for the Master's degree in classical studies. Requires approval of the department and an appropriate faculty director.

CLAS 7910. Independent Study. (3 Credits)
Graduate-level independent study in Classical Studies. Department approval required.

CLAS 9980. Masters Research. (0 Credits)
Course reserved for students writing a thesis for the Master's degree in classical studies. Requires approval of the department and an appropriate faculty director.
Clinical Research (MSCR)

MSCR 6420. Responsible Conduct of Research. (1 Credit)
MSCR 6430. Topics in Clinical Research. (3 Credits)
MSCR 6440. Protocol Design and Writing. (1-3 Credits)
MSCR 7070. Molecular Medicine. (4 Credits)
MSCR 7080. Cultural Competence Research. (3 Credits)
MSCR 7090. Grant Writing. (3 Credits)
MSCR 7150. Journal Club. (1 Credit)
MSCR 7300. Clerkship. (0.5-5.75 Credits)
MSCR 7400. Surgical Education Conference. (1 Credit)
MSCR 7410. Surgical Research Consortium. (0.5 Credits)
MSCR 7420. Clinical Mentorships. (2 Credits)
MSCR 7430. Residency Didactics. (0.5-0.75 Credits)
MSCR 7440. Independent Study. (3 Credits)
MSCR 7450. Practical Skills. (3 Credits)
MSCR 7880. Writing Intensive: MSCR 7400. (1 Credit)
MSCR 9980. Mentored Research Component. (2 Credits)

Colloquia (COLQ)

COLQ 1010. Freshmen Colloquium Seminar. (1-3 Credits)
COLQ 1020. Freshman Colloquium. (1-3 Credits)
COLQ 1025. Freshmen Colloquia Lab. (0 Credits)
COLQ 1030. Quest for Answers. (1.5 Credits)
COLQ 1290. Semester Abroad. (1-20 Credits)
COLQ 1940. Transfer Coursework. (0 Credits)
COLQ 2010. Honors Soph Colloquium. (1.5-3 Credits)
COLQ 2030. Sophomore Colloquium. (1-3 Credits)
COLQ 2390. Semester Abroad. (1-20 Credits)
COLQ 2940. Transfer Coursework. (0 Credits)
COLQ 3010. Science & Human Values. (3 Credits)
COLQ 3020. God(S) and Science. (3 Credits)
COLQ 3030. Science and Religion. (3 Credits)
COLQ 3040. Honors Junior Colloquium. (3 Credits)
COLQ 3041. Honors Junior Colloquium. (1-3 Credits)
COLQ 3050. Junior Colloquium. (1-3 Credits)
COLQ 3880. Writing Intensive:. (1 Credit)
COLQ 3890. Service Learning: COLQ 3050. (1 Credit)
COLQ 4010. Honors Humanities Colloq. (3 Credits)
COLQ 4011. Honors Humanities Colloq. (1-3 Credits)
COLQ 4012. Honors Humanities Colloq. (1-3 Credits)
COLQ 4013. Special Topics. (1-3 Credits)
COLQ 4020. Honors Humanities Colloq. (1-3 Credits)

COLQ 4120. The Grand Canyon. (3,4 Credits)
This course covers central aspects of the geology, biology, anthropology and history of the US Southwest, concentrating on the areas contiguous with the path of the Colorado River through what is today Northern Arizona. After a semester of classroom work, familiarizing the students with geography, geology, flora, fauna, peoples, cultures and histories of the region, the class will travel to Lee's Ferry and the float for seven days on Hatch River Expeditions rafts through a natural laboratory. Those students taking this course as a capstone in Environmental Studies will pay special attention to landforms and waterways, water law, the environmental and biological consequences of damming, and endangered species. Students taking this course for elective credit in Anthropology or Geology must write their term papers on a topic in their discipline.

COLQ 4140. Nat History Arch Mesoame. (3 Credits)
Geologic history of Mesoamerica, archaeology of Mesoamerica, history of the conquest and colonial period, flora and economic botany of the region.
Communication (COMM)

COMM 1150. Intro To Cinema. (3 Credits)
Historical survey of international cinema focusing on political, social, economic, technological, and aesthetic factors. Major film movements and historical developments from 1895 to the present are covered including U.S. silent cinema, Soviet montage, German expressionism, French impressionism and surrealism, the transition to sound, classical Hollywood cinema, the impact of WWII, Italian neorealism, the French New Wave, art cinema, new German cinema, and new Hollywood cinema.

COMM 2010. Public Opinion and the Media. (3 Credits)
Polls are considered important for the democratic system. Governments are elected for a certain period of time, and public opinion polls are often seen as necessary tools for public officials to measure the public's pulse in the period between elections and to address their policy concerns. For generations of citizens who grew up with opinion polls, the notion of public opinion is seen as a naturally existing phenomenon. But what actually is public opinion? Is there such thing as public opinion in the first place? How is public opinion produced and used by the media and the political elite? Who influences public opinion and how? What is the media's role in shaping public opinion polls? The purpose of this course is to critically examine the ways in which public opinion is 1) measured, 2) constructed and 3) used in politics.

COMM 2220. New Media & Internet Studies. (3 Credits)
An investigation of the histories and theories associated with the Internet and other forms of new media. The main course objectives are to learn how to analyze Internet settings and employ new media methods. Conceptions of new technologies and newness will be theorized and examined. We consider how new media technologies are identified as tools and the ways they are critiqued for producing gendered, racial, and sexual identities. Topics include Afrofuturism, cyber feminism, science fiction, the web, social networking, fan fiction, hypertext, Internet authorship, and surveillance.

COMM 2300. Interpersonal Communicat. (3 Credits)
Introduction to theories and models of interpersonal communication, which enhance understanding, and development of interpersonal relationships. Course content covers topics such as listening behavior, intrapersonal processing, dyadic interaction, conflict management, intercultural, intimate and nonverbal communication.

COMM 2350. Media and Criminal Justice. (3 Credits)
This class examines the interrelationships between crime, criminal justice, and Media, Television, film, newspaper and electronic/internet media intersect with crime and the criminal justice system in a number of important ways. The point of this course is to explore how the media represents influences, distorts, and/or filters crime and justice issues. Also, the media is used as a mechanism to explore issues (e.g., political ideology, corrections policy, causes of crime) that are central to the study of crime. The impact of media images of crime and violence on individuals, groups, and public policy will be considered. Issues regarding the future of crime, criminal justice, and mass media also will be discussed. In addition, the course requires 20 hours of service learning. Students will work with local community organizations involved with criminal justice.

COMM 2400. Topics in Int'l Film Movements. (3 Credits)
This course focuses on specific film movements in international cinema, with an emphasis on understanding stylistic and aesthetic innovations in their social-historical context. Topics may include European film movements, Chinese cinemas and others. Notes: May be repeated for credit up to 2 times if different topic with the permission of the Film Studies Director.

COMM 2450. Gender and Media. (3 Credits)
This course introduces students to the field of gender and media studies. Media are part of the ways in which we understand and talk about gender, and the ways in which we make sense of what it means to be a "man" and a "woman." We encounter countless media messages in advertisements, newspapers, magazines, films, movies, television and the Internet, depicting ideal models for men and women every day. We are so accustomed to living in a media saturated world that problematic representations escape our attention and remain taken for granted. This course is an attempt to step back and critically reflect on the media representations of gender. Throughout the course, we will focus on the main issues and controversies in this field by examining a broad range of examples.

COMM 2500. Film and Society. (3 Credits)
This class investigates various social issues that emerge from an examination of films produced in the United States, Europe and the developing world. Students consider societal forces such as class, race, gender, youth, family, prejudice, education and homelessness. The cinematic depiction of these factors as well as the connection between cinematic language, syntax, structure and a film's ultimate meaning or message are explored.
COMM 2550. Introduction to Television. (3 Credits)
This course is an introduction to the study of television as a unique audiovisual culture with its own history, aesthetics, and meaning production. Students will learn about the television industry, its audiences, and its programming. Examples from television programming from the 1950s to the present will supplement readings.

COMM 2600. Rhet Princ Writing. (3 Credits)
Applies principles of classical and contemporary rhetorical theory to problems of writing for news media. Incorporates grammar review. Writing requirements include major news story, major feature story and numerous smaller assignments. Emphasis on writing for print media, but stylistic techniques for broadcast media also covered.

COMM 2650. Mass Communication Law. (3 Credits)
Studies federal and state regulation of both print and broadcast media in the United States to understand how legal mandates and constraints have defined the roles of media in society. Historical and contemporary analyses include laws in areas such as libel, privacy, free press versus fair trial, access to government information, regulation of advertising and regulation of broadcasting.

COMM 2700. Visual Communication. (3 Credits)
This course examines the history and theory of visual communication and its application in a variety of cultural contexts. Topics include the transition from print to visual media, the development of visual literacy and the role of emerging technology. Students will complete applied projects using photography, video and electronic media, digital imaging, and web-based visual technology.

COMM 2750. Latin American Icons. (3 Credits)
This course examines the rise of political icons in modern and contemporary Latin American societies. In particular, it highlights the intersections between historical context, individual biographies and mass media. The course emphasizes how symbolic representations have been mobilized to construct and challenge the iconic status of political actors and explores some of the most important political movements and conflicts that have shaped Latin America’s history, including nationalism, populism, and revolution.

COMM 2810. Special Topics. (3 Credits)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

COMM 2820. Special Topics. (3 Credits)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

COMM 2890. Service Learning: COMM 2350. (1 Credit)
Credit attached to courses with a 40-hour service learning component.

COMM 2900. Communication Studies. (3 Credits)
Communication Studies introduces students to the theoretical underpinnings of the Department of Communication. The course explores communication through its tri-part focus on relationships and identities (individuals), texts, and industries and structures (contexts). The course introduces key concepts and keywords for continuing in the major.

COMM 3140. Cross-Cultural Analysis. (3 Credits)
A critical examination of communication in intercultural, interethnic and international contexts. An overview of models and approaches designed to explain cultural differences in communication with emphasis on the dimensions of symbolization, acculturation, prejudice, stereotyping and ideology. Conceptual frameworks are applied and tested within a range of cultural populations as defined by race, ethnicity, gender, physical disability, sexuality, socio-economic class and geographic location.

COMM 3150. Film Analysis. (4 Credits)
Introduction to film analysis designed to help students develop a visual literacy with regard to film and a critical understanding of how films produce meanings. Focus is on formal analysis of film including elements such as narrative, mise-en-scene, editing, camera movement, sound and on key critical and theoretical approaches such as neoformalism and psychoanalysis. Classical Hollywood cinema and avant-garde and independent filmmaking traditions are studied in order to focus on the politics of form required film journal helps students develop analytical and critical skills. Required course for the film studies minor.

COMM 3160. Technology Analysis. (3,4 Credits)
The study of technology as material culture through its production, dissemination and uses. Theorizes ways of approaching technology as symbolic tools, as material goods and as part of a cultural geography. Contextualizes digitalization in terms of social, political and economic discourses. Includes research methods for analyzing technology.

COMM 3200. Media Literacy/Media Educ I. (3 Credits)
This course introduces the study of media literacy, media education, and basic media pedagogy. Students will learn the many different definitions of media literacy; grapple with the ideological and political underpinnings of literacy in general and media literacy in particular; and become familiar with the key theorists, methodologies and methodological practices.

COMM 3240. Interaction Analysis. (3 Credits)
Focus on the investigation, interpretation and critical assessment of human interaction. Emphasis is given to interaction occurring in the relational contexts of marriage, friendship and the organization. Study includes the cultural and ideological elements, the models of communication used to explain interaction and the analysis of everyday communication phenomena in each context.

COMM 3250. Rhetorical Criticism. (3 Credits)
The description, analysis, interpretation and evaluation of persuasive uses of language. Emphasis on classical, situational, generic, dramatistic and ideological methods of criticism. Judgments about aesthetic, pragmatic, logical and ethical dimensions of rhetoric.
COMM 3260. Media Analysis. (3, 4 Credits)
The study of the structure of media industries and their contents based on humanistic and social science approaches. Theorizes major trends in industry ownership and practices; the effects of political economy on textual symbols, discourses and genres; the function of media programming in reinforcing or altering perceptions of ideas, events, and people. Familiarizes students with research methods for analyzing media.

COMM 3270. Topics in Authors and Genres. (3 Credits)
Questions of authorship and of genre are two key paradigms of film criticism. This course examines the aesthetic and theoretical bases for notions of authorship and genre in the cinema including romantic theories of art, auteur criticism, structuralism and post-structuralism. It also considers the historical development of the oeuvre of individual directors as author (e.g. Hitchcock) and of particular film genres both in Hollywood cinema (e.g. film noir) and in non-mainstream and non-U.S. cinema. Genres and directors studied will change. May be repeated up to two times on different topics with approval of the Film Studies Director.

COMM 3280. Media Histories. (3 Credits)
This course looks at media histories, with a focus on the different kinds of stories we tell about media, its contents and contexts. The course explores historical trends, the nature of historiography (the study of history) and some fundamentals of historical research.

COMM 3300. Comparative Politic Comm. (3 Credits)
Examination of the links between media and political systems, based on a comparative approach. Offers a detailed comparison of political communication processes in different regions of the world and identifies how social, cultural and economic contexts are central to understanding the role of the media in political processes.

COMM 3320. Politics of Popular Culture. (3 Credits)
This course will introduce students to critical thinking through the theories of cultural studies, ranging from culturalism, Marxism, psychoanalysis, gender and sexuality, and postcolonialism to postmodernism. Theories of cultural studies critically contextualize, examine and theorize culture as it influences and shapes our everyday lives and social structures. Students will learn about the various approaches to analyzing culture based on the canonical works of cultural study theorists and how to apply their critical theories to contemporary examples.

COMM 3350. New Media Analysis. (3 Credits)
In this course, we study key issues in contemporary new media studies and engage in close textual analysis. We focus on the multi-layered textual aspects of the Internet and computer. These texts are some combination of images.

COMM 3400. Comm & Leadership Groups. (3 Credits)
Group and organizational communication analyzes how the actions of people are coordinated and controlled to achieve collective outcomes. It is also concerned with the way individuals are shaped by their interactions with the groups and organizations around them. This seminar will help you learn how communication is key to understanding how groups and organizations work.

COMM 3440. Critical Race Theory. (3 Credits)
Critical race theory was a term that was coined to refer to an area of legal studies developed by African American, Latino, and Asian American scholars to address questions of racial injustice. However, the broader field of critical race theory today incorporates multidisciplinary scholarship that works to create critical knowledge about social inequalities and racialized power relations.

COMM 3500. British Cultural Studies. (3 Credits)
This course examines British contemporary multicultural society through the field and method known as cultural studies, which also has its intellectual roots in Britain. This course will introduce students to the terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis is on interdisciplinary approaches to exploring how everyday cultural processes and cultural artifacts are produced and how meaning is shaped through contestations of race, class and gender, and national identity. Through discussion, research, and writing, class members investigate these varied dimensions of British multiculture; learn to understand them in their broader historical, aesthetic, and political contexts.

COMM 3510. Environmental Comm. (3 Credits)
The purpose of this course is to provide an understanding and analysis of communication processes used in defining environmental issues and shaping environmental policies. Topics include defining nature and environment; diverse audiences and environmental messages; developing strategies for risk communication; and creating effective environmental campaigns. Case studies of successful and unsuccessful environmental communication will be examined.

COMM 3520. Topics in Cinema and Politics. (3 Credits)
This course focuses on the relationship between cinema and politics as it pertains to formal, historical, and institutional ways of analyzing film. Topics will include environmentalism and contemporary eco cinema, sexual representation and pornography, and social problem films during the progressive Era in the United States Hollywood, silent cinema, global and national cinemas will be included as they are relevant to the topic covered.

COMM 3550. Third World Cinema. (3 Credits)
This course surveys the cinematic practices of the developing nations of Africa, Asia, Latin America and the Middle East. The filmic practice, at once revolutionary and ideological, has not only produced some of the world is most striking filmic innovations, but is now recognized as having initiated a new phase and expanded definitions of the art of cinema. The issues to be addressed include: the development of a national cinema, the impact of politics on film style, video and television culture, the commonalities and differences in modes of production, the relationship of film to the societies' values and cultures and the role of cinema as a mediation of history.

COMM 3560. History of Animation. (3 Credits)
This course examines the history of animation within the field of film studies. The shift to digital cinema has encouraged historians and theorists to revise distinctions between animation and film and to reckon with the pervasiveness of moving image media created through diverse techniques. To understand the implications of this shift and the significance of animation within media history, this course analyzes animation genres, techniques, and styles and investigates theories of animation as they developed from the late 19th century up to the present.
COMM 3600. Documentary Film. (3 Credits)
The films to be studied in this course are selected from the spectrum of documentary film practice from the 1920s to the present. Concentration will be on specific topics as well as an historical overview. Consideration placed on the developing and shifting conception of documentary film practice, social issues, political and propagandistic values, and documenting other.

COMM 3610. Alternative Journalism. (3,4 Credits)
This course balances the practical development of literary journalistic skills with academic inquiry into the theorizing and development of journalism that conceptualized itself as an alternative to mainstream news content, media and practices. It will also examine the changing meaning of the word alternative in relation to journalistic genres.

COMM 3650. Feminist Doc & New Media. (3 Credits)
A service-learning, praxis-oriented course in which students develop analytical and reflective skills by critiquing and creating feminist documentation in various media. Study of history and theory of feminist documentary filmmaking and new media will be complemented with learning production and postproduction skills. Weekly volunteer work will be done with an organization serving women and girls in New Orleans.

COMM 3700. Digital Arc and Cult Memory. (3 Credits)
This course combines theory and methods in the study of media archives, cultural memory, and historiography. This course works with community partners to create digital stories and their archival repositories.

COMM 3750. Digital Cinema. (3 Credits)
This course introduces students to the history of digital cinema and examines the cultural and political implications of our evolving digital media environment. The transition to the everyday use of digital technologies has been theorized as remediating, relocating, and converging earlier media forms. This course explores the place of film history and theory in this transition and it considers whether this transition marks the end of cinema.

COMM 3800. Cine Reception Cult Memo. (3 Credits)
This course investigates historical changes in film audiences, film exhibition and film reception from the silent to the contemporary period as well as the issue of cultural memory and cinema. Issues focusing on who the audience for cinema has been during different historical periods, that changes have taken place in the venues in which films have been shown and cinema reception as cultural history are explored. The course also theorizes questions of reception and memory in terms of psychoanalysis, oral history and the public sphere. This course includes an optional service learning component. COMM 3150, Film Analysis, is recommended but not required.

COMM 3810. Special Topics. (3-4 Credits)
A detailed study of particular issues, problems, and developments in the history, theory, and criticism of communication. Topics may be drawn from any area of communication, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture, and similar themes.

COMM 3820. Special Topics. (3-4 Credits)
A detailed study of particular issues, problems, and developments in the history, theory, and criticism of communication. Topics may be drawn from any area of communication, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture, and similar themes.

COMM 3890. Service Learning: COMM 3200. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course.

COMM 4150. Contemporary Hollywood Cinema. (3 Credits)
This course focuses on three key aspects of contemporary Hollywood cinema, namely, the film industry, film form and style, and the production, distribution, and reception of films in the digital age. Key topics include conglomeratization of the film industry, the blockbuster film, films as a franchises, the rise of independent cinema, and independent films, digital distribution, the role of film festivals, and -pop-up cinema. The course concludes with how the film experience is changing in the era of digital distribution and multiple screens.

COMM 4160. Contemporary Chinese Cinema. (3 Credits)
This course offers a survey of Chinese-language films made from mid-1980s to early 2000s. The class will focus on three aspects of contemporary Chinese cinema: its artistic features, historical context, and socio-political implications and tackle the following questions: What is a Chinese cinema? How do contemporary Chinese filmmakers inherit.

COMM 4170. U.S. Film History. (3 Credits)
This course covers major formal, industrial and cultural issues in the history of cinema in the United States from 1895 to the present. Course topics include the formal distinctiveness of the early period, the emergence of continuity editing and the classical Hollywood style, post-classical cinema. Monopolistic industry practices, exhibition venues, the studio system, synchronized sound. Contemporary independent production, and the relationship between film and commodity culture. Case studies on censorship, the representation of race and black radical politics, and female spectatorship integrate formal, industrial and cultural analysis.

COMM 4180. African Cinema. (3 Credits)
This course will provide a critical and interdisciplinary look at the development of African cinema from its inception in the 1960s to the present. In looking at this period, we will move from the sociopolitical upheavals of late colonialism to the recent phase of introspection and diversification. The relationship of cinematic practices to transformation in the social and economic sphere will be examined, as well as the creation of distinctively African film styles based on oral traditions. In pursuing these topics, we will consider the impact of technology, history and culture, ties to the cinema of other developing nations and co-productions.

COMM 4190. Intro Latin Amer Film. (3 Credits)
The development of cinema in Latin American from its arrival in the 1960s to the present. Films studied in relation to the sociopolitical environment and emphasis placed on close analysis as well as a contextual understanding of the material. Topics include the struggle to create national Film industries, the art film and New Cinema movements, and recent trends in countries such as Mexico and Argentina.

COMM 4200. Media Literacy/Media Educ II. (3 Credits)
This is the second semester of a two-semester course that introduces students to media literacy—what it is, media education, and basic media pedagogy. In the second semester, students put to use the media literacy knowledge gained in the first semester by applying those pedagogical considerations in the classroom, assessing student outcomes, and effectively teaching media literacy concepts.
COMM 4261. Feminism, Sci-Fi & Technology. (3 Credits)
This course considers how contemporary science fiction, new technologies, and critical writings about feminism, gender, identity, and the body interconnect. Topics under consideration include differently gendered worlds, horror, alien invasions, parasitical relationships, cyborg embodiment, and the gendering of computer and Internet settings.

COMM 4270. SciFi, Sex and Race. (3 Credits)
While science fiction forces us to see what is familiar in new and surprising ways, imagining the unfamiliar also builds upon the familiar. This makes sci-fi a good ‘venue’ to study the widespread assumptions about human nature in different settings. This course interrogates how we negotiate these basic human categories through various science fiction films and theoretical essays. Reflection on these topics will hopefully provoke fascinating and difficult philosophical questions about the nature of reality, the limits of human knowledge, the notions of personal (racial, ethnic, sexual) identity, and the nature and foundations of universality of these categories.

COMM 4280. Race, Ethnicity & Television. (3 Credits)
This course examines race and ethnicity in American television from the 1950s to the present. More specifically, it explores the social, political, historical, and institutional contexts that have shaped representations of Asian/Americans, Latino/as, and African Americans on television. By analyzing racial and ethnic images within the development of television, students will gain a deeper understanding of the complex histories that shaped the formation of each ethnic group. While the focus of the course centers on the politics of representation, it moves the discussion beyond the question of stereotypes to explore how concepts such as Orientalism, whiteness, multiculturalism, and post-race contribute to our understanding of racial politics in the United States.

COMM 4301. Media & Democracy in Latin Am. (3 Credits)
This course examines the role of the mass media in contemporary Latin American democracies. In particular, it investigates whether communication institutions and practices have contributed to promote or to curb the regions’ process of democratization, especially in terms of the quality of political representation and political accountability. The course also examines the impact of social and political democratization on the region’s media systems.

COMM 4302. Immig Discourse in Europe. (3 Credits)
The course explores how immigration was conceptualized in different historical periods and the relationship between immigration debate and political discourse in particular historical contexts. The course then examines how recent immigration patterns have been conceptualized and how this conceptualization is related to the emergence of the extreme right in Western Europe.

COMM 4303. Globalization & Malaysian Film. (3-4 Credits)
This course engages students in cross-cultural analysis and introduces the unique postcolonial and multicultural context of Malaysian cinema. We will examine historical and current globalization through the lens of the new and acclaimed wave of independent and experimental films that have been earning accolades in international festivals around the world. The course will examine key issues pertaining to gender, ethnoracial, religious and national identities in Malaysia, as well as the cultural geopolitics of the relationship between the “West” and “East.”

COMM 4350. Gender and The Cinema. (3 Credits)
Explores the position of women in Hollywood and other cinemas by studying the evolution of women’s cinema and of feminist film theories from the 1920s to the present. The history of feminist film analysis, focusing on theoretical sociological, psychoanalytic, semiotic underpinning of feminist critiques of both commercial and independent avant-garde film practices.

COMM 4453. Brazilian TV & Culture. (3,4 Credits)
This course analyzes the dynamic interactions between television, culture, and power in Brazil. It emphasizes the role of television as one of the central institutions that mediate the constitution of hegemonic values and meanings in Brazilian society, with an emphasis on the dominant media company (TV Globo) and on the most popular TV genre (telenovelas).

COMM 4560. Internship Studies. (3 Credits)
This course will challenge the student to apply intelligently the principles, methods, and skills that they have learned in academic settings to the practical experience of an internship with a nonprofit, social service organization. Topics include learning about communication within a complicated political and cultural context, how context affects rhetorical strategies, adaptive communication among diverse social groups, and how these experiences work to prepare the student for a career in a communication field. Provides combination of academic work, and practical experiences in communication with specific service learning organizations.

COMM 4570. Internship Studies. (3 Credits)
This course will challenge the student to apply intelligently the principles, methods, and skills that they have learned in academic settings to the practical experience of an internship with a nonprofit, social service organization. Topics include learning about communication within a complicated political and cultural context, how context affects rhetorical strategies, adaptive communication among diverse social groups, and how these experiences work to prepare the student for a career in a communication field. Provides combination of academic work, and practical experiences in communication with specific service learning organizations.

COMM 4580. Media Moral Panics & Crisis. (3 Credits)
This course will focus primarily on how fears spread, become a major public concern, and turn into a social and political crisis. We will look at controversies, panics around issues such as pedophilia, drugs and terrorism, and analyze the processes that elicit alarm about perceived threats to society and produce ‘folk devils’ (enemies of society).

COMM 4610. National Cinema Latin Am. (3 Credits)
A detailed historical, thematic, and stylistic analysis of individual national cinemas in Latin America (Cuban cinema, Brazilian cinema, Mexican cinema, for example). Emphasis will be placed on understanding the development of national cinema industries and movements in the context of other social, economic, political, and aesthetic forces. Notes: May be repeated for credit if the national cinema studied is different. COMM 4190, Intro to Latin American Cinema, is highly recommended, although not a prerequisite.

COMM 4670. Creative Econ Topics. (3 Credits)
This course explores the intersections between political economy and culture in the formation and sustainability of creative economies and creative production. Topics to be covered in this course may include: creative and cultural policy, creative classes, cultural labor, specific cultural industries, and film and media economies.
COMM 4770. Theories of Consum &Prod. (3 Credits)
This course analyzes theoretical construction of media audiences and media producers historically and in contemporary contexts. Liberal, Marxist and feminist paradigms will be explored along with a variety of research methods used in audience and producer studies.

COMM 4810. Special Topics. (3 Credits)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

COMM 4820. Special Topics. (3 Credits)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics. This course satisfies the capstone requirement.

COMM 4830. Spectacular Cinema. (3 Credits)
This course investigates the spectacular nature of cinema and examines theories of spectacle through the study of film. The course explores how films deploy special and visual effects to enhance expressions of psychological, spiritual, and material drama. These filmic expressions of spectacle will be studied in dialogue with philosophers and theorists equally interested in spectacular aesthetics and concepts ranging from the sublime, uncanny, and the grotesque to the commodity fetishism, attention economy, and violent inequities of modern society. Course satisfies the Writing Intensive requirement.

COMM 4840. Cinema, History, Archive. (3,4 Credits)
This course focuses on cinema as a site for interrogating historical, textual, institutional and theoretical issues about the archive. Topics include tropes of archive, the media/ted archive, films as cultural memory, histories of cinema archives, the electronic archive, theories of the archive, and archives in relation to power and knowledge. Film examples are drawn from contemporary Hollywood cinema, silent cinema, classical Hollywood cinema, experimental documentary, and independent and avant-garde cinema.

COMM 4850. Cinema Technol Modernity. (3 Credits)
Focus on cinema as a cultural practice during the early and late periods especially as it has shaped perception and experience. Films are assessed for the way they reenact the logic of key technologies and for the way they represent technologies. Cinema is also viewed as a technology of vision in its own right. In particular, 19th century optical toys, the railroad, photography, the computer and cinema are assessed in relation to shifting conceptions of space and time, modes of experience, the terms of everyday life, and the status of mass culture and reproduction in the modern and postmodern periods.

COMM 4860. Film Theory. (4 Credits)
An advanced course focusing on contemporary French, British and U.S. film theory. Topics include realism and phenomenology, Russian Formalism, neoformalism, structuralism, narratology, Marxism and ideology, psychoanalysis, cinema semiotics, feminism and poststructuralism. Debates covered assess film as a text; the relationship between film and the spectator; and the implications of cinema as a historical phenomenon, including the status of digital cinema. Early, classical Hollywood, contemporary, and avant-garde films screened. A required film journal helps students develop analytical skills. Required for the Film Studies major or minor.

COMM 4910. Independent Study. (1-3 Credits)
Open to qualified juniors and seniors only.

COMM 4920. Independent Study. (1-3 Credits)
Open to qualified juniors and seniors only.

COMM 4990. Honors Thesis. (3 Credits)
This course will enable students to integrate knowledge about the specific nature of film as a medium and the history of theoretical debates that have shaped the study of film and of cinema. It will also provide students with an opportunity to apply the formal and theoretical knowledge gained from the two required courses for the major to consider new theoretical problems about cinema, revisions, and reassessments of earlier debates in film studies and related fields, questions of national cinema, and/or new developments in filmmaking. Fulfills capstone requirement for FMST when approved as film topic. In this case, students should also register for FMST 5110 with 0 credits.

COMM 5000. Honors Thesis. (4 Credits)
This course will enable students to integrate knowledge about the specific nature of film as a medium and the history of theoretical debates that have shaped the study of film and of cinema. It will also provide students with an opportunity to apply the formal and theoretical knowledge gained from the two required courses for the major to consider new theoretical problems about cinema, revisions, and reassessments of earlier debates in film studies and related fields, questions of national cinema, and/or new developments in filmmaking. Fulfills capstone requirement for FMST when approved as film topic. In this case, students should also register for FMST 5110 with 0 credits.

COMM 6210. Seminar In Comm Studies. (3 Credits)
An intensive study of a specific issue or set of issues in rhetoric and public address, interpersonal communication, or mass communication (e.g. propaganda, legal communication research), or of an individual theorist (e.g. Aristotle. Kenneth Burke), or genre of discourse (e.g. ideological argumentation, the rhetoric of social movements). May be taken twice for credit on different topics.
Mathematical and computational techniques that are used.

An introductory course in mathematical modeling in biology with an emphasis on construction and interpretation of models in ecology.

COSC 6700. Math Models Ecol & Evolution. (3 Credits) Lab section for COSC 6600.

Computational Science (COSC)

COSC 2020. Comput Concepts & Applic. (4 Credits) This course introduces students to the foundations of algorithm development and programming, basics of matrix algebra and numerical analysis, solving ordinary differential equations.


COSC 3000. C++ Prog For Sci & Engr. (3 Credits) This course begins with an introduction to C++ and will cover up to relatively sophisticated programming techniques including data structures, abstract data types, interfaces, and algorithms. The goal is for the student to get a taste of the design and implementation of large programs and to become proficient at programming in C++.

COSC 3100. Data Visualization. (3 Credits)

COSC 3200. Large Scale Computation. (3 Credits)

COSC 6000. C++ Prog For Sci & Engr. (3 Credits) This course begins with an introduction to C++ and will cover up to relatively sophisticated programming techniques including data structures, abstract data types, interfaces, and algorithms. The goal is for the student to get a taste of the design and implementation of large programs and to become proficient at programming in C++.

COSC 6100. Data Visualization. (3 Credits)

COSC 6200. Large Scale Computation. (3 Credits)

COSC 6600. Comput Model Biomed Sys. (4 Credits) The objective of this graduate course is to provide students with the skills and knowledge necessary for computational modeling of biological and physiological systems. The first half of the course will cover introduction to UNIX, elements of programming.

COSC 6601. Comp Model of Biomed Sys Lab. (0 Credits) Lab section for COSC 6600.

COSC 6700. Math Models Ecol & Evolution. (3 Credits) An introductory course in mathematical modeling in biology with emphasis on construction and interpretation of models in ecology. The goals of the course are to provide training in a wide variety of mathematical and computational techniques that are used.

Community Health Sciences (CHSC)

CHSC 6000. Reports/Publi/Proposals. (1 Credit)

CHSC 6320. Intro To Research. (2 Credits)

CHSC 6340. Hlth Promo & Ed/Cv Hlth. (2 Credits)

CHSC 6390. Maternal & Child Hlth Ed. (2 Credits)

CHSC 7400. Gender Pers In Health. (2 Credits)

Computer Science (CMPS)

CMPS 1005. Python Programming. (3 Credits) An introductory course on computer programming, in which the students design, implement, test, and debug programs for computational problems using Python programming language. This course emphasizes program design process, object-oriented software development approach, and practical programming skills that translate to programming in other modern languages. Assignments include practical problems drawn from various fields (e.g. biology, linguistics, graphics, and games). Open to high-school students only, no prerequisites. Credits don’t count toward Coordinate Major in Computer Science.

CMPS 1500. Intro to Computer Science I. (4 Credits) Computational tools are a critical part of our everyday lives. Software is the driving force behind cutting-edge scientific discovery, blockbuster entertainment, and today’s fast-paced marketplace. This course is an introduction to techniques, ideas, and problem-solving approaches that are used to develop some of these tools. At a high level, we focus on developing “computational thinking”, which is the practice of using abstraction to design and implement algorithms and software to solve problems that arise in many different areas of our daily lives, such as networks, social media, and scientific computing, to name just a few. At a practical level, students will design, implement, test and document their programs to learn introductory programming concepts, such as: data types and data structures (e.g. lists, dictionaries, trees); programming techniques (modular design using functions, recursion, object-oriented programming); performance analysis via theoretical estimate, profiling and timing. Most assignments in this course are programming assignments aimed to teach the students to express their ideas in efficient and elegant code; no prior programming experience is necessary to join and succeed in the course. Lecture periods are dedicated to introducing new material, discussions, individual and group activities. Lab periods are used for programming practice. CMPS 1500 is the first course for the Coordinate Major in Computer Science.

CMPS 1501. Intro to Computer Sci I Lab. (0 Credits) Corequisite lab of CMPS 1500.

CMPS 1600. Intro to Computer Science II. (4 Credits) This is the second course in the introductory course sequence for Coordinate Major in Computer Science and is the continuation of CMPS 1500. While CMPS 1500 focuses on a broad array of topics in computer science and a single language (Python), this class focuses on several core topics in the design, analysis and implementation of computational tools that are drawn from the fields of data structures, software engineering, and programming languages (such as Java, C, Haskell): object-oriented programming, test-driven development; data structures and abstract data types; imperative programming and memory management; functional programming. By solving practical, real-life problems in different programming languages and in different ways, students learn to select a language and approach most appropriate for the situation, and prepare to learn new languages independently. The high-level goal of this course is to train students to be able to draw from a versatile set of skills, which in turn will provide a strong foundation for further study in computer science.

CMPS 1601. Intro to Comp Science II Lab. (0 Credits) Corequisite lab of CMPS 1600.
CMPS 1940. Intro Topics in Computer Sci. (1-4 Credits)

CMPS 210. Programming and Prob Solving. (3 Credits)
An introductory course on computer programming and problem-solving using computers. In this course students design, implement, test and debug programs for computational problems using Python programming language. This course emphasizes program design process, object-oriented software development approach, and practical programming skills that translate to programming in other modern languages. Assignments include practical problems drawn from various fields (such as biology, linguistics, graphics, and games).

CMPS 2170. Intro to Discrete Math. (3 Credits)
This course is an introduction to several areas of mathematics that are particularly useful in computer science. The topics include an introduction to predicate and propositional logic, mathematical induction, combinatorics and counting, and discrete probability theory.

CMPS 2200. Intro to Algorithms. (3 Credits)
This course is an introduction to the design and analysis of algorithms, and covers several basic algorithmic paradigms and their application to core computational problems in graph theory and optimization, as well as analysis of time and space complexity. The primary focus of the course will be on understanding the divide-and-conquer, greedy and dynamic programming paradigms for algorithm design as well as the problem areas to which they can be applied. Example application areas include graph theory, discrete optimization, numeric and scientific computing and machine learning. Topics usually include: asymptotic analysis and big-O notation; divide-and-conquer algorithms; recurrences and the master method; greedy algorithms; graph algorithms (Breadth-First Search, Depth-First Search, Connectivity and Shortest Paths); dynamic programming; linear programming; lower bounds and computational complexity.

CMPS 2201. Intro to Algorithms Lab. (0 Credits)
Corequisite lab of CMPS 2200.

CMPS 2300. Intro to Comp Sys & Networking. (3 Credits)
Modern computer systems must take advantage not only of the latest hardware technology, but also of the ability to compute and communicate over a network. In this course the students will study the principles behind the design of modern operating systems and distributed systems through theoretical study of classic solutions and hands-on programming assignments in C. The study of architecture and organization of modern operating systems focuses on the concepts of virtualization, concurrency, and persistence. In the study of distributed systems we will examine topics such as protocol design, asynchronous and synchronous communication, and layered network architecture.

CMPS 2940. Transfer Coursework. (1-4 Credits)

CMPS 3130. Intro Comp Geom. (3 Credits)
This course provides an introduction to geometric algorithms and geometric data structures. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems (GIS), VLSI, robotics, computer graphics and geometric modeling. Covered topics include fundamental geometric algorithm design and analysis paradigms, geometric data structures for planar subdivisions and range searching, algorithms to compute the convex hull, Voronoi diagrams, and Delaunay triangulation, as well as selected advanced topics.

CMPS 3140. Intro Artificial Intelligence. (3 Credits)
The aim of this course is to provide the student with an introduction to the main concepts and techniques playing a key role in the modern arena of artificial intelligence. In addition to covering the main topics that concern modern AI, particular attention will be devoted to its applications in several fields. Among the topics covered are: “What is an intelligent artificial agent?”, problem solving using search and constraint satisfaction, uncertainty, Bayesian networks and probabilistic inference, supervised learning, planning, sequential decision problems, as well as several additional topics.

CMPS 3210. Algs Comp Struct Bio. (3 Credits)
Over the last few decades, as we have been able to determine whole genome sequences, structural biologists have sought to determine and catalog protein structures with an increasing reliance on computational methods. Automated methods to analyze protein structure make it possible to leverage information from previously solved structures, and to interpret experimental data in a principled way. In this course, we will focus on the myriad of algorithms for analyzing numerous aspects of protein structure and protein-protein interactions.

CMPS 3240. Intro to Machine Learning. (3 Credits)
This course provides an introduction to the fundamental concepts of machine learning and statistical pattern recognition. In addition, several examples of applications will be described. The topics covered include generative/discriminative and parametric/non-parametric supervised learning, including neural networks; unsupervised learning, including clustering, dimensionality reduction and kernel methods; learning theory, including tradeoffs, large margins and VC theory; reinforcement learning, including criteria for optimality, brute force methods, value function methods and direct policy search; feedforward/feedback adaptive control, direct/indirect adaptive control methods; and various applications.

CMPS 3250. Theory of Computation. (3 Credits)
This course is an introduction to the theory of computation. It begins with regular languages and their representation as finite state automata, and continues with context free languages and pushdown automata. Turing machines and the Church-Turing Thesis are also considered, as well as decidability and reducibility. The basic notions of complexity theory area also covered, including P and NP for time complexity, as well as basic results about space complexity.

CMPS 3260. Advanced Algorithms. (3 Credits)
This course focuses on advanced techniques in the design and analysis of algorithms and illustrates how they are used in deriving a variety of now-classic results. Topics include graph algorithms, randomized algorithms, parallel computing, linear programming, and approximation algorithms.

CMPS 3280. Information Theory. (3 Credits)
This course is an introduction to Shannon's mathematical theory of information. It considers basic concepts such as information content, entropy and the Kullback-Leibler distance, as well as areas such as data compression and Shannon's Source Coding Theorem, coding, prefix codes, lossless channels and their capacity, and Shannon's Noisy Coding Theorem. Applications to various areas are also featured in the course.
CMPS 3300. Software Studio. (3 Credits)
This is a project-oriented course on fundamentals of software development and software engineering. Working in teams, students apply a recognized software engineering methodology, a modern programming language, and software development tools (including an IDE, debugger, version control system, and testing framework) to design and implement a semester-long project — a software solution for a real-world problem. The high goal of the course is to train students to function efficiently in a real-world software development environment. To help reach that goal, the students do a lot of independent learning, teamwork, documentation and public presentation of their product and design process. The particular technologies employed in the course may change in synchrony with changes in the software engineering field, currently the focus is on engineering software-as-a-service using Ruby for programming language and Rails for web development framework.

CMPS 3310. Logic in Computer Science. (3 Credits)
This course is an introduction to logic and its applications in computer science. The topics covered include soundness and completeness of propositional logic, predicate logic, linear time temporal logic and branching time temporal logics, and their expressive power; frameworks for software verification, Hoare triples, partial and total correctness, modal logics and agents, and binary decision diagrams.

CMPS 3350. Intro to Computer Graphics. (3 Credits)
A comprehensive introduction to the mathematics and algorithms that drive today's digital special effects, animation, and games. Designed as a hands-on course, students will gain experience in building 2D/3D interactive applications using OpenGL. Topics covered will include geometric transformations, projections, raster algorithms, 3D object models (surface and volume), visible surface algorithms, texture mapping, lighting/shading, ray-tracing, anti-aliasing, and compositing.

CMPS 3360. Info and Sci Visualization. (3 Credits)
An introduction on how graphical representations of data can be used to aid understanding. This course details the theory and practice of designing effective information or scientific visualizations. The techniques learned in this class have wide applications to all fields in engineering and science, where due to increasing sizes and complexity, data now demands effective presentation and analysis. Topics will include iso-surfacing, volume rendering, transfer functions, vector/ tensor fields, topological analysis, large data visualization, and uncertainty in visualizations.

CMPS 3660. Special Topics in Computer Sci. (1-3 Credits)
This course varies from time to time, focusing on topics of interest to the faculty and students.

CMPS 3665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

CMPS 3890. Service Learning: CMPS 3300. (0 Credits)
An optional service learning component is included in the Software Studio (CMPS 3300/6300) course. Students work with a non-profit organization and develop a website to help them in their work. This component provides a unique experience of communicating with a nontechnical customer, converting their requirements into technical specifications, working to meet those requirements, continuously refining those requirements, experiencing real-life associated technical challenges (such as environment incompatibility, difference in data formats, restricted access to data), preventing and resolving those challenges, and seeing a product come to life.

CMPS 3940. Transfer Coursework. (1-4 Credits)

CMPS 4010. Capstone Project I. (2 Credits)
This is the first semester of a two-semester course devoted to the development of the student’s capstone project, a required component of the Computer Science coordinate major. Under supervision of a faculty advisor in computer science, students use the tools of computer science to solve a problem from another discipline, usually their primary major area.

CMPS 4020. Capstone Project II. (2 Credits)
This is the second of a two-semester course devoted to the development of the student’s capstone project, a required component of the Computer Science coordinate major. Under supervision of a faculty advisor in computer science, students use the tools of computer science to solve a problem from another discipline, usually their primary major area.

CMPS 4150. Multi-agent Systems. (3 Credits)
This course has two main goals. The first one is to give a broad overview of the fundamentals of multi-agent systems (MAS). MAS are playing an increasingly important role in Artificial Intelligence as distributed resources push for highly distributed forms of intelligence. The second aim is to provide a more in-depth discussion of selected MAS topics: game theory and voting from a computational point of view. Situated at the nexus between economics and computer science, these research areas provide a perfect example of interdisciplinary cross-fertilization and mutual enrichment and lie at the core of multi-agent systems theory. The course will provide the student with an understanding of how self-interested behavior and coordination can be formally modeled and implemented in societies of artificial agents.

CMPS 4250. Math Found Comp Security. (3 Credits)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, cryptoprotocols and information flow. The course includes a study of the RSA encryption scheme, stream and clock ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

CMPS 4610. Algorithms. (3 Credits)
This course covers fundamental algorithm design principles and data structures, basic notions of complexity theory, as well as an advanced introduction to parallel algorithms, randomized algorithms, and approximation algorithms. Topics include: divide-and-conquer, dynamic programming, amortized analysis, graph algorithms, network flow, map reduce, and more advanced topics in approximation algorithms and randomized algorithms.

CMPS 4620. Artificial Intelligence. (3 Credits)
This course is designed for graduate students interested in understanding the design of autonomous intelligent agents. The course will cover fundamental notions and concepts such as uninformed and informed search, local search, constraint satisfaction and constraint-based optimization, Bayesian Networks, Markov Decision Problems and a short introduction on machine learning. Furthermore, advanced topics and applications in the context of natural language processing, reasoning about time, algorithmic game theory and computational social choice will be considered as well.
CMPS 4630. Computational Bio & Bioinform. (3 Credits)
This course is an introduction to computational methods in molecular biology. Topics covered include: sequence analysis and alignment, sequencing technologies, genome and metagenomic sequencing, protein structure and structure prediction, and phylogenetic analysis. No prior background in biology is assumed.

CMPS 4640. Computational Geometry. (3 Credits)
This course covers fundamental and advanced principles for designing and analyzing geometric algorithms and data structures, and their application to other disciplines. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems, VLSI, robotics, computer graphics and geometric modeling. Selected topics may include: Dynamic and kinetic data structures, geometric algorithms and data structures in two and higher dimensions, shape analysis and matching, robustness and implementation issues, geometric approximation algorithms.

CMPS 4660. Special Topics. (1-3 Credits)
Special topics in Computer Science.

CMPS 4710. Computational Complexity. (3 Credits)
This course is an advanced introduction to the area of computational complexity. Topics covered include: impossibility and separability results for classical computation, interactive theorem proving and the PCP theorem, derandomization and hardness of approximation, and the quantum model of computation.

CMPS 4720. Machine Learning. (3 Credits)
This course will cover fundamental and advanced topics in machine learning. Topics will include linear and logistic regression, Lasso, perceptrons, deep neural networks, support vector machines, kernel methods, graphical models, principal and independent component analysis and Gaussian processes. In addition to thoroughly addressing theoretical aspects, several examples will illustrate the application of the different techniques.

CMPS 4730. Machine Learning and NLP. (3 Credits)
This course focuses on advanced machine learning techniques and their application in the domain of natural language processing (NLP). Many real world machine learning problems deal with mapping data to structured representations, and in the NLP domain the output structure represents lexical, syntactical or semantic aspects of the text. Techniques covered in this course include discriminative and generative models including Structured Perceptron and Structured SVMs, Constrained Conditional Models, Probabilistic Graphical Models as well as Deep Learning techniques.

CMPS 4750. Computer Networks. (3 Credits)
The objective of the course is to introduce students to the core concepts and analytic techniques in the design and analysis of computer networks and network protocols. We will explain both how computer networks work using the Internet as the paradigm and why they work from an optimization and control perspective.

CMPS 4760. Distributed Systems. (3 Credits)
This course covers the fundamental concepts in distributed computing. The objective is to introduce students to the core notions, algorithms, and analytic tools in the design of distributed systems. Recent developments in peer-to-peer systems, cloud computing, sensor networks, etc. will be used as case studies to help students establish a firm understanding of the philosophy and pitfalls in the design of computer systems when there is no global clock and when unpredictable failures and variable latency are the norm.

CMPS 4910. Independent Study. (1-3 Credits)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member. No more than three hours of 4910-4920 may be counted toward satisfying the major requirements.

CMPS 4920. Independent Study. (1-3 Credits)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member. No more than three hours of 4910-4920 may be counted toward satisfying the major requirements.

CMPS 4940. Transfer Coursework. (1-4 Credits)
CMPS 4990. Honors Thesis. (3 Credits)
CMPS 5000. Honors Thesis. (4 Credits)
CMPS 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CMPS 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

CMPS 6110. Intro Comp Geom. (3 Credits)
This course provides an introduction to geometric algorithms and geometric data structures. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems (GIS), VLSI, robotics, computer graphics and geometric modeling. Covered topics include fundamental geometric algorithm design and analysis paradigms, geometric data structures for planar subdivisions and range searching, algorithms to computer the convex hull, Voronoi diagrams, and Delaunay triangulation, as well as selected advanced topics.

CMPS 6140. Intro Artificial Intelligence. (3 Credits)
The aim of this course is to provide the student with an introduction to the main concepts and techniques playing a key role in the modern arena of artificial intelligence. In addition to covering the main topics that concern modern AI, particular attention will be devoted to its applications in several fields. Among the topics covered are: “What is an intelligent artificial agent?” problem solving using search and constraint satisfaction, uncertainty, Bayesian networks and probabilistic inference, supervised learning, planning, sequential decision problems, as well as several additional topics.
CMPS 6150. Multi-agent Systems. (3 Credits)
This course has two main goals. The first one is to give a broad overview of the fundamentals of multi-agent systems (MAS). MAS are playing an increasingly important role in Artificial Intelligence as distributed resources push for highly distributed forms of intelligence. The second aim is to provide a more in depth discussion of selected MAS topics: game theory and voting from a computational point of view. Situated at the nexus between economics and computer science, these research areas provide a perfect example of interdisciplinary cross-fertilization and mutual enrichment and lie at the core of multi-agent systems theory. The course will provide the student with an understanding of how self-interested behavior and coordination can be formally modeled and implemented in societies of artificial agents.

CMPS 6210. Algs Comp Struct Bio. (3 Credits)
Over the last few decades, as we have been able to determine whole genome sequences, structural biologists have sought to determine and catalog protein structures with an increasing reliance on computational methods. Automated methods to analyze protein structure make it possible to leverage information from previously solved structures, and to interpret experimental data in a principled way. In this course, we will focus on the myriad of algorithms for analyzing numerous aspects of protein structure and protein-protein interactions.

CMPS 6240. Intro to Machine Learning. (3 Credits)
This course provides an introduction to the fundamental concepts of machine learning and statistical pattern recognition. In addition, several examples of applications will be described. The topics covered include generative/discriminative and parametric/non-parametric supervised learning, including neural networks; unsupervised learning, including clustering, dimensionality reduction and kernel methods; learning theory, including tradeoffs, large margins and VC theory; reinforcement learning, including criteria for optimality, brute force methods, value function methods and direct policy search; feedforward/feedback adaptive control, direct/indirect adaptive control methods; and various applications.

CMPS 6250. Math Found Comp Security. (3 Credits)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, cryptographic protocols and information flow. The course includes a study of the RSA encryption scheme, stream and clock ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

CMPS 6260. Advanced Algorithms. (3 Credits)
This course focuses on advanced techniques in the design and analysis of algorithms and illustrates how they are used in deriving a variety of now-classic results. Topics include graph algorithms, randomized algorithms, parallel computing, linear programming and approximation algorithms.

CMPS 6280. Information Theory. (3 Credits)
This course is an introduction to Shannon's mathematical theory of information. It considers basic concepts such as information content, entropy and the Kullback-Leibler distance, as well as areas such as data compression and Shannon's Source Coding Theorem, coding, prefix codes, lossless channels and their capacity, and Shannon's Noisy Coding Theorem. Applications to various areas are also featured in the course.

CMPS 6300. Software Studio. (3 Credits)
This is a project-oriented course on fundamentals of software development and software engineering. Working in teams, students apply a recognized software engineering methodology, a modern programming language and software development tools (including an IDE, debugger, version control system, and testing framework) to design and implement a semester-long project – a software solution for a real-world problem. The high goal of the course is to train students to function efficiently in a real-world software development environment. To help reach that goal, the students of the course do a lot of independent learning, teamwork, documentation and public presentation of their product and design process. The particular technologies employed in the course may change in synchrony with changes in software engineering yield, currently the focus is on engineering software-as-a-service using Ruby for programming language and Rails for web development framework.

CMPS 6310. Logic in Computer Science. (3 Credits)
This course is an introduction to logic and its applications in computer science. The topics covered include soundness and completeness of propositional logic, predicate logic, linear time temporal logic and branching time temporal logics and their expressive power, frameworks for software verification, Hoare triples, partial and total correctness, modal logics and agents, and binary decision diagrams.

CMPS 6350. Intro to Computer Graphics. (3 Credits)
A comprehensive introduction to the mathematics and algorithms that drive today’s digital special effects, animation, and games. Designed as a hands-on course, students will gain experience in building 2D/3D interactive applications using OpenGL. Topics covered will include geometric transformations, projections, raster algorithms, 3D object models (surface and volume), visible surface algorithms, texture mapping, lighting/shading, ray-tracing, anti-aliasing, and compositing.

CMPS 6360. Info and Sci Visualization. (3 Credits)
An introduction on how graphical representations of data can be used to aid understanding. This course details the theory and practice of designing effective information or scientific visualizations. The techniques learned in this class have wide applications to all fields in engineering and science, where due to increasing sizes and complexity, data now demands effective presentation and analysis. Topics will include iso-surfacing, volume rendering, transfer functions, vector/tensor fields, topological analysis, large data visualization, and uncertainty in visualizations.

CMPS 6610. Algorithms. (3 Credits)
This course covers fundamental algorithm design principles and data structures, basic notions of complexity theory, as well as an advanced introduction to parallel algorithms, randomized algorithms, and approximation algorithms. Topics include: divide-and-conquer, dynamic programming, amortized analysis, graph algorithms, network flow, map reduce, and more advanced topics in approximation algorithms and randomized algorithms.
CMPS 6620. Artificial Intelligence. (3 Credits)
This course is designed for graduate students interested in understanding the design of autonomous intelligent agents. The course will cover fundamental notions and concepts such as uninformed and informed search, local search, constraint satisfaction and constraint-based optimization, Bayesian Networks, Markov Decision Problems and a short introduction on machine learning. Furthermore, advance topics and applications in the context of natural language processing, reasoning about time, algorithmic game theory and computational social choice will be considered as well.

CMPS 6630. Computational Bio & Bioinform. (3 Credits)
This course is an introduction to computational methods in molecular biology. Topics covered include: sequence analysis and alignment, sequencing technologies, genome and metagenomic sequencing, protein structure and structure prediction, and phylogenetic analysis. No prior background in biology is assumed.

CMPS 6640. Computational Geometry. (3 Credits)
This course covers fundamental and advanced principles for designing and analyzing geometric algorithms and data structures, and their application to other disciplines. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems, VLSI, robotics, computer graphics and geometric modeling. Selected topics may include: Dynamic and kinetic data structures, geometric algorithms and data structures in two and higher dimensions, shape analysis and matching, robustness and implementation issues, geometric approximation algorithms.

CMPS 6660. Special Topics in Computer Sci. (1-3 Credits)
This course varies from time to time, focusing on topics of interest to the faculty and students.

CMPS 6670. Computational Complexity. (3 Credits)
This course is an advanced introduction to the area of computational complexity. Topics covered include: impossibility and separability results for classical computation, interactive theorem proving and the PCP theorem, derandomization and hardness of approximation, and the quantum model of computation.

CMPS 6670. Machine Learning. (3 Credits)
This course will cover fundamental and advanced topics in machine learning. Topics will include linear and logistic regression, Lasso, perceptrons, deep neural networks, support vector machines, kernel methods, graphical models, principal and independent component analysis and Gaussian processes. In addition to thoroughly addressing theoretical aspects, several examples will illustrate the application of the different techniques.

CMPS 6730. Machine Learning and NLP. (3 Credits)
This course focuses on advanced machine learning techniques and their application in the domain of natural language processing (NLP). Many real world machine learning problems deal with mapping data to structured representations, and in the NLP domain the output structure represents lexical, syntactical or semantic aspects of the text. Techniques covered in this course include discriminative and generative models including Structured Perceptron and Structured SVMs, Constrained Conditional Models, Probabilistic Graphical Models, as well as Deep Learning techniques.

CMPS 6750. Computer Networks. (3 Credits)
The objective of the course is to introduce students to the core concepts and analytic techniques in the design and analysis of computer networks and network protocols. We will explain both how computer networks work using the Internet as the paradigm and why they work from an optimization and control perspective.

CMPS 6760. Distributed Systems. (3 Credits)
This course covers the fundamental concepts in distributed computing. The objective is to introduce students to the core notions, algorithms, and analytic tools in the design of distributed systems. Recent developments in peer-to-peer systems, cloud computing, sensor networks, etc. will be used as case studies to help students establish a firm understanding of the philosophy and pitfalls in the design of computer systems when there is no global clock and when unpredictable failures and variable latency are the norm.

CMPS 6910. Independent Study. (3 Credits)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member.

CMPS 6940. Transfer Coursework. (1-4 Credits)

CMPS 7010. Research Seminar. (3 Credits)
This seminar course introduces students to research methods in Computer Science and to the research conducted in the department. Students will read research papers, participate in active research projects, and practice preparing and presenting research presentations. Department faculty will present on their research in order to expose students to the research projects conducted in the department. Research methods such as literature search, experiment design, technical writing, etc. will also be covered. This course is required for all PhD students in Computer Science. The content of this course varies from semester to semester.

CMPS 7020. Research in Computer Science. (3 Credits)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarize the research methodologies and the research outcomes. The content of this course varies from semester to semester.

CMPS 7021. Research in Computer Science. (3 Credits)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarize the research methodologies and the research outcomes. The content of this course varies from semester to semester.
CMPS 7022. Research in Computer Science. (3 Credits)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarizes the research methodologies and the research outcomes. The content of this course varies from semester to semester.

CMPS 7120. Advanced Topics in Computer Sc. (3 Credits)
This course varies from time to time, focusing on advanced topics of interest to the faculty and students.

CMPS 7940. Transfer Coursework. (3 Credits)

CMPS 7980. Independent Study. (3 Credits)
This is a directed study course that allows a graduate student to pursue a topic of particular interest under the direction of a computer science faculty member.

CMPS 9980. Masters Research. (3 Credits)
Research toward completion of a masters degree.

CMPS 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

**Computer Sys & Technologies (CPST)**

**CPST 1000. Intro To Microcomputers. (3 Credits)**
This course introduces students to the microcomputer and some popular micro applications. Special attention is given to essential concepts, word processing, spreadsheets, and database management. The course also provides a preface to operating environments such as Windows. Includes hands-on laboratory sessions; currently, Microsoft Office tools are used for this course. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy a science distribution requirement for the School of Continuing Studies.

**CPST 1070. Math For Info Technology. (3 Credits)**
This course provides an introduction to discrete mathematical structures and themes with an emphasis on applications to computing and information technology. It develops analytical skills used to solve problems concerning the speed and logical structure of computer software, computer hardware, and computer networks. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy one of the mathematics requirements for the School of Continuing Studies.

**CPST 1200. Fund of Info Systems & Tech. (3 Credits)**
This survey course provides a broad foundation in the concepts of modern information systems, information processing, and information technologies. It provides an overview of the key technology components that make up modern information systems and the processes and issues involved in the development of information systems.

**CPST 1400. Working with the Internet. (3 Credits)**
This course acquaints the students with the Internet, its uses and history, and a wide variety of tools and applications for effectively accessing information. Students will have the opportunity to learn classic text-based Internet applications, as well as graphical and multimedia capabilities of the World Wide Web. Coverage of basic technologies (e.g., hardware, protocols, authoring software) is included. Note: This course does not count toward the requirements for a major or minor in Applied Computing Systems and Technology but can be used to satisfy a science distribution requirement for the School of Continuing Studies.

**CPST 1880. Writing Intensive: CPST 1400. (1 Credit)**

**CPST 2200. Programming Fundamentals. (3 Credits)**
This course presents a structured approach to problem analysis, algorithm design and solution implementation in a high level computer language. Students will learn how to analyze problems and represent solutions in pseudo-code. Students will study the basic concepts of programming, internal representation of data, simple data types, searching and sorting techniques.

**CPST 2300. Database Fundamentals. (3 Credits)**
Introduction to database management systems with an emphasis on relational database concepts, database processing, data modeling, database design, development and implementation. Includes implementation of current DBMS tools and SQL.

**CPST 2400. Webpage Design & Developm. (3 Credits)**
This course goes beyond mere use of the Internet into the tools and techniques needed to successfully publish digital media. Through lectures, class discussions, and hands-on lab work, you will become acquainted with the hardware, software (on workstations, on servers, and on the Internet), and tool management techniques needed to create and maintain web documents and sites. The course includes coverage of HTML and CSS.

**CPST 3050. Technology & Ethics. (3 Credits)**
This course examines the ethical and social aspects of information technology with emphasis on computing. Pertinent issues include acquisition, access, stewardship, liability, freedom, privacy, control and security. Note: This course can be used to satisfy a School of Continuing Studies? Humanities Distribution Requirement.

**CPST 3100. Info System Architecture. (3 Credits)**

**CPST 3200. O-O Design & Implementation. (3 Credits)**
This course presents a study and application of Unified Modeling Language to model object-oriented systems. The course concentrates on the implementation of solutions for systems from a modeled system design.

**CPST 3220. O-O Programming w/ Java. (3 Credits)**
This course presents the fundamentals of the JAVA programming language. Topics include JAVA syntax, data types, design of classes, class libraries, data structures, exception handling, threads, input and output, and applet programming.

**CPST 3230. Programming In C++. (3 Credits)**
This course presents the fundamentals of the C++ programming language. It covers development of computer-based solutions in C++, using object-oriented and event-driven techniques, and accessing databases with open database connectivity.
CPST 3240. Visual Applicatn Devlp. (3 Credits)
This course presents the development of computer based solutions within a ?visual? tool environment using object-oriented and event-driven techniques. It covers fundamental data types and derived data structures of a database engine and the design of effective graphical user interfaces.

CPST 3250. Human-Computer Interaction. (3 Credits)
This course examines topics related to developing and evaluating user interfaces for interactive computer systems. Topics covered include usability goals and principles, user interface design principles, managing design processes, prototyping and construction, interface metaphors, interaction styles, interaction devices, software tools, user interface builders, evaluation paradigms and techniques, usability testing, user manuals, tutorials, computer-supported collaborative work.

CPST 3310. Rel DB Design & Develpmt. (3 Credits)
This course covers design and development concepts for relational database systems. The students will work on the design and development of a database application by analyzing organizational data needs, model and present those needs using diagrams and specifications, exploring different database designs, and implementing the design in a working system. Topics include normalization, entity-relationship modeling, database application design, data base processing using internet technology, managing multi-user data bases, accessing the database server, and sharing enterprise data.

CPST 3400. Website Developmt w/ XML/XHTML. (3 Credits)
This course is designed to provide students with an introduction to programming using XML. Students taking this course should have a working knowledge of HTML and FTP as gained by completing the course Webpage Design and Development course. Students should have a basic understanding of programming concepts and a relational database including relationships of primary and secondary tables via keys and foreign keys. Some sample learning activities are: author XML documents using a given Document Type Definition (DTD); create a DTD; create a CSS and/or XSLT style sheet; create an XML-based information system that brings together the skills learned throughout the course.

CPST 3410. Website Dev w/ Javascript. (3 Credits)
This course provides the opportunity to obtain a solid understanding of some of the tools and techniques, beyond basic HTML, used to publish on the Internet via the World Wide Web. Through online 'lectures' and posted materials, electronic discussions, and hands-on 'lab' work you will become acquainted with the computer hardware, software (both used on your machine and the Net), and programming techniques needed to design, create and maintain fully interactive Web documents and sites. This course will focus primarily on JavaScript programming and some additional advanced techniques and concepts.

CPST 3430. Website Development w/ ASP. (3 Credits)
This course teaches the fundamentals of programming for Web sites using ASP (Active Server Pages), a popular tool for enhancing home pages. The language is part of Microsoft's Internet development tool effort and may be found on millions of Websites. Students develop ASP based functions and use SQL statements with Access or SQL Server to interface with a small database application using ASP code.

CPST 3450. Systems Analysis & Design. (3 Credits)
This course provides an introduction to the principles and application of project management techniques with an emphasis on the design and management of Information Systems. Topics include project planning, work team design, project estimation techniques, project reporting, identifying and controlling project risks, budgets, and quality assurance.

CPST 3550. Systems Analysis & Design. (3 Credits)
Examines the concepts, tools, and techniques used to develop and support computer-based information systems. Systems planning, analysis, design, and implementation are covered. Techniques for studying, documenting, specifying, designing, implementing and testing small and/or enterprise-wide business systems. Analysis and design includes structured and object-oriented methods, using CASE tools.

CPST 3600. IT HW & SW Fundamentals. (3 Credits)
This course covers the principles and applications of computer hardware and software. It supports learning of the hardware/software technology background needed to understand tradeoffs in computer architecture for effective use in an organizational environment. It provides an overview of computer system architectures, the logical interconnection of components for processing data, and the controlling software that manages systems resources. Architectures include single processor and multi-processor systems, single user and multi-user central and networked systems, as well as single and multi-user operating systems.

CPST 3610. Internet Server Admin with IIS. (3 Credits)
This course will provide students with a comprehensive understanding of all facets of Microsoft Windows server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

CPST 3650. Linux Administration & Security. (3 Credits)
This course will provide students with a comprehensive understanding of all facets of Linux/Unix server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

CPST 3690. Microcomputer Hardware. (3 Credits)
The course provides learning opportunities in the various industry-standard hardware components of microcomputers. It also covers their interconnectivity relationships and fundamental system software. This hands-on course emphasizes managing and maintaining the personal computer components: system board, storage drives (especially hard drives), and peripheral equipment (e.g., video and network cards), managing upgrades, etc.
CPST 3700. Networking Fundamentals. (3 Credits)
This course covers topics in data communications and various technologies that affect business communications. In addition to learning common networking terminology, students will examine existing and emerging networking standards and architectures. Also covered are operating systems, wiring topologies, communications protocols, LAN-to-LAN interconnectivity and WAN fundamentals. This course is intended to provide a solid foundation for further study of communications and networking.

CPST 3900. Info Security & Assurance. (3 Credits)
This course provides an introduction to technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, understanding vulnerabilities and designing a consistent, reasonable information security system with appropriate intrusion detection and reporting features.

CPST 3930. Cyber Threats & Cyber Security. (3 Credits)
Cyberspace has become a pervasive presence in modern society, and a healthy functioning cyberspace is essential to our economy and to national security. Along with benefits, however, there exist threats and malicious actors who seek to exploit cyberspace vulnerabilities. This course will study the nature of cyber threats, including computer and digital crimes, information warfare and cyber terrorism, and related threats to personal, organizational, economic and national security. Students will gain an understanding of the variety and nature of cyber threats including digital espionage, computer break-ins, computer hacking, viruses, communications eavesdropping, forgery, disruption to information flow, electronic bombs and the growing presence of terrorist organizations on the Internet, and how the Internet is used to further terrorist activities. The course will also cover countermeasures to cyber threats; cyber-security investigations, evidence gathering, and legal challenges; and current and national policies for securing cyberspace and the impact of cyber security on privacy and civil liberties.

CPST 4000. Independent Studies. (1-4 Credits)

CPST 4100. Special Topics. (3 Credits)

CPST 4101. SCRUM Development Method. (3 Credits)

CPST 4250. Integrated Applicatn Develpmnt. (3 Credits)
This course focuses on using tools to develop a Web based integrated business application utilizing a relational database. Based on requirements identified in a business case, database structures will be implemented and GUI web pages will be developed to satisfy the business functionality.

CPST 4320. Business Intelligence. (3 Credits)
This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.

CPST 4350. Database Administration. (3 Credits)
This course provides the student with a fundamental understanding of the tasks and issues associated with database administration. Topics and activities include: installation and management of a database system; ensuring data integrity; managing users, privileges, and resources; implementing of basic backup and recovery procedures and identifying tuning opportunities. Students will work in a lab environment to install a database management system, and will then work their way through a series of crucial system-side activities to learn the various tasks of a database administrator.

CPST 4500. System Reqs Devel & Testing. (3 Credits)
This course provides a study of concepts and techniques for planning and developing high quality information systems. Fundamentals of specification (including formal models and representations, documents, and standards) are examined. Methods of specifying and developing requirement for generating information systems are discussed. It covers the tools, methods, and current practices for assessing the quality and correctness of information systems. Topics include the roles of testing and formal verification, fundamentals and formal models of program verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests. Projects using these techniques are included.

CPST 4550. Applied Systems Analysis. (3 Credits)
This course provides for the application of Information Systems concepts to a comprehensive group project for the planning, development and implementation of an information system. Management planning, scheduling, and reporting are required. Documentation to include feasibility studies, alternative implementation strategies, programming, testing and users manuals. Appropriate computer assisted software engineering tools are used throughout the project from requirement specification to implementation and testing.

CPST 4610. Network Administration. (3 Credits)
This course is designed to prepare the student for the challenges faced by network administrators, helpdesk technicians, and network analysts. Individuals working in these areas have the responsibility for installing and maintaining local area networks based on Microsoft Windows and other network operating systems. This course provides hands-on experience planning, deploying, and administering a network using Microsoft Windows Server based systems.

CPST 4640. Tcp/Ip Protocol. (3 Credits)
This course will focus primarily on the TCP/IP protocol suite and a set of related network services. It is designed to help students understand networks that use TCP/IP, the suite of protocols that is used today for the Internet and most modern networks.
CPST 4650. Unix System Administration. (3 Credits)
The Solaris Operating System (Solaris OS) is the foundation on which some of the world’s leading companies are built. Offering high levels of reliability, availability, security, and scalability, Solaris systems meet today’s demands while anticipating tomorrow’s innovation. The objective of this course is to provide a comprehensive understanding of the administrative aspects of the Solaris operating system. This course is designed to help students learn how to design, implement and maintain a network infrastructure, including topics such as analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, xDSL, cable networks, copper and optical media, Ethernet, fast Ethernet, Gigabit Ethernet, wireless LANs, ISDN and various routing protocols.

CPST 4670. Advanced Network Admin. (3 Credits)
This course is designed to familiarize students with the skills needed to administer a Microsoft network in the enterprise. The course provides an in-depth look at the features of Active Directory, including Group Policy, scripting, replication, and disaster recovery, plus the use of Exchange Server in the enterprise for reliable messaging services.

CPST 4700. Wide Area Networks. (3 Credits)
This course examines wide area network architecture and its protocols. Topics include analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, xDSL, cable networks, copper and optical media, Ethernet, fast Ethernet, Gigabit Ethernet, wireless LANs, ISDN and various routing protocols.

CPST 4710. Managing a Network Infrastruc. (3 Credits)
This course is designed to help students learn how to design, implement and maintain a network infrastructure, including topics such as the Dynamic Host Configuration Protocol (DHCP), Windows Internet Name Server (WINS), Domain Naming System (DNS), Remote Access and Virtual Private Networking (VPN).

CPST 4750. Wide Area Networks. (3 Credits)
The course will examine wide area network architecture and its protocols. Topics include analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, xDSL, cable networks, copper and optical media, Ethernet, fast Ethernet, Gigabit Ethernet, wireless LANs, ISDN and various routing protocols.

CPST 4700. Wide Area Networks. (3 Credits)
This course examines wide area network architecture and its protocols. Topics include analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, xDSL, cable networks, copper and optical media, Ethernet, fast Ethernet, Gigabit Ethernet, wireless LANs, ISDN and various routing protocols.

CPST 4750. IP Routing & Switching. (3 Credits)
The TCP/IP suite of protocols is the de facto standard for multi-vendor connectivity within corporations and services as the basis for Internet connectivity. This course focuses on Internet communications architecture and the internetworking between autonomous systems that is facilitated by IP routing. Layer 2 and Layer 3 (IP Switching) architectures will also be examined in relation to interLAN and VLAN routing.

CPST 4800. Virtualization Administration. (3 Credits)
CPST 4810. Windows Security. (3 Credits)
CPST 4850. Penetration Testing. (3 Credits)
CPST 4870. Forensics, Investigate & Resp. (3 Credits)
CPST 4900. Advanced Computer Security. (3 Credits)
CPST 4910. Special Topics Course. (1-3 Credits)
This course is an introduction to both fundamental programming concepts and the Python programming language. Students will be exposed to these concepts through the creation of a 2D game using Phyton and Pygame.

CPST 4911. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4912. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4913. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4914. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4915. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4916. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4917. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4918. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4919. Special Topics. (3 Credits)
This course is a special offering in the Applied Computing program.

CPST 4920. Special Topics Course. (1-3 Credits)
This course is designed to provide students with an introduction to website security and privacy issues. Students will understand how to identify security/privacy issues, recognize security issues involving Java, the Internet and email. Students will also explore techniques and best practices for limiting risk.

CPST 4930. Network Security,Firewall, VPN. (3 Credits)
This course is designed to provide fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization’s information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful security policies and firewall strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.

CPST 4950. Website Security. (3 Credits)
This course is designed to provide students with an introduction to Website security and privacy issues. Students will understand how to identify security/privacy issues, recognize security issues involving JAVA, the Internet and email. Students will also explore techniques and best practices for limiting risk.

CPST 6320. Business Intelligence. (3 Credits)
This course is designed as an upper level undergraduate and graduate level course. This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.
CPST 6500. Systems Req Dev and Test. (3 Credits)
This course provides a study of concepts and techniques for planning and developing high quality requirements management processes and hardware/software testing processes. Fundamentals of requirements analysis are examined, highlighting the importance and value of good requirements. Methods of planning and implementing a practical requirements gathering approach for information systems are discussed. Testing roles, techniques, and processes will be covered and it will be shown where and how the software testing process fits into the overall development methodology. Formal models of program verification, planning and documentation for quality assurance and methods of performing technical reviews will also be detailed. Strategies of system testing and integration planning including principles and practices used in conducting tests will be covered. Subject matter experts will be brought in to share with the class project examples and how they use these requirements management and test techniques in these projects.

CPST 6501. IT Project Management. (3 Credits)
This course provides an exploration into the tools and techniques of project management as they relate to information technology (IT) projects and software development. The course concepts adhere to the Project Management Body of Knowledge® (PMBOK®) description of best practices, and it covers the project management life cycle with its processes of initiating, planning, executing, monitoring and controlling the project. Emphasis is placed on areas of project planning and project management that are unique to software development projects and other IT projects.

CPST 7000. IT Governance and Policy. (3 Credits)
The managing of information has become critical to the success of a business or enterprise and the governance of the Information technology (IT) resource has become an integral part of most organizations and is fundamental to support, operate, sustain, innovate and grow a business. IT Governance focuses on delivering value to the business by the proper management of the IT resource. It is an integrated approach consisting of the leadership, organizational structures and processes that ensures the effective alignment of IT with the organizations strategies and objectives. This course presents an inter-disciplinary approach to IT Governance. In the course students will learn about specific objectives of IT Governance, along with standards, frameworks, tools and techniques used in the planning, deploying, managing, monitoring, measuring and sustaining a successful IT governance plan. The course leverages and integrates current and emerging industry best practices, standards, guidelines and governance case studies.

CPST 7100. Managing the IT Department. (3 Credits)
This course is designed for graduate students who are, or aspire to be, either business managers or Information Systems (IS) managers, as well as those who are, or aspire to be, primarily technology specialists who will work in and for different types of businesses— including consultant firms and other firms competing in an information technology (IT) services industry. This course presents the tools necessary to best exploit information technology. By using case studies and the coverage of the key technology issues it will provide a perspective on how to evaluate the IS organization, and how to be a partner in managing data, information, and systems. It will prepare the student to be effective exploiters of computing technologies now and in the future by focusing on the information technology resources that organizations need and providing alternative approaches to managing them. Students will study the opportunities and pitfalls provided by these technologies and what they need to know to manage and make effective use of these technologies.

CPST 7150. The Business of IT. (3 Credits)
The goal of this course is to provide IT Management candidates with the experience in handling business processes that are necessary to successfully manage the business aspects of Information Technology. It covers business concepts and processes that art particularly germane to the management and use of Information Technology. These processes include Accounting and Finance, Human Capital and Payroll, Budget, Contract Management, Requests for Proposals, Statements of Work, and Service Level Agreements.

CPST 7200. Enterprise Arch Software. (3 Credits)
The goal of this course is to prepare Chief Information Officers and Chief Technology officers and senior managers with progressive approaches for state-of-the-art Information Technology (IT) infrastructures. IT systems exist in an abstraction of an Operating Environment with identifiable system capabilities – physical properties, characteristics, strategies, tactics, security, and sometimes luck. This course addresses Enterprise Software Architecture (ESA) and will identify multiple Systems of Interest (SOI). An analysis of two SOI fundamental types of behavior will be studied – hierarchical and peer level interactions of software. An understanding and adoption of ESA will maximize successful implementation, minimize risk, simplify operations, and insure compliance with regulatory requirements.

CPST 7250. SW Development Methods. (3 Credits)
A Software Development Methodology is a framework that is used to structure, plan, and control the process of developing an information system - this includes the pre-definition of specific deliverables and artifacts that are created and completed by a project team to develop or maintain an application. A wide variety of such frameworks have evolved over the years, each with its own recognized strengths and weaknesses. This course explores the many methodologies available for developing software. The business culture and requirements are presented as the center for evaluation of the most effective mix of methodologies for a specific development project. Students will study the software lifecycle from the identification of a need to the retirement of the software product that satisfies that need. They will learn about the strength and weakness of the various development methodologies and the appropriate situations in which to use them.
Information Systems. by those IT professionals who are working to implement Health approach. This course explores the many issues and barriers faced time at the point of care and elsewhere, is the most cost-effective IT middleware (AIM), interoperable with analytics and accessible in real-time. Implementation of application and integration these challenges and thereby enabling healthcare performance and information so that students will be able to apply the information to particular professional situations that they may encounter. Topics will include such issues as US and international jurisdiction, computer security, intellectual property, electronic commerce, information privacy, freedom of expression, and cyber-crime. Included are analyses of significant legal case studies plus review of applicable federal and state legislation as applied to compliance of standards such as those found in the Health Insurance Portability and Accountability Act (HIPPA), Sarbanes Oxley, the Federal Information Security Management Act (FISMA), and the National Institute of Standards and Technology, Minimum Security Requirements for Federal Information and Information Systems (FIPS 200).

CPST 7850. Healthcare Informatics. (3 Credits)
Medical practitioners and healthcare delivery organizations face formidable administrative and technical challenges in the management of patient health and wellness, accurate and timely diagnosis of illness, and the determination and delivery of appropriate care and treatment. Information technology (IT) can play a key role in mitigating these challenges and thereby enabling healthcare performance transformation. Implementation of application and integration middleware (AIM), interoperable with analytics and accessible in real-time at the point of care and elsewhere, is the most cost-effective IT approach. This course explores the many issues and barriers faced by those IT professionals who are working to implement Health Information Systems.

CPST 7875. Independent Study. (1-3 Credits)

CPST 7900. Sec & Cyber Threats - IT Mgrs. (3 Credits)
This course provides an overview of the need for, and the technology, algorithms, and standards used in providing computer and communications security. It is concerned with the fundamentals of computer security. Topics in this class can be divided into three main parts: cryptography (with a focus on single-key and public key); computer system security (database and operating systems issues including authentication, access control, malicious software, and network security (including intrusion prevention/firewalls, intrusion detection, Denial of Service attacks, etc.); and the develop of secure programs and applications.

Dance (DANC)

DANC 1470. Transfer Coursework. (1-20 Credits)
Transfer Coursework.

DANC 1510. Dance Composition I. (3 Credits)
An introduction to dance composition with an emphasis on spatial design, sources of movement, viewing choreography, and the basic elements of space, time, shape, and motion.

DANC 1810. Tap Dance I. (2 Credits)
A beginning course in tap introducing basic rhythmic movement skills necessary for various tap styles.

DANC 1910. African Dance I. (2 Credits)
Introduction to basic technique and African ethnic dance forms including three traditional dances.

DANC 1920. Brazilian Dance. (2 Credits)
Introduction to Brazilian dance, focusing especially on samba, the overview of history and cultural context.

DANC 1930. Ballet I. (2 Credits)
An introduction to classical ballet. Basic theory and techniques of classical ballet as well as the appreciation of the art form.

DANC 1940. Jazz Dance I. (2 Credits)
An introductory course to the basic foundations of jazz dance, emphasizing body placement, isolations, and rhythmic qualities of jazz.

DANC 1950. Modern Dance I. (2 Credits)
Introduction to modern dance technique, with emphasis on alignment and basic elements of space, shape, time, and motion. Includes theory and application of dance as an art form.

DANC 2010. Performance I. (3 Credits)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

DANC 2020. Performance II. (3 Credits)

DANC 2210. Intro. To Dance- Ballet. (3 Credits)
An introduction to classical ballet including beginning ballet technique and an overview of ballet history from its inception to the present day.

DANC 2220. Intro. To Dance- Modern. (3 Credits)
An introduction to modern dance including beginning modern dance technique and an overview of modern dance history from its inception to the present day.
DANC 2230. Intro. To Dance- Jazz. (3 Credits)
An introductory course for students who seek information regarding the different aspects of the dance world, including different genres (ballet, modern, jazz, and world dance). Special emphasis is given to the role of American Vernacular dance - jazz dance and its identity in the dance scene of America.

DANC 2520. Dance Composition II. (3 Credits)
Continuation of DANC 2010.

DANC 2810. Tap Dance II. (2 Credits)
Continuation of Tap I.

DANC 2910. African Dance II. (2 Credits)
Continuation of the development of African dance skills with emphasis on understanding and demonstrating basic components necessary to choreograph traditional African dance movements.

DANC 2930. Ballet II. (2 Credits)
Continuation of 1930.

DANC 2940. Transfer Coursework. (3 Credits)
Transfer coursework.

DANC 2950. Jazz Dance II. (2 Credits)
A continuation of the development of movement skills with emphasis on alignment and expanded jazz dance vocabulary.

DANC 2970. Modern Dance II. (2 Credits)
Continuation of 1970.

DANC 3240. US/Caribe Social Dance. (3 Credits)
This course will study, compare selected social and vernacular dances from early American vernacular jazz dance and selected Afro-Caribbean dance idioms: Coursework includes assigned reading, lecture, research, videotape viewing and studio dancing.

DANC 3330. Pedagogy. (3 Credits)
A seminar and practicum course providing opportunities for dance students to acquire skills in dance teaching methodologies and strategies. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilization of information technology for instruction, working with diverse populations of students. Activities include observation in college classrooms (shadowing), seminars and conferences with teachers in field, in-class/micro/peer teaching, and 50 hours of field work including observation and consultation with dance field professor and field-experience teaching of assistant teaching at NOPS in discipline-based curricular-based programs.

DANC 3520. Dance Composition III. (3 Credits)
An in-depth study of dance composition with an emphasis on choreographic design and dynamics, creating new movement materials, working with music, and choreographing complete solo works.

DANC 3550. Laban Movement Studies. (3 Credits)
Laban Movement Analysis (LMA), developed by Rudolph Laban, is a theoretical framework and language for describing movement through movement experiences, observations and theoretical discussions. It is a system of observing, analyzing, and synthesizing patterns of movement within the context of the actions. The goal of LMA is to be fully embodied, to access maximum movement potential, to find authentic movement, and to integrate the body and mind in the study of effort, shape, and space.

DANC 3700. Dance Movement Science. (3 Credits)
Dance Movement Science is an introduction to the field of Dance Science. This course will explore various somatic practices and benefits of cross-training. Additionally students will learn anatomy, anatomical analysis, conditioning principals and develop applicable skills that they may apply to their studio practice and dance performance.

DANC 3710. Conditioning for Dance. (3 Credits)
In this course you will learn the principles of conditioning and how to use them to train, maintain and care for your body, the instrument of the art of dance. You will also build physical capacities to improve your dance performance and reduce injury. Additionally, students will be introduced to various somatic practices that support their studio work.

DANC 3800. Modern Dance III. (2 Credits)
Continuation of the development of modern dance skills with emphasis on alignment and an expanded movement vocabulary. Combining the different elements of dance: time, space, and motion. Includes theory of dance as an art form. Class meets 2 times per week.

DANC 3810. Tap Dance III. (2 Credits)
An intermediate course in tap dance with emphasis on alignment and rhythmic skills.

DANC 3820. Ballet III. (2 Credits)
Continuation of the development of classical ballet technique with emphasis on alignment and expanded movement vocabulary. Includes theory of ballet and appreciation of ballet as an art form. Class meets 2 times per week.

DANC 3830. Intensive Modern Dance III. (3 Credits)
Continuation of the development of modern dance skills with emphasis on alignment and an expanded movement vocabulary. Combining the different elements of dance: time, space, and motion. Includes theory of dance as an art form. Class meets 4 days per week.

DANC 3840. Intensive Ballet III. (3 Credits)
Continuation of the development of classical ballet technique with emphasis on alignment and expanded movement vocabulary. Includes theory of ballet and appreciation of ballet as an art form. Course meets 4 days per week.

DANC 3890. Service Learning: DANC 3550. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit croquets course.

DANC 3940. Transfer Coursework. (3 Credits)
Transfer coursework.

DANC 3950. Jazz Dance III. (2 Credits)
A study of jazz dance at the intermediate level, including warm-ups, isolations, and locomotor movements specific to the jazz dance style. Historical developments of jazz and musical theatre dance are emphasized.

DANC 3960. Jazz: Newc Sum Danc Fest. (2 Credits)
The New Orleans Jazz Project: Newcomb College Summer Dance Festival is presented for two weeks annually in June offering an intensive schedule of technique classes in jazz, African, musical theatre, tap, hip hop, and modern dance forms, with repertory classes which culminates in performance by the participants. Lecture-demonstration projects, special lectures, and professional performances complete programming for evening events. Final decision on placement of students in technique and repertory classes will be determined by the faculty at the beginning of the workshop.
DANC 3990. Dance Performance Pract. (1 Credit)
Practical performing experience in dance. Required for the dance minor.

DANC 4520. Dance Composition IV. (3 Credits)
A continuation of DANC 3520 with emphasis on group forms, sound sources for dance and development of fully designed dance pieces.

DANC 4560. Internship Studies. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work, e.g. Internship seminars offered by the Tulane University Center for Public Service for fulfillment of second tier public service. Only one internship may be completed per semester.

DANC 4580. Dance Company. (1 Credit)
Performing experience, advanced-level dance techniques and practical experience in dance production.

DANC 4590. Senior Project. (3 Credits)
A continuation of dance composition with emphasis on development, research and production of senior concert pieces with written analysis of process.

DANC 4600. Choreography & Media. (3 Credits)
An introduction to dance for camera in its various forms. It provides a brief overview of aesthetic, historic, and cultural representations of the body through image and media and offers a context in which to explore visual imagery and narrative within the frame of camera/screen.

DANC 4650. Senior Choreographic Project. (3 Credits)
Advanced choreographic projects.

DANC 4710. Dance Hist:Prim To 19 C.. (3 Credits)
A survey of dance, including the anthropological aspects of dance, in primitive cultures and the development of dance in the Western World.

DANC 4720. Dance Hist:20th C. & Beyond. (3,4 Credits)
A survey of dance in the 20th-century United States emphasizing the development of modern dance, its impact on classical ballet and on dance in the Western World.

DANC 4730. Dance History. (3,4 Credits)
This survey course traces the development and evolution of Ballet and Modern Dance from the Renaissance through the present day.

DANC 4800. Modern Dance IV. (2 Credits)
A kinesthetic, non-stylized approach to movement. Exploration of complex movement skills integrating alignment, dynamics, spatial design, and rhythmic structure. Includes theory and appreciation of dance as an art form. Class meets 2 days per week.

DANC 4810. Special Topics. (1-3 Credits)
Specialty courses in dance techniques, projects, and dance related subjects as designed by dance faculty.

DANC 4820. Ballet IV. (2 Credits)
Classical ballet technique with emphasis on alignment, complex movement combinations, and precision in execution. Includes pointe work and theory of ballet as an art form. Class meets 2 days per week.

DANC 4830. Intensive Modern Dance IV. (3 Credits)
A kinesthetic, non-stylized approach to movement. Exploration of complex movement skills integrating alignment, dynamics, spatial design, and rhythmic structure. Includes theory and appreciation of dance as an art form. Class meets 4 days per week.

DANC 4840. Intensive Ballet IV. (3 Credits)
Classical ballet technique with emphasis on alignment, complex movement combinations, and precision in execution. Includes pointe work and theory of ballet as an art form. Class meets 4 days per week.

DANC 4890. Service Learning: DANC 4900. (1 Credit)
Service Learning.

DANC 4900. Building Comm Thru Arts. (3 Credits)
This course will be taught in coordination with courses offered at Xavier and Dillard Universities. The course examines the theory and practice of community-based arts, civic engagement in higher education, and the relationship between art and community development. Students will work in teams with local artists on Home, New Orleans?, a multi-disciplinary, art-and-community-development project grounded in 4 selected New Orleans neighborhoods, the 9th Ward, the 7th Ward, Central City and Lakeview.

DANC 4910. Independent Study. (1-3 Credits)
Independent projects with professors.

DANC 4950. Jazz Dance IV. (2 Credits)
An advanced study of jazz devoted to movement exploration involving spatial, dynamic, and rhythmic combinations of various jazz and musical theatre dance styles. Historical study of jazz dance development is emphasized.

DANC 4960. Tap Dance IV. (2 Credits)
An advanced course in rhythm tap with emphasis on complex rhythm patterns requiring intricate foot articulations and stylistic dance movements.

DANC 4990. Honors Thesis. (3 Credits)
Honors Thesis.

DANC 5000. Honors Thesis. (4 Credits)
Honors Thesis.

DANC 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

DANC 6010. Movement Practice. (1 Credit)

DANC 6210. Sem I: Text & Movement Studies. (3 Credits)
A graduate level course where choreographers work on individual and collaborative projects that examine the relationship between a variety of texts, existent and original, and communication through movement. Projects/studies are presented throughout the semester. Taught in conjunction with MFA in Playwriting, and with direct in-program experience with Performance I (DANC/THEA 2010) for undergraduate students.

DANC 6220. Sem II: Writing about Dance. (3 Credits)
This seminar introduces graduate students to dance research and dance theory by examining the work of contemporary scholars/researchers, dance historians, and dance critics. The class will cover several aspects of writing about dance, including: research methods; writing a literature review; writing about live performance; writing about dance history; analyzing choreography; writing dance descriptions; writing about the dancing body; and taking theoretical approaches to create original scholarship.

DANC 6310. Creative Projects/Rehearsal. (2 Credits)
Advanced level choreographic or creative projects.
DANC 6410. Choreography & Media. (3 Credits)  
This course provides an introduction to dance for camera in its various forms, from the video-taping and editing of dance for the purpose of documentation, to the creation of dances made specifically for the screen. It provides a brief overview of aesthetic, historic and cultural representations of the body through image and media, and offers a context in which to explore visual imagery and narrative within the frame of the camera/screen, in contrast to that of the proscenium stage. This material is intended as a springboard for further in-depth exploration.

DANC 6520. Teaching Practices. (3 Credits)  
Survey of teaching practices.

DANC 6820. Special Topics. (3 Credits)  
Special topics in Dance.

DANC 6821. Special Topics. (3 Credits)  
Special offering.

DANC 6822. Special Topics. (3 Credits)  
Special topics in Dance.

DANC 6910. Independent Study. (1-3 Credits)  
Independent Study in Dance.

DANC 7900. Management / Portfolio. (2 Credits)  
Development of electronic portfolio.

DANC 7990. MFA Thesis Project. (6 Credits)  
Performance and Written project.

DANC 9980. Masters Research. (3 Credits)  
Continuation of MFA Thesis work.

Dance - Applied (DANA)

DANA 2500. Intermediate Yoga. (1 Credit)  
This is an intermediate level vinyasa style yoga class that places an emphasis on the yoga asanas. We will use the breath to flow through sequences of yoga postures, including sun salutations, standing asanas, balancing asanas, arm balances, back bends, and inversions. This will be a rigorous physical experience, and as the semester progresses, advanced yoga postures will be introduced. Priority is given to dance majors and minors.

Digital Design (DDSN)

DDS 1100. Digital Design Foundation. (3 Credits)  
This studio course involves inquiry into the nature of the graphic design, game art & animation, and interactive fields. Topics introduced in this course are color theory for print and the screen, file types, design terminology, project workflow, aesthetics, visual concepts, typography and Adobe software fundamentals. The course also introduces students to oral and written communication for design practices, presentation techniques and the client-designer relationship. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: None.

DDS 1101. Digital Imaging. (3 Credits)  
This studio course explores raster image-making in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Photoshop and Lightroom interfaces, photo manipulation, historical perspectives in digital imaging, digital painting, digital darkroom techniques and preparation of digital images for various media. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100.

DDS 1102. Digital Illustration. (3 Credits)  
This studio course explores illustration in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Illustrator interface, illustration tools and techniques, color, photo-realism, historical perspectives in digital illustration and challenges within the digital interface. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100.

DDS 1400. Typography Studio I. (3 Credits)  
This studio course examines typography from historical and practical perspectives while creating connections between type as a communication tool and type as visual expression. Topics introduced in this course are the history of type, type anatomy, classifications, terminology, type setting for the screen versus print, rules of typography, hierarchy and formalism. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100, 1101, 1102.

DDS 1401. History of Graphic Design. (3 Credits)  
This studio course examines the history of graphic design from 15,000 B.C. through the invention of writing to present day composition and strictly follows Meggs' History of Graphic Design. Students will explore various movements in graphic design history and create design works that reflect these periods. Parallels between fine art history will be drawn. Students are expected to produce written projects in this course displaying content knowledge. Prerequisites: DDSN 1100, 1101, 1102.

DDS 1500. Digital Art Studio I - 2D Imag. (3 Credits)  
This studio course uses digital imaging software, Adobe Photoshop, to create masterfully rendered works with manipulation and realism in mind. Students will apply Photoshop knowledge to advanced imaging and rendering techniques and create digital painting and photo manipulation compositions. Prerequisites: DDSN 1100.

DDS 1501. Digital Anatomy Game Art & Ani. (3 Credits)  
This studio course explores traditional fine art drawing paired with digital drawing techniques. Students will apply understanding of anatomy to character development for games and animation. Students will analyze landscape proportions, surface features of human figure and digital anatomic features for image making. Students will then apply digital Zbrush techniques to achieve rendering outcomes. Prerequisites: DDSN 1100, 1500.
DDSN 1502. Digital Art Studio II-Concept. (3 Credits)
This studio course explores design intentions and execution for masterful concept art. Students will create designs for production, silhouette establishing shots, rapid idea generation, iconic characters and environments. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1500, 1501.

DDSN 1503. 3D Virtual Sculpting. (3 Credits)
This studio course explores virtual sculpting software and techniques to create three-dimensional organic models. Students will understand and apply virtual sculpting techniques in the Zbrush interface using organic models. Prerequisites: DDSN 1100, 1500, 1501, 1502.

DDSN 1504. Modeling Studio I-Envir Model. (3 Credits)
This studio course uses the Maya interface to master three-dimensional model techniques for hard surface and architecture using UV and texture maps. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503.

DDSN 1505. Animation Studio I-Intro to An. (3 Credits)
This studio course introduces animation techniques, methods and software. Students will evaluate animation methods and software and create basic animation movements and loops. Students are expected to understand and apply basic levels of rigging and weighting, basic skeleton and walk cycles. Prerequisites: DDSN 1100, 1500, 1501, 1502.

DDSN 2100. Intro to UX Design. (3 Credits)
This studio course explores the field of user-experience design, empathy, user-engagement and best practices. Students will explore and evaluate case studies, create concept-driven strategies to meet the needs of mock-clients and produce wireframes and prototypes. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 2101. Foundation Interactive Design. (3 Credits)
This studio course investigates the practice of interactive design from both front and back-end perspectives. User-experience and user-interface design techniques are employed to develop online interactive content. Topics introduced in this course are image and type for the web, HTML basics, development, testing and updating of effective interfaces, visual, navigational and structural approaches to CSS, visual hierarchy, basic animation for online content, image and file preparation and historical perspectives in interactive design. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100, 1101, 1102, 2100.

DDSN 2102. Digital Photography. (3 Credits)
This studio course will explore the history of digital photography in the context of digital design and put into practice photographic compositions and image editing. The digital camera will be used to create compelling visual compositions based on a concept, explore product photography, green screen photography and lighting scenarios. Practice and experimentation with digital image manipulation and compositional techniques is also included in this course. Prerequisites: DDSN 1100, 1101, 1102.

DDSN 2400. Digital Page Layout. (3 Credits)
This studio course utilizes multi-page layout software to explore long-format design challenges. Topics introduced in this course include advanced InDesign software techniques, design for publication, and file preparation for long-format printing. Students will create concept-driven works for mock clients. Printing and production techniques for long-format design will be employed. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401.

DDSN 2401. Design Studio I. (3 Credits)
This studio course explores development of printed branding materials within the Adobe interface. Students will create concept-driven projects exploring execution via various media to communicate an event, promotion or series. Students will work with mock clients to create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400.

DDSN 2500. Modeling Studio II Character. (3 Credits)
This studio course applies advanced character modeling techniques for advanced sculpting and UV and texture maps. Students will identify advanced sculpting techniques and proper topology flow for real time characters. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2501. Animation Studio II. (3 Credits)
This studio course examines rigging and weighting of characters within the animation interface. Scripting language is introduced. Students are expected to apply animation techniques to construct complex character rigs and techniques for advanced rigging solutions, skeleton, skinning associations with geometry. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2502. Digital Art Studio III Modular. (3 Credits)
This studio course explores use of modular components to allow for efficient reuse in the game design environment. Students will understand how to create these assets with a focus on modularity. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

DDSN 2503. Animation Studio III. (3 Credits)
This studio course explores advanced animation techniques as well as motion capture technology. Students will understand and apply motion capture system and integrate motion capture within traditional animation principles. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.

DDSN 2504. Game Engine Studio I. (3 Credits)
This studio course explores the Unreal Engine interface and systems with an introduction of Blueprint scripting language. Students are expected to understand and apply Unreal Engine interface for world building, interface and navigating systems and premade assets. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.

DDSN 2505. Game Engine Studio II. (3 Credits)
This studio course examines the Unreal Engine for world-building, lighting and post-processing for a fully rendered scene. Students will create world building, incorporating lighting and post-processing, to assemble environment projects within a world for a fully-rendered scene within a real-time environment. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502.
DDSN 2600. Interactive Design Studio I. (3 Credits)
This studio course explores design for mobile, display, aesthetics, UX, UI and interactive solutions. Students are introduced to the latest authoring and animation tools and learn how to apply their knowledge of the software to create dynamic and responsive interactive experiences. Students will communicate ideas via written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410.

DDSN 2601. Digital Narrative Studio I. (3 Credits)
This studio course uses story-telling techniques to communicate to an audience from a variety of platforms. Students will engage in techniques for video editing and visual storytelling through lecture and class projects. Digital editing software is introduced as well as production materials. Students will create short narrative stories to solve a problem, entertain diverse audiences, and market ideas. They will explore various formats, including film, TV, and social media, as well as how each channel has evolved and presents unique opportunities for messaging. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410.

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

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

DDSN 3400. Design Studio II. (3 Credits)
This studio course explores development of three-dimensional packaging to communicate a brand or persona paired with two-dimensional supporting materials. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401.

DDSN 3401. Letterpress Studio. (3 Credits)
This studio course explores traditional letterpress techniques within a design context. Students will use their original typographic compositions and translate them to the physical letterpress printing method. Students will critique and analyze design solutions via written assignments and verbal class discussions. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401.

DDSN 3402. Poster Design. (3 Credits)
This studio course explores using the poster as a means for visual communication within various projects. Students will work alone and in groups to find concept-driven solutions to design problems translated into the poster medium. Students will critique and analyze design solutions via written assignments and verbal class discussions. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400.

DDSN 3403. M. A. D. Studio. (3 Credits)
Marketing and advertising for designers explores the role designers play in the marketing and advertising industries. Students use marketing and advertising to better communicate a brand or persona within various media. Students will work within service-learning projects to articulate a call to action via multiple media platforms both alone and in groups. Students will critique and analyze design solutions via written assignments and verbal class discussions and presentations. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3600.

DDSN 3500. Digital Art Effects Complex. (3 Credits)
This studio course explores complex textures, particle systems, materials and advanced Blueprint scripting. Students will create connections between effects and systems with physics simulation. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505.

DDSN 3501. Game Engine Studio III. (3 Credits)
This studio course examines the Unreal Engine for the process of importing, viewing and implementation of VFX that can apply to characters, weapons, environments and beyond. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500.

DDSN 3502. Digital Art Studio IV. (3 Credits)
This studio course explores advanced digital art techniques with the user in mind for intuition and usability. As developers, we know that immersion is everything. When you're immersed you lose track of time and become involved in what the game is presenting. A major factor in what makes or breaks immersion is how easy it is for your player to convert an idea into an in-game action – that is, how fluid your game's User Experience (UX) is and how well-designed its User Interface (UI) is. A game hurts itself by providing too little information or too much, requiring too many inputs, confusing the player with unhelpful prompts or making it hard for a new player to interact. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500.

DDSN 3503. Workflow Intro Deve Pipelines. (3 Credits)
This studio course explores the use of Scrum and Agile to aid in pipeline and team management for the unique challenges of game development. Students will learn to form successful agile teams that incorporate programmers, producers, artists, testers, and designers—and promote effective collaboration within and beyond those teams, throughout the entire process. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500.

DDSN 3504. Team Game Art i Interactive. (3 Credits)
This studio course uses teamwork to develop pre-production assets for a fully-interactive game concept. Students will develop their concept for the group game art senior project. Students will apply team environment skillset to character focused, VFX focused, environment focus, animator leads and develop pre-production assets for larger senior team project. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502.
DDSN 3600. Social Media Studio. (3 Credits)
This studio course examines the use of social media within the design field. Students will create graphics for various new media and social media landscapes and develop strategy for implementation. Students will recognize and evaluate social media platforms based on user interaction and outcomes, design strategic graphics for social media campaigns, develop ongoing social media and digital strategy for service-learning client and communicate project via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3601. SEO SEM. (3 Credits)
This studio course explores search engine optimization and search engine marketing for the interactive space. Students will understand and evaluate ways to improve search engine optimization and search engine marketing, work in groups to develop creative strategy to assist a local client in improved search engine optimization and evaluate advanced search engine marketing techniques in written form. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3602. Interactive Design Studio II. (3 Credits)
This studio course uses advanced UX, UI, interactive design techniques and software to communicate a concept to an audience. Students will understand advanced interactive design techniques and apply techniques to class assignments. Students will create content-rich design solutions showcased within an interactive context using working prototypes in mobile-first design. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3603. Digital Narrative Studio II. (3 Credits)
This studio course explores video production within a team environment to create concept-driven, strategic solutions for a real-world client. Students will work in teams to create storytelling experiences via video and motion. Students will understand and analyze advanced principles of the digital narrative, study different approaches to genre and style, develop multimodal approach to digital problem solving, create concept-driven solutions to class assignments, work in groups to develop strategy for service-learning client, communicate project via professional written and verbal presentation. They will explore platforms and brand messaging, along with creative means of achieving goals in these channels. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

DDSN 3604. Motion Design Studio II. (3 Credits)
This studio course uses advanced motion techniques to execute a strategic approach to a real-world problem. Students work in teams to create a robust deck of interactive motion elements for a local client. Students will prepare and formulate strategic approach using motion design, apply good interactive marketing, design, narrative and motion techniques to formulate a solution. Students will present this solution both in written form and verbally in project presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

DDSN 4100. Portfolio & Prof Practices. (3 Credits)
This studio course prepares students for entry into the workforce. Students will create a personal brand and translate that brand into their portfolio, stationery package and other media for marketing purposes. Students will undergo rigorous self-reflection, mock interviews, presentation techniques and portfolio reworking. Students can expect to create written and verbal communication regarding their brand, personal attributes and portfolio works. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2400, 2401, 2400, 2401, 3400, 3400, 3403, 3400, 3404, 3600, 4402, 4404, 4405.

DDSN 4400. Business of Design. (3 Credits)
This studio course provides students with real-world applications of business practices within the graphic design industry, contracts, the law, business planning, strategy and marketing. Students will assemble a strategic approach to estimating and planning, project workflow in a design business environment and create original work for service-learning client. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4401. Design for Good. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will create multiple projects supporting a cause with a specific call to action. 2D, 3D and interactive elements will be employed to create meaningful works based on a concept. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4402. Packaging Design. (3 Credits)
This studio course uses good design techniques paired with visual marketing and advertising strategies to apply design to three-dimensional packaging objects. Students will work alone and in groups to create concept-driven solutions to appeal to an audience via packaging media. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4403. Corporate Identity. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4404. Environmental Design. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400.

DDSN 4405. Portfolio & Prof Practices. (3 Credits)
This studio course prepares students for entry into the workforce. Students will create a personal brand and translate that brand into their portfolio, stationery package and other media for marketing purposes. Students will undergo rigorous self-reflection, mock interviews, presentation techniques and portfolio reworking. Students can expect to create written and verbal communication regarding their brand, personal attributes and portfolio works. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2400, 2401, 2400, 2401, 3400, 3400, 3403, 3400, 3404, 3600, 4402, 4404, 4405.

DDSN 4400. Business of Design. (3 Credits)
This studio course provides students with real-world applications of business practices within the graphic design industry, contracts, the law, business planning, strategy and marketing. Students will assemble a strategic approach to estimating and planning, project workflow in a design business environment and create original work for service-learning client. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4401. Design for Good. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will create multiple projects supporting a cause with a specific call to action. 2D, 3D and interactive elements will be employed to create meaningful works based on a concept. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4402. Packaging Design. (3 Credits)
This studio course uses good design techniques paired with visual marketing and advertising strategies to apply design to three-dimensional packaging objects. Students will work alone and in groups to create concept-driven solutions to appeal to an audience via packaging media. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4403. Corporate Identity. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

DDSN 4404. Environmental Design. (3 Credits)
This studio course explores the greater purpose of design as an agent of change. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400.
DDS 4405. Design Studio III. (3 Credits)
This studio course explores development of multi-media works surrounding project themes. Students will use print (2D), packaging (3D) and interactive media to communicate a project solution. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400, 4402, 4404.

DDS 4406. Designer as Author. (3 Credits)
This accelerated studio course explores development of a project where the student is the author of the concept, product, persona, client, research, execution and implementation from start to finish. This course is reserved for students with a 3.5 or higher GPA who can demonstrate exceptional design skills in two-dimensional, three-dimensional and interactive design techniques. Students interested in taking this course should apply the semester prior via portfolio and written proposal for the course topic. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400, 4402, 4404.

DDS 4500. Portfolio Studio. (3 Credits)
This studio course pairs students with expert faculty to further develop their portfolio for successful job placement upon graduation. This course may be taken twice for credit. Students will gain greater in-depth portfolio ready works, critique and evaluate works within dossier for improvement and apply greater focus to area of expertise. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502, 3503, 3504.

DDS 4501. Capstone Game Art Studio. (3 Credits)
This Capstone course further develops the team game art project. The teams will develop, debug and polish their interactive game and present the final work to a panel. All aspects and developmental processes of the game must be showcased in the presentation. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502, 3503, 3504.

DDS 4600. Multi-Media Studio. (3 Credits)
This studio course encourages the use of multiple media to communicate to an audience. Students will use narrative, social media, motion, website design and other interactive applications per their strategy to create a multimodal user-experience. Students will present ideas both in written and verbal form. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

DDS 4900. Special Topics. (3 Credits)
Special Topics in Digital Design.

DDS 4910. Independent Study. (1-3 Credits)
This course explores special topics with the Digital Design filed. The student will work one-on-one with the faculty member to create portfolio ready works in a concept-driven environment. The independent study may be taken twice for credit if the topics vary.

DDS 5050. Digital Design Practicum. (3 Credits)
This course assists in the student’s internship experience by providing weekly direction and feedback. The student is responsible for securing an internship during the practicum course period and completing at least 100 total hours during the semester. In addition to the contact hours, each student must maintain a PDF portfolio of works created during the semester for review during the final exam period. Both the student and employer will be given entrance and exit surveys regarding their experiences.

Digital Media Production (DMPR)

DMPR 1110. Intro Creative Industries. (3 Credits)
DMPR 2001. Digital Filmmaking Fund I. (3 Credits)
An introduction to the basic theoretical and practical techniques of audio, radio, film and television, emphasizing the processes of production in each medium. Topics include sound recording and mixing, basic script writing, storyboarding, camera operation and basic editing.

DMPR 2002. Digital Filmmaking Fund II. (3 Credits)
An introduction to more of the basic theoretical and practical techniques of audio, radio, film and television, emphasizing the processes of production in each medium. Topics include animation effects and compositing, lighting, makeup for TV and Film, film budgeting and scheduling and advanced editing techniques.

DMPR 3030. TV & Film Sound Design. (3 Credits)
Professional, high quality sound design practices in narrative film are analyzed and implemented in this course. This hands-on experience will explore techniques of recording, mixing, processing, synthesis, sampling, and analysis of digital audio with emphasis on the fundamental elements of producing, designing and editing sound specifically for the moving image. Topics to be covered include microphone techniques, field and studio recording, stereo and 5.1 surround sound distribution, and Foley andADR techniques. Students will collaborate in designing the sound for the Senior films.

DMPR 3040. Lighting & Cinematography. (3 Credits)
Techniques in the art and craft of lighting and digital cinematography are covered, from angles, frame composition, filters, and camera movement to image control through lighting, exposure, focus and lenses. Students learn from in-class demonstrations, out of class assignments, and analysis of the techniques of the masters in cinematography. The duties of camera department personnel are addressed. The class also includes instruction in the use of the dolly, slate, signal monitoring equipment, lighting styles and Steadicam.

DMPR 3220. Digital Production Non-Profits. (3 Credits)
This course emphasizes the role of communication in building understanding and nurturing change. It will consider the art of expressing ideas combined with the science of transmitting information. In this hands-on experience, students will analyze a communication situation or problem and then design and implement a communication plan that will help the nonprofit community partner achieve positive social change, fulfill it’s mission, advance its program and policies and make its value known. Service Learning is a required element in this course. Prerequisites: DMPR 2001, junior status.
DMPR 3910. Special Topics. (3 Credits)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPR 3911. Special Topics. (3 Credits)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPR 4070. Contemp Film as Art & Industry. (3 Credits)
The Hollywood filmmaking process from conception through distribution is analyzed in this course through the critique and reflections of some of the most significant contemporary contributors to the medium including directors, writers and producers and scholars. Many critique the industry in their films as well as in writing. These films will also be analyzed.

DMPR 4910. Independent Study. (1-3 Credits)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/ or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

DMPR 4920. Independent Study. (1-3 Credits)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/ or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

DMPR 5380. Junior Year Abroad. (1-20 Credits)

DMPR 5390. Junior Year Abroad. (1-20 Credits)

DMPR 5550. Advanced Digital Filmmaking I. (3 Credits)
*Professional, high quality narrative film preproduction practices are analyzed and implemented in this course. Writing the script, selecting the cast, choosing locations, budgeting, financing, securing rights, art directing, and breaking the script down for scheduling the capstone film will be completed. At the completion of this two-semester course, each student will participate in a public screening of his or her film.

DMPR 5560. Adv Digital Filmmaking II. (3 Credits)
In this capstone experience, each student will produce, direct, promote and complete postproduction of the short narrative film he or she pre-produced in Advanced Digital Filmmaking I, the prerequisite class. Crew organization, responsibilities for narrative synch-sound shooting, the management of the set and the shooting day, and script supervision will be analyzed and implemented. Editing, color correction, sound design and scoring will encompass the post-production phase. At the completion of this two-semester course, each student will participate in a public screening of his or her film.

Disaster Resilience Leader Sci (DRLS)

DRLS 6010. Human and Social Factors. (3 Credits)
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 Credits)
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 Credits)
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 Credits)
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 Credits)
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 6031. Disaster & Human Assist SOP. (3 Credits)

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

DRLS 6035. Leadership Amidst Crisis. (3 Credits)

DRLS 6040. Environment and Infrastructure. (3 Credits)
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 Credits)
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 Credits)
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)
Topics will vary.
DRLS 6060. Disasters and Social Justice. (2 Credits)
"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, disability, 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 Credits)
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 6100. Rsh & Eval Crisis - Disaster. (3 Credits)
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 Credits)
DRLS 6220. Wellbeing Measurement. (3 Credits)
DRLS 6310. Leadership Eval & Consulting. (3 Credits)
DRLS 6320. Gender Sensitive Programming. (3 Credits)
DRLS 6330. Program Development & Grants. (3-4 Credits)
DRLS 6710. Summer Inst: Special Topics. (3 Credits)
"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 Credits)
Topics will vary.
DRLS 6730. Summer Inst: Special Topics. (1-3 Credits)
Topics will vary.
DRLS 6740. Summer Inst: Special Topics. (3 Credits)
Topics will vary.
DRLS 6910. Special Topics. (1-3 Credits)
DRLS 6911. Special Topics. (1-3 Credits)
DRLS 6940. Transfer Credit. (1-12 Credits)
DRLS 7000. Leadership. (3 Credits)
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.
Earth & Environmental Sciences (EENS)

EENS 1050. Dinosaurs. (3 Credits)
An introduction to dinosaurs, their relatives, and the Mesozoic world. Students will examine the fossil record of dinosaurs to explore dinosaur anatomy, physiology, systematics, ecology, biogeography, behavior, and macroevolution. Course also includes overviews of plate tectonics, sedimentary environments, fossil preservation, geologic time, and biotic evolution.

EENS 1110. Planet Earth. (3 Credits)
The origin, nature and evolution of the Earth-Moon system and their constituent materials; development of Earth’s surface features through interaction of physical, chemical, and biological processes over geologic time; considerations of interactions between Earth processes and present day human activity.

EENS 1115. Planet Earth Lab. (1 Credit)
A hands-on study of rocks, minerals, landforms and geologic structures using topographic maps, aerial photographs, physical models, field examination and independent research projects. One laboratory per week; field trips.

EENS 1120. Earth & Life Through Time. (3 Credits)
The evolution of earth and life over the past 4.54 billion years.

EENS 1125. Earth & Life Through Time Lab. (1 Credit)
A hands-on exploration of the rock and fossil record of planet earth.

EENS 1300. Earth as a Living Planet. (3 Credits)
An introduction to the interaction of earth systems and man; anthropogenic impacts of population growth and economic development; renewable and non-renewable resources, air, water and soil pollution and mitigation; ecosystems and biological diversity; and environmental problem solving using the scientific method. Students develop a holistic understanding of environmental science using class discussions and laboratories to reinforce basic scientific principles.

EENS 1305. Earth as a Living Planet Lab. (1 Credit)
Lab section for EENS 1300.

EENS 1400. Global Climate Change. (3 Credits)
This course provides a broad overview of the causes of climate change and its impacts on Earth and its inhabitants. The first part of the course focuses on the climate system and its components, the second part zeroes in on climate impacts (including those in coastal Louisiana) as well as policy aspects.

EENS 1890. Service Learning: EENS 1300. (1 Credit)
Service learning component to Earth and Environmental Sciences courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

EENS 1940. Transfer Coursework. (3 Credits)

EENS 2010. Environmental Geology. (3 Credits)
The interaction of humans and their geologic environment. A study of Earth processes and their action on rocks, soil, fluids, and life in ways that either affect or control the human environment. The effect of humans on their environment with consideration of the feedback between Earth processes and human activities. Lectures and field trips.

EENS 2060. Introductory Geography. (3 Credits)
An introduction to the basic facts concerning the physical environment; landforms, climates, vegetation and soils, followed by a comprehensive survey of the relationship between the physical environment and human activity in the major geographic regions of the world. The geography of Louisiana is considered in relation to the region. Recommended to students working toward Louisiana certification in elementary education.

EENS 2070. Weather and Climate. (3 Credits)
An introduction to the Earth's atmosphere with particular emphasis on weather and climate. Topics covered include: heating and cooling of the atmosphere; atmospheric circulation and wind; air masses and cyclonic storms; tropical weather and hurricanes; and global climates and climatic change.

EENS 2080. Extreme Weather. (3 Credits)
This course is designed to give students a fundamental understanding of severe weather and its impact on man and the environment. Students focus on life cycles of thunderstorms, tornadoes, hurricanes, blizzards, and ice storms, as well as the impacts of temperature and precipitation extremes.

EENS 2090. Surface Water Hydrology. (3 Credits)
This course focuses on the movement of water in and among surface water systems and exchanges between the surface, atmospheric and ground water components of the hydrologic cycle. A grade of C- or better is required for the Environmental Earth Science Major.

EENS 2110. Mineralogy. (4 Credits)
Crystallography, mineralogy, and the identification of minerals in hand specimen and using the petrographic microscope.
EENS 2111. Mineralogy Lab. (0 Credits)
Lab section for EENS 2110.

EENS 2120. Petrology. (4 Credits)
The study of igneous and metamorphic rocks including their nature and origin in both hand specimen and using the petrographic microscope.

EENS 2121. Petrology Lab. (0 Credits)
Lab section for EENS 2120.

EENS 2230. Oceanography. (3 Credits)
A broad survey of chemical, physical, and geological oceanography with a brief historical overview and a consideration of current concepts.

EENS 2880. Writing Practicum. (1 Credit)

EENS 2890. Service Learning: EENS 2090. (1 Credit)

EENS 2940. Transfer Coursework. (3 Credits)

EENS 2950. Natural Hazards & Mitigation. (3 Credits)
The broad aim of this course is to introduce students to the processes causing volcanic eruptions, earthquakes, landslides, tsunamis, and tropical storms, and to outline the steps to their mitigation. These dynamic Earth processes are placed within the general context of plate tectonics, as well as the financial, social, and political implications of these catastrophic events. All of these processes are moderated by climate change and rising sea level, which are also considered in group discussions and scenarios. In lieu of a final exam, students prepare and present a hazard case study emphasizing geologic, economic, health, or sociological implications.

EENS 3060. Earth Materials. (4 Credits)
In this course you will investigate the materials that comprise the Earth and how they are made. You will learn about mineral structure and chemistry and be able to relate these parameters to the physical properties of minerals. An analysis of phase stability will follow that will build towards interpreting phase diagrams. These new skills will be applied to understanding the formation of igneous and metamorphic rocks of Earth as organized by tectonic setting.

EENS 3090. Invertebrate Paleontology. (3 Credits)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleoecology. Lectures, laboratory, field trips.

EENS 3091. Invertebrate Paleontology Lab. (0 Credits)
Lab section for EENS 3090.

EENS 3150. Intro to GIS. (3 Credits)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is primarily on methods of sedimentary environments. Environmental interpretation of ancient sedimentary sequences. The basic principles utilized in interpretation of the stratigraphic column. The associated laboratory focuses on methods of sedimentary analysis. Mandatory field trip to Ouachita Mountains, Arkansas.

EENS 3151. Intro to GIS lab. (0 Credits)
Co-requisite lab for Intro to GIS.

EENS 3170. Geomorphology. (3 Credits)
The study of processes leading to landform creation and development in response to climate and tectonics. Overview of fundamental and applied activities undertaken by geomorphologists.

EENS 3171. Geomorphology Discussion. (0 Credits)
A discussion section to accompany EENS 3170/6170, Geomorphology.

EENS 3180. Making Landscapes. (3 Credits)
In this course, we will explore how different "iconic" landscapes were formed such as Niagara Falls and Mount Everest. Iconic landscapes can still be awe inspiring for those who can't see them if we are creative about how we share these landscapes. We will also learn about best practices for teaching students with disabilities and different abilities. As part of the class, we will teach K-12 who are visually impaired or have autism spectrum disorder about awe-inspiring landscapes using the 3D models. Mandatory Service Learning component.

EENS 3270. Sedimentation and Strat. (3 Credits)
Composition, primary textures, and structures of sediments in major sedimentary environments. Environmental interpretation of ancient sedimentary sequences. The basic principles utilized in interpretation of the stratigraphic column. The associated laboratory focuses primarily on methods of sedimentary analysis. Mandatory field trip to Ouachita Mountains, Arkansas.

EENS 3271. Sedimentation & Strat Lab. (0 Credits)
Lab section for EENS 3270.

EENS 3410. Structural Geology. (3 Credits)
Principles and mechanics of rock deformation, the evolution of geological structures, and the relations between structures and plate tectonics. Laboratory section focuses on geological problem solving. Field trip to the Southern Appalachian Mountains.

EENS 3411. Structural Geology Lab. (0 Credits)
Lab section for EENS 3410.

EENS 3550. Shark Paleobiology. (3 Credits)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

EENS 3551. Shark Paleobiology Lab. (0 Credits)
Lab section for EBIO 3550.

EENS 3650. Marine Environmental Geology. (3 Credits)
This course is an introduction to the aspects of coastal and marine geology and oceanography that are societally linked through environmental issues and marine resource availability. This will provide a basic science introduction to topics that include estuarine oceanography and sedimentation, eutrophication of coastal waters, primary productivity and deep sea sedimentation, waves and tides, sea level history and the evolution of coastlines, and the geology of the Gulf coastal region. However, the larger goal of the course will be to focus on a series of societally relevant environmental issues with a marine geological connection either in causation or in mitigation/adaptation/solution strategies. These issues are divided broadly into topics relevant to land-ocean connectivity, natural hazards, global climate change, and local/regional anthropogenic effects. In addition to a critical analysis of global (marine) environmental issues, another goal will be to improve presentation skills, both oral and written.

EENS 3660. Special Topics. (1-3 Credits)
Special Topics.

EENS 3880. Writing Practicum. (1 Credit)

EENS 3890. Service Learning: EENS 3730. (1 Credit)
Service learning component to Earth and Environmental Sciences' courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.
EENS 3940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

EENS 3990. Field Geology. (3-8 Credits)
The application of basic field methods to practical problems in field geology, including the construction of geological maps. Students typically complete this course at an approved summer field camp offered by another college or university.

EENS 4030. Advanced GIS. (3 Credits)
GIS This course is designed to advance student’s knowledge in the rapidly developing field of Geographic Information Science and Systems (GIS). This course is built on the techniques learned in the Introduction to Geographic Information Systems (GIS) course (EENS 3150/6150) by exposing the student to more advanced methods in developing and utilizing GIS data. Students will gain skills and knowledge of design, planning, and error within GIS data management, analytical decision making techniques, and advanced spatial analysis. Students will gain deep understanding of the potential value of GIS through lectures, exercises of the latest versions of ArcGIS software, and research projects in a broad range of application.

EENS 4040. Coastal Marine Geology. (3 Credits)
Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico.

EENS 4060. Tectonic Geomorphology. (3 Credits)
The interplay between tectonic processes and the development and modification of landforms, from the scale of earthquake ruptures to mountain building. The course will also include an overview of techniques for analyzing tectonic and geomorphic data, and an introduction to geochronology and thermochronology. Lecture and seminar format; field trip; optional service learning component.

EENS 4160. 3D Stratigraphy. (3 Credits)
Introduction to Remote Sensing From Earth surface to subsurface, this course uses three-dimensional volumes of basin-filling stratigraphy to explore how depositional landscapes are preserved in the sedimentary record and how sedimentary deposits can be analyzed to produce quantitative reconstructions of past environmental states.

EENS 4180. Intro Remote Sensing. (3 Credits)
Remote sensing is a rapidly evolving science and technology with numerous contributions to the Earth, environmental, and ocean sciences, such as monitoring of natural hazards including droughts, floods, landslides, volcanic eruptions, earthquakes, and forest fires. This course introduces the students to the principles of remote sensing with its wide applications in the Earth and environmental sciences. Fundamental knowledge is offered on the physics of remote sensing, photogrammetry, remote sensing data acquisition, remote sensing data types (multispectral, hyperspectral, RADAR, and LiDAR), and numerous applications. The course consists of two components: lectures and labs. In the lectures, the above topics will be reviewed and explained. The laboratory part of this course will cover digital image processing and analysis techniques using ENVI software.

EENS 4230. Tectonics. (3 Credits)
Tectonics encompasses the processes of large-scale deformation and the formation of structures that define, or are association with, Earth’s tectonic plate boundaries. The course will include the historical development and testing of plate tectonic hypotheses, as well as a detailed overview of plate tectonics as a current unifying theory. Lecture format, but will include a limited number of discussions of published papers; field trip component is not graded, but participation is expected.

EENS 4250. Isotopes in The Environn. (3 Credits)
The use of stable and radioactive isotopes as tools to trace the movement of air, water, and sediments through the atmosphere, hydrosphere, biosphere, and lithosphere.

EENS 4300. Groundwater Hydrology. (3 Credits)
Occurrence of water in the near-surface environment. Topics include saturated and unsaturated flow in aquifers, aquifer characterization, well hydraulics, and groundwater chemistry.

EENS 4320. Subsurface Geology. (3 Credits)
Principles of subsurface mapping with emphasis on 3-dimensional seismic reflection data. Utilization of geophysical data to construct subsurface maps. Students gain hands on experience with Seismic Micro-Technology’s state-of-the-art software, The Kingdom Suite, in work-station based laboratory sessions. Lectures and laboratory.

EENS 4350. Geologic Dating Methods. (3 Credits)
IN this course the student will explore the development of methods used to date and establish rates of Earth and planetary processes via radiogenic isotopic methods. Students will come away with deeper understanding of the fundamental processes that control the chemistry of natural waters. Topics will include equilibrium thermodynamics, kinetics, oxidation-reduction reactions, solution and surface complexation (adsorption), chemical weathering and biogeochemical cycling of chemical elements in the environment.

EENS 4370. GIS Research Project. (3 Credits)
This course is designed to advance student’s knowledge to design, manage, and complete a research project that emphasizes the use of geographic information systems (GIS). This course will focus on the project’s methoddological and organizational design, the application of appropriate GIS techniques, and proper reporting of the results. The GIS component is accomplished through independent work. The graduate students/undergraduate group has the freedom to choose their own project topic. The instructor may suggest some ideas, but students are welcome to develop their own. If you have an idea of a project, you are encouraged to discuss it with the instructor as soon as possible to see if it is feasible and to start the process of data acquisition. Ideas may come from a variety of sources, such as a current or previous employer, work done as a volunteer, or work done in another course or on a field trip.
EENS 4380. Remote Sensing for Env Anlys. (3 Credits)
Continued advancements in remote sensing technologies have resulted in an extraordinary increase in the availability of remotely sensed data of Earth. Remote sensing data are now used in geology, hydrology, meteorology, environmental sciences, geography, urban planning, anthropology, civil engineering, and environmental monitoring. This course is built on the techniques learned in the introduction to Remote Sensing course (EENS 4180/6180) by exposing the student to more image processing and analysis for different environmental applications. Students will use the multispectral, hyperspectral, thermal, Radar, and LiDAR data for watersheds, wetlands, water quality, coastal changes, vegetation analysis, mineral resources, land use and land cover changes. Students will develop technical skills of digital image processing, analysis, and interpretation using the ENVI software.

EENS 4390. Geospatial Data Analysis. (4 Credits)
Satellites probe Earth’s ionosphere, atmosphere, oceans, and subsurface over periods of days to weeks, building large 4D data sets. Earth based data from the internet of things to sophisticated modeling provide even denser 4D data sets. The broad aims of this course are to learn theory and application of the following broad topics, and to use open source command line software (GMT, Google Earth, QGIS), or commercial (ArcGIS), and Matlab or python programming to solve geospatial data analyses problems. Prerequisites: MATH1220 and EENS1110 or equivalents, or instructor permission.

EENS 4440. Introduction to Geophysics. (3 Credits)
Introduction to Geophysics This course provides an introduction to applied geophysical methods, with a focus on the application of these techniques in environmental and engineering studies. The material will provide the technical foundation needed to understand the commonly used geophysical methods: gravity, magnetics, electrical resistivity, seismic, electromagnetics, and ground penetrating radar.

EENS 4560. Public Service Internship. (4 Credits)
Open to sophomores, juniors and seniors having min. GPA 3.0, or 2.7 with recommendation letter. A public service learning experience provided through an internship. May fulfill the 2nd tier service learning requirement; refer to the Center for Public Service website for information on how to apply. Notes: Only one internship may be completed per semester. A maximum of six credits may be earned in two internships. Pre-requisites: Approval of department and approval of CPS if used to fulfill the 2nd tier requirement. Co-registration in SRVC 4890 if fulfilling 2nd tier service requirement. credit hours: 0-4.

EENS 4570. Internship. (4 Credits)
Open to sophomores, juniors and seniors having min. GPA 3.0, or 2.7 with a recommendation letter. An experiential learning opportunity provided through an internship. Application is typically through a government agency, business or industry, or non-profit. Appropriate supervision must be provided and communication is required between the department and the internship provider in order for credit hours to be accrued. Notes: Only one internship may be completed per semester. A maximum of six credits may be earned in two internships. Pre-requisites: Approval of the department. credit hours: 0-4.

EENS 4660. Special Topics. (1-3 Credits)
Special Topics.

EENS 4665. Special Topics Lab. (4 Credits)
Special Topics Lab.

EENS 4700. Earth & Env Sci. Field Studies. (3 Credits)
This course will take students into the field and provide them with their first in depth experience with earth and environmental science. Students will spend the first part of the course in a seminar type course discussing fundamental papers. The course will then culminate with an approximately week long field outing. Course location will rotate. The course will not supplant the field geology camp requirement for geology majors.

EENS 4840. Planetary Geophysics. (3 Credits)
The interior structure, composition, and dynamics of Earth and the terrestrial planets can be deduced from a number of different physical, chemical, and thermodynamic observations and models. Topics include: Early bombardment and formation of proto-planetary discs, core formation, Earth's composition and age from radioactivity and thermal considerations, thermal and density structure, geomagnetic dynamo, mantle convection, and plate tectonics, and their absence on other terrestrial planets. Special topics for in-class seminars will explore the methodologies used to determine the internal structure (e.g., seismology, gravity), and the dynamics of systems (e.g., geomagnetism, plate tectonics, the water and carbon cycle). Assessment: 2 in-class quizzes, 5 problem sets, 2 class presentations, and a final critical review of 2 linked research papers on a special topic to be assigned in class.

EENS 4910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

EENS 4930. Lumcom Summer Special Topics. (1-3 Credits)

EENS 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

EENS 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

EENS 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

EENS 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

EENS 6030. Advanced GIS. (3 Credits)
An introduction to the art and science of mapmaking with the aid of state-of-the-art Geographic Information Systems (GIS), specifically Environmental Sciences Research Institute (ESRI), ArcGIS and Golden Software Surfer. An introduction to geodetic models, map projections, geographic coordinate systems, global position systems, geographic information systems, satellite photogrammetry, and database design. Practical skills will be developed through mapping projects designed to illustrate the use of contouring algorithms and other spatial analysis tools.

EENS 6040. Coastal Marine Geology. (3 Credits)
Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico.
EENS 6050. Natural Hazards & Mitigation. (3 Credits)
The broad aim of this course is to introduce students to the processes causing volcanic eruptions, earthquakes, landslides, tsunamis, and tropical storms, and to outline the steps to their mitigation. These dynamic Earth processes are placed within the general context of plate tectonics, as well as the financial, social, and political implications of these catastrophic events. All of these processes are moderated by climate change and rising sea level, which are also considered in group discussions and scenarios. In lieu of a final exam, students prepare and present a hazard case study emphasizing geologic, economic, health, or sociological implications.

EENS 6060. Tectonic Geomorphology. (3 Credits)
The interplay between tectonic processes and the development and modification of landforms, from scale of earthquake ruptures to mountain building. The course will also include an overview of techniques for analyzing tectonic and geomorphic data, and an introduction to geochronology and thermochronology. Lecture and seminar format; mandatory field trip; optional service learning component.

EENS 6070. Independent Research. (1-3 Credits)
Topical and timely course, typically in a seminar format in which students lead discussions based on current scientific literature. The topics will be listed on a semester-by-semester basis in the Schedule of Classes.

EENS 6080. Special Topics. (3 Credits)
Special course taught by Tulane faculty or visiting faculty. The topics will be listed in the Schedule of Classes.

EENS 6081. Special Topics. (1-4 Credits)

EENS 6082. Special Topics. (3 Credits)

EENS 6090. Invertebrate Paleontology. (3 Credits)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleoecology. Lectures, laboratory, field trip.

EENS 6091. Invertebrate Paleontology Lab. (0 Credits)
Lab section for EENS 6090.

EENS 6110. Mineralogy. (3 Credits)

EENS 6140. Igneous Petrology. (3 Credits)
An in-depth study of the origins of igneous rocks from the standpoint of experimental investigations, thermodynamics, trace elements, radiogenic isotopes, and field investigations. Includes a laboratory.

EENS 6150. Intro to GIS. (4 Credits)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems.

EENS 6151. Intro to GIS lab. (0 Credits)
Co-requisite lab for Intro to GIS.

EENS 6160. 3D Stratigraphy. (3 Credits)
Study of the geomorphological, sedimentological, and stratigraphic responses of rivers to tectons, climate, and sea-level changes. Discussion of recent scientific literature on river changes and associated stratigraphic records over time scales of 1 to millions of years. Formerly Fluvial Responses to Allogenic Controls.

EENS 6170. Geomorphology. (3 Credits)
The study of processes leading to landform creation and development in response to climate and tectonics. Overview of fundamental and applied activities undertaken by geomorphologists.

EENS 6171. Geomorphology Discussion. (0 Credits)
A discussion section to accompany EENS 3170/6170, Geomorphology.

EENS 6180. Intro Remote Sensing. (3 Credits)
Remote sensing is a rapidly evolving science and technology with numerous contributions to the Earth, environmental, and ocean sciences, such as monitoring of natural hazards including droughts, floods, landslides, volcanic eruptions, earthquakes, and more.

EENS 6230. Tectonics. (3 Credits)
Tectonics encompasses the processes of large-scale deformation and the formation of structures that define, or are association with, Earth’s tectonic plate boundaries. The course will include the historical development and testing of plate tectonic hypotheses, as well as a detailed overview of plate tectonics as a current unifying theory. Lecture format, but will include a limited number of discussions of published papers; field trip component is not graded, but participation is expected.

EENS 6250. Isotopes In The Environm. (3 Credits)
The use of stable and radioactive isotopes as tools to trace the movement of air, water, and sediments through the atmosphere, hydrosphere, biosphere, and lithosphere.

EENS 6260. Paleoclimatology. (3 Credits)
Understanding past climate change is necessary to effectively predict the future of our planet, which is currently in a state of rapid transition. The main focus of the course is on the reconstruction and modeling of climates of the Quaternary, the past two million years of Earth’s history.

EENS 6300. Groundwater Hydrology. (3 Credits)
Occurrence of water in the near-surface environment. Topics include saturated and unsaturated flow in aquifers, aquifer characterization, well hydraulics, and groundwater chemistry.

EENS 6310. Depositional Mechanics. (3 Credits)
This course emphasizes a quantitative description of the mechanics of sediment transport in steady and unsteady flows based on hydrodynamic principles. Aspects of flow and sediment-transport mechanics that are relevant to understanding the construction of landscapes and depositional systems including modes of particle entrainment and motion in turbulent shear flows will be considered. The course includes consideration of the equations of motion for particles in a turbulent flow, entrainment, bedload, and suspended load in addition to the mechanics of bedforms, ripples, and dunes, parameters responsible for channelization, erosion, and deposition of cohesive and non-cohesive sediments, and the mechanics of sediment gravity flows. Finally, quantitative methods relating properties of stratigraphy to paleo-environmental conditions are considered.

EENS 6320. Subsurface Geology. (3 Credits)
Principles of subsurface mapping with emphasis on 3-dimensional seismic reflection data. Utilization of geophysical data to construct subsurface maps. Students gain hands-on experience with Seismic Micro-Technology’s state-of-the-art software, The Kingdom Suite, in work-station based laboratory sessions. Lectures and laboratory.
EENS 6350. Geologic Dating Methods. (3 Credits)
Geologic Dating Methods IN this course the student will explore the development of methods used to date and establish rates of Earth and planetary processes via radiogenic isotopic methods. Students will come away with deeper understanding of age of the Universe, Solar system, and Earth and understand how radiogenic isotopic techniques can be used to study, for example, differentiation of the earth into its major components (crust, mantle, core).

EENS 6360. Environmental Geochemstr. (3 Credits)
Quantitative examination of the fundamental processes that control the chemistry of natural waters. Topics will include equilibrium thermodynamics, kinetics, oxidation-reduction reactions, solution and surface complexation (adsorption), chemical weathering and biogeochemical cycling of chemical elements in the environment.

EENS 6370. GIS Research Project. (3 Credits)
This course is designed to advance student’s knowledge to design, manage, and complete a research project that emphasizes the use of geographic information systems (GIS). This course will focus on the project’s methodological and organizational design, the application of appropriate GIS techniques, and proper reporting of the results. The GIS component is accomplished through independent work. The graduate student/undergraduate group has the freedom to choose their own project topic. The instructor may suggest some project ideas, but students are welcome to develop their own. If you have an idea of a project, you are encouraged to discuss it with the instructor as soon as possible to see if it is feasible and to start the process of data acquisition. Ideas may come from a variety of sources, such as a current or previous employer, work done as a volunteer, or work done in another course or on a field trip.

EENS 6380. Remote Sensing for Env Anlys. (3 Credits)
Continued advancements in remote sensing technologies have resulted in an extraordinary increase in the availability of remotely sensed data of Earth. Remote sensing data are now used in geology, hydrology, meteorology, environmental sciences, geography, urban planning, anthropology, civil engineering, and environmental monitoring. This course is built on the techniques learned in the introduction to Remote Sensing course (EENS 4180/6180) by exposing the student to more image processing and analysis for different environmental applications. Students will use the multispectral, hyperspectral, thermal, Radar, and LIDAR data for watersheds, wetlands, water quality, coastal changes, vegetation analysis, mineral resources, land use and land cover changes. Students will develop technical skills of digital image processing, analysis, and interpretation using the ENVI software.

EENS 6390. Geospatial Data Analysis. (4 Credits)
Satellites probe Earth’s ionosphere, atmosphere, oceans, and subsurface over periods of days to weeks, building large 4D data sets. Earth based data from the internet of things to sophisticated monitoring provide even denser 4D data sets. The broad aims of this course are to learn theory and application of the following broad topics, and to use open source command line software (GMT, Google Earth, QGIS), or commercial (ArcGIS), and Matlab or python programming to solve geospatial data analyses problems. Prerequisites: MATH1220 and EENS1110 or equivalents, or instructor permission.

EENS 6400. The Scientific Enterprise. (3 Credits)
Scientific research has evolved into a complex activity that requires numerous skills which are typically not captured by traditional curricula. This course covers such topics as science funding, publishing, misconduct, media, and politics, and is specifically intended for (aspiring) graduate students.

EENS 6410. Structural Geology. (3 Credits)
Principles and mechanics of rock deformation, the evolution of geological structures, and the relations between structures and plate tectonics. Laboratory section focuses on geological problem solving. Field trip to the Southern Appalachian Mountains.

EENS 6411. Structural Geology Lab. (0 Credits)
Lab section for EENS 6410.

EENS 6420. Applied Basin Analysis. (3 Credits)
This course focuses on practical applications of stratigraphy, structural geology and petroleum geology. It is designed around a dataset for an individual hydrocarbon basin that will typically include seismic reflection data and well data. Datasets will vary from year to year, as the course will be coordinated with AAPG’s Imperial Barrel award program. Students work as a team, however each student has a clear role and responsibility to the ultimate goal, which is a geologically valid interpretation of the basin that makes predictions about the hydrocarbon prospectively of the study area. Emphasis is on teamwork, participation, oral and written communication of results. Practicum format (non-lecture).

EENS 6440. Introduction to Geophysics. (3 Credits)
Introduction to Geophysics This course provides an introduction to applied geophysical methods, with a focus on the application of these techniques in environmental and engineering studies. The material will provide the technical foundation needed to understand the commonly used geophysical methods: gravity, magnetics, electrical resistivity, seismic, electromagnetics, and ground penetrating radar.

EENS 6550. Shark Paleobiology. (4 Credits)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

EENS 6551. Shark Paleobiology Lab. (0 Credits)

EENS 6660. Special Topics. (1-3 Credits)
Special Topics.

EENS 6700. Earth & Env Sci.Field Studies. (3 Credits)
This course will take students into the field and provide them with their first in depth experience with earth and environmental science. Students will spend the first part of the course in a seminar type course discussing fundamental papers. The course will then culminate with an approximately week long field outing. Course location will rotate. The course will not supplant the field geology camp requirement for geology majors.
EENS 6840. Planetary Geophysics. (3 Credits)
The interior structure, composition, and dynamics of Earth and the terrestrial planets can be deduced from a number of different physical, chemical, and thermodynamic observations and models. Topics include: Early bombardment and formation of proto-planetary discs, core formation, Earth's composition and age from radioactivity and thermal considerations, thermal and density structure, geomagnetic dynamo, mantle convection, and plate tectonics, and their absence on other terrestrial planets. Special topics for in-class seminars will explore the methodologies used to determine the internal structure (e.g., seismology, gravity), and the dynamics of systems (e.g., geomagnetism, plate tectonics, the water and carbon cycle). Assessment: 2 in-class quizzes, 5 problem sets, 2 class presentations, and a final critical review of 2 linked research papers on a special topic to be assigned in class.

EENS 6930. Lumcom Summer Special Topics. (1-3 Credits)
EENS 6931. Lumcom Summer Special Topics. (1-3 Credits)
EENS 6932. Lumcom Summer Special Topics. (1-3 Credits)
EENS 6940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

EENS 7010. Techniques Geoscience Writing. (3 Credits)
This graduate-level course will introduce students to methods and best practices for writing scientific paper and as scientific proposal. General practices for clear and concise writing will also be discussed. Students will be required to write and rewrite either a scientific proposal (PhD students) or a thesis prospectus (MS students). Students will be required to critique classmates' writing and provide constructive feedback. Best practices for reviewing scientific writing will also be discussed. This course should be taken in a graduate student's third or fourth semester, so that the student will have some of their own research completed.

EENS 7100. EENS Seminar. (1-3 Credits)
EENS 7101. EENS Seminar. (1-3 Credits)
EENS 7150. Adv Top Sedimentary Geol. (3 Credits)
EENS 7660. Special Topics. (4 Credits)
Special Topics.

EENS 7940. Transfer Credit-Grad. (1-12 Credits)
EENS 7990. Research In Geosciences. (1-9 Credits)
Individual research supervised by faculty.

EENS 9980. Masters Research. (3 Credits)
Research toward completion of a masters degree.

EENS 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.

EBIO 1040. Global Environment Change. (3 Credits)
An introduction to the physical and biological processes that regulate the function of the Earth system. The composition, formation, and stabilization of the Earth's atmosphere and ecosystem will be examined, emphasizing biological processes and ecosystem ecology. With an understanding of the historical rates and mechanisms of natural global change, the means by which human activities alter Earth system function at local to global scales will be explored, along with the consequences of and solutions to human-induced global change.

EBIO 1050. Intro to Conservation Genetics. (3 Credits)
This course is designed to introduce students to the general principals behind the field of conservation genetics. We will explore evolutionary genetics, the importance of genetics in conservation, and conservation management practices. The class will cover these topics in lecture, hands-on lab activities, and field trips. Course is for high school students only.

EBIO 1080. Intro to Plant & Human Affairs. (3 Credits)
This course is designed to introduce you to plants and how different plants and plant products have shaped human existence. We will explore plant history, plant domestication, and plant products through lectures, readings, discussion, and field trips. (High School Students Only)

EBIO 1230. Div of Animal Behavior. (3 Credits)
Basic concepts in animal behavior, emphasizing diversity among animals and their behaviors and the ecological and evolutionary influences on those behaviors. Course will include discussion of how behaviors are studied, physiological mechanisms of behaviors, animal diversity, and how animals communicate, find mates, reproduce, care for their young, defend and feed themselves and move within their environment.

EBIO 1231. Exploring Animal Behavior. (3 Credits)
The goal of this course is to provide an introduction to animal behavior. The course will begin with an introduction to the application of the scientific method to the study of behavior. Topics that will follow include the ontogeny (development) of behavior, neuronal and hormonal control of behavior, migration, communication, reproductive behavior, mating systems, parental care, and the evolution of social behavior. It will involve both a lecture component as well as a hands-on laboratory component in which students will engage in activities to observe the concepts in action. This class is only open to high school students who are participating in the Tulane Science Scholars Program (TSSP). For students who pass this course with a B or higher and choose to enroll at Tulane University, this course can be applied towards three hours of general elective credit. These credits will not count towards any of the Ecology and Evolutionary Biology Department majors.
EBIO 1240. Reptile & Amphibian Diversity. (3 Credits)
The goal of this course is to provide an introduction to the field of herpetology. Students will 1) become familiar with the diversity of form and function exhibited by living reptiles and amphibians, 2) gain an introductory understanding of the evolutionary histories and relationships of reptiles and amphibians to each other and to other tetrapods, 3) follow the steps of the scientific method to design and carry out experiments to test hypotheses they devise, and 4) gain experience with field and laboratory methods used to study amphibians and reptiles. The class will involve a lecture component and a hands-on laboratory component. This class is only open to high school students participating in the Tulane Science Scholars Program (TSSP). For students who pass this course with a B or higher and choose to enroll at Tulane University, this course can be applied toward three hours of general elective credit. These credits will not count toward any of the Ecology and Evolutionary Biology Department majors.

EBIO 1890. Service Learning: EBIO 1010. (1 Credit)

EBIO 1940. Transfer Coursework. (1–4 Credits)

EBIO 2010. Evolution-Human Hlth & Disease. (3 Credits)
An introduction to the study of infectious and non-infectious human diseases from an evolutionary perspective.

EBIO 2020. Theory & Methods Eco & Evo Bio. (3 Credits)
EBIO 2020 is an introduction to the fundamental theories and methods in ecology and evolutionary biology for EEBI and ENVB majors. Students will acquire the knowledge and skills needed to succeed in their major through direct, active experiences evaluating and communicating scientific evidence. The course topics are designed to reflect current research interests in the department, such as tropical ecology and behavioral evolution, as well as classic case studies in the discipline. Irrespective of topic, the course emphasizes a practical understanding of the scientific process and focuses on developing the skills needed for upper-level courses in EBIO. The course also provides opportunities for students to become familiar with the research interests of department faculty members, enabling them to identify future research opportunities.

EBIO 2030. History of Life. (3 Credits)
A multidisciplinary introduction for majors and non-majors to the evolution of life on Earth, from its origin through the Pleistocene. The course will focus on the evolution and ecology of organisms in primitive environments, with special attention given to key taxa and events, such as the transition to land, the origin of angiosperms, the rise and fall of dinosaurs, and the origin and early evolution of reptiles, birds, and mammals. Emphasis will be placed on the reconstruction of ancient environments, using modern ecological and evolutionary principles as a guideline to the nature of early biological communities and ecosystems.

EBIO 2040. Conservation Biology. (3 Credits)
A consideration of biological diversity and its persistence, threats, human value, conservation efforts, and biological bases. Specific topics include extinction, global change, population viability, habitat loss and degradation, ecosystem management, restoration, agricultural ecosystems, economic and legal considerations, and the human population.

EBIO 2050. Global Change Biology. (3 Credits)
This course explores the biological basis of environmental issues and the changes occurring at a global scale, divided approximately into halves. The first half will provide a strong foundation in the interactions among biological and physical systems. The second half will be devoted to specific issues including global climate change, atmospheric pollution, community stability, habitat fragmentation, and loss of biodiversity. Changes that have occurred over geological time will be compared with changes in the modern industrial era.

EBIO 2070. Molec & Evolutionary Genetics. (4 Credits)
This course will introduce students to fundamental principles concerning the molecular nature of DNA and chromosomes; the molecular processes of replication, transcription, translation, and mutation/repair; the transmission of genetic traits (Mendelian and non-Mendelian modes); and the application of genetic analysis to population and evolutionary biology. EBIO 2070 includes a required, no credit recitation (EBIO 2071). Students may not earn credit for both EBIO 2070/2071 and CELL 2050.

EBIO 2071. Molec & Evol Genetics Rec. (0 Credits)
This course is a required accompaniment to EBIO 2070-01 (Molecular and Evolutionary Genetics). Through readings, discussions, interactive exercises, and assignments, students will discuss the concepts and principles of genetics in an applied way, i.e. to apply genetics information to solving crosses and problems.

EBIO 2100. Marine Biology. (3 Credits)
A systematic treatment of the organisms and habitat in the marine environment.

EBIO 2110. Tropical Biology. (3 Credits)
Introduction to ecological, evolutionary, and organismal studies of living organisms in the neotropics.

EBIO 2120. Clim/Biodiv/Trop Forests. (3 Credits)
This course is offered as part of the Stone Center for Latin American Studies’ Summer in Costa Rica Program. Students may not register online for this course; they must register directly with the Stone Center Summer Program office. The course will introduce students to the structure and ecology of tropical forests. Students will be expected to integrate what they learn about the real social and economic causes of deforestation and grass roots efforts to revert it with the social, political, economic and biological logic of world climate change agreements and disagreements.

EBIO 2130. Intro to Animal Behavior. (3 Credits)
The goal of this course is to provide an introduction for majors and non-majors to the field of animal behavior using an evolutionary approach. The course will begin with an introduction to the application of the scientific method to the study of behavior (levels of analysis, hypothesis testing and Darwinian theory). Topics that will follow include the ontogeny (development) of behavior, neuronal and hormonal control of behavior, foraging and anti-predator behavior, habitat selection, migration, communication, reproductive behavior, mating systems, parental care, the evolution of social behavior, and the evolution of human behavior. The course emphasizes a practical understanding of animal behavior and will focus on developing the skills needed for upper-level behavior courses in EBIO.
EBIO 2210. Insect Biology. (3 Credits)
This course is an introduction to the evolution, ecology and conservation of insects. The course will focus heavily on interactions between humans and insects, both historically and in modern times. A goal of the course is that you will develop the foundation and tools you need to continue learning about the importance of insects, their impacts on human society and/or other environmental issues of importance to you.

EBIO 2230. Oceanography. (3 Credits)
A broad survey of chemical, physical, and geological oceanography with a brief historical overview and a consideration of current concepts.

EBIO 2235. Natural Hist Louisiana. (3 Credits)
A survey of terrestrial and aquatic ecosystems of southern Louisiana. Lectures cover the ecology of regional plant and animal communities, with special emphasis on environmental issues such as invasive species, hurricane disturbance, conservation and management. The geology, geography, history, and culture that contribute to the formation and maintenance of each ecosystem will also be examined, from barrier islands to upland forests.

EBIO 2300. Natural Resource Conserv. (3 Credits)
This course examines the theory and practice of natural resource preservation in the United States, and the agencies and organizations involved in this endeavor.

EBIO 2305. Vertebrate Biology. (3 Credits)
An introduction to vertebrate natural history, including evolution, systematics, zoogeography, population dynamics, behavior, ecology, conservation, and extinction.

EBIO 2330. Natural Hist Louisiana Lab. (1 Credit)
The Natural History of Louisiana Laboratory introduces students to diverse biological communities of southern and central Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2335. Natural History of Southern Louisiana Lab. (1 Credit)
The Natural History of Southern Louisiana Laboratory introduces students to diverse biological communities of southern Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2336. Natural History of Southern Louisiana Lab. (1 Credit)
The Natural History of Southern Louisiana Laboratory introduces students to diverse biological communities of southern Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2340. Oceanography. (3 Credits)
A broad survey of chemical, physical, and geological oceanography with a brief historical overview and a consideration of current concepts.

EBIO 2350. Vertebrate Biology. (3 Credits)
An introduction to vertebrate natural history, including evolution, systematics, zoogeography, population dynamics, behavior, ecology, conservation, and extinction.

EBIO 2355. Natural History of Southern Louisiana Lab. (1 Credit)
The Natural History of Southern Louisiana Laboratory introduces students to diverse biological communities of southern Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2360. Natural History of Southern Louisiana Lab. (1 Credit)
The Natural History of Southern Louisiana Laboratory introduces students to diverse biological communities of southern Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2365. Natural History of Southern Louisiana Lab. (1 Credit)
The Natural History of Southern Louisiana Laboratory introduces students to diverse biological communities of southern Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

EBIO 2370. Nature Study in Scandinavia. (3 Credits)
More than a Walk in the Park: Nature Study in Scandinavia has two components. Half of the course is a survey of the ecosystems of Scandinavia, from boreal forests to rocky intertidal zones. We will explore the diversity and ecology of regional plant and animal communities, with reference to environmental issues including non-native species, disturbance, conservation, and management. Information about the geology, history, and culture that contribute to the formation and maintenance of each ecosystem will be included. The other half of the course will involve observing, identifying, recording, and developing questions about the local diversity of the region. Be prepared to spend a considerable amount of time outside... where nature is!

EBIO 2890. Service Learning: EBIO 2040. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

EBIO 2910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

EBIO 2920. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

EBIO 2940. Transfer Coursework. (3 Credits)

EBIO 3040. General Ecology. (3 Credits)
A survey of the patterns and mechanisms of interaction among all organisms and their environments, including examples of human impacts on the biosphere.

EBIO 3045. General Ecology Lab. (1 Credit)
Quantitative laboratory and field exercises designed to augment the lecture material. Includes data collection, sampling, experimentation, statistical hypothesis testing, modeling, discussion of research results, and writing up of results in the form of three scientific papers.

EBIO 3080. Processes of Evolution. (3 Credits)
Patterns and processes in the evolution of species and populations, including discussions of natural selection, gene flow, genetic drift, adaptation, speciation, origins of evolutionary novelty, and selected trends in the fossil record.

EBIO 3150. Intro to GIS. (4 Credits)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems in the earth and environmental sciences. (SAME AS EBIO 6150, EENS 3150, EENS 6150)

EBIO 3151. Intro to GIS lab. (0 Credits)
Co-requisite lab for Intro to GIS.

EBIO 3180. Plants & Human Affairs. (3 Credits)
Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

EBIO 3185. Plants Human Affairs Lab. (1 Credit)
Laboratory course to accompany EBIO 3180. A survey of plant products and their sources, emphasizing the structure, chemistry, and diversity of economic plants.

EBIO 3190. Darwin and Darwinism. (4 Credits)
A consideration of Charles Darwin’s theory of Natural Selection, including the history of evolutionary thought before Darwin’s time, the circumstances surrounding Darwin’s research, and the effect of Darwin’s ideas on the development of contemporary biology. Readings, discussions, and written assignments.

EBIO 3290. Behavioral Ecology. (3 Credits)
This course addresses the ecological and evolutionary causes and consequences of animal behavior, using both proximate and ultimate approaches. Topics include sociality, mating systems, sexual selection, animal movement, signals, behavior and conservation, and cognition.
EBIO 3320. Microbial Diversity & Ecology. (3 Credits)
A survey of micro-organisms and their rules in and relationships within their respective ecosystems. (Same as EBIO 6320)

EBIO 3325. Microb Diversity & Ecology Lab. (1 Credit)

EBIO 3330. Human Physiology. (3 Credits)
A discussion of the functional morphology and physiology of the human body from the molecular to the whole organism level.

EBIO 3335. Mammal Anat & Hist Lab. (1 Credit)
A detailed laboratory examination of the histological and anatomical structure of the principal tissues, organs and organ systems of mammals.

EBIO 3500. Sharks and their Relatives. (3 Credits)
Biological study of Sharks and their Relatives is a detailed study of the evolution, ecology, morphology, functional anatomy, physiology, and conservation of the cartilaginous fishes.

EBIO 3550. Shark Paleobiology. (4 Credits)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematic and functional morphology of shark teeth.

EBIO 3551. Shark Paleobiology Lab. (0 Credits)
Lab section for EBIO 3550.

EBIO 3580. Urban Ecology. (3 Credits)
Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the built environment and the natural environment with particular focus on New Orleans and the Gulf coast region.

EBIO 3590. Plant Biol & Adaptation. (4 Credits)
An introduction to the biology of plants, with an emphasis on the aspects of physiology, anatomy, morphology, and ecology that have resulted in their successful adaptation and diversification.

EBIO 3591. Plant Biology & Adaptation Lab. (0 Credits)
Lab section for EBIO 3590.

EBIO 3600. Experimental Animal Behavior. (4 Credits)
This course provides students the opportunity to design, implement, write-up, and present an independent research project related to animal behavior. Research will be conducted on live animals at the Audubon Zoo or Audubon Park. The course will emphasize general principles of literature review and synthesis; experimental design; the collection, organization, and analysis of data; and written and oral presentation of results. The course consists of 3 hours of laboratory per week (at the park or zoo) and 2 hours of seminar per week (on campus). This course fulfills the Newcomb-Tulane intensive writing requirement. This course serves as an elective for the SISE minor and fulfills the upper tier Service Learning Requirement.

EBIO 3690. Tropical Field Biology. (3 Credits)
This study abroad course deepens student's theoretical, factual, and hands-on understanding of biological research and conservation in the tropics.

EBIO 3880. Writing Intensive. (0 Credits)
Course to be attached to regular courses that incorporate a writing component within the regular course. Course added to the schedule as a regular course.

EBIO 3890. Service Learning: EBIO 3580. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

EBIO 3940. Transfer Coursework. (3 Credits)

EBIO 4030. Field Botany. (4 Credits)
A plant identification course focusing on terrestrial and aquatic flora of Louisiana. Lab field trips include visits to a variety of local ecosystems from coastal wetlands to upland forests. Lectures cover botany, taxonomy, and the ecological and evolutionary processes that structure plant communities, with special emphasis on how these topics apply to Louisiana ecosystems.

EBIO 4031. Field Botany Lab. (0 Credits)
Lab section for EBIO 4030.

EBIO 4060. Stream Ecology. (4 Credits)
Ecology of freshwater stream environments, including physical forces influencing water flow, sediment and solute geochemistry, and composition and interactions of stream biota.

EBIO 4061. Stream Ecology Lab. (0 Credits)
Lab section for EBIO 4060.

EBIO 4080. Biostat & Experi Design. (3 Credits)
This course will teach students how to interpret statistical data in an evolutionary and ecological context. Special emphasis will be placed on understanding the nature of ecological field experiments, and experimental design. In addition, issues regarding how ecological and evolutionary analyses are perceived in the public media will be discussed. We will cover statistical methods for dealing with such problems (regression, correlation, ANOVA, etc.), and also read papers in ecological and evolutionary journals that highlight statistical issues. The class is designed for students who have not had prior experience with statistics.

EBIO 4090. Invertebrate Paleontology. (4 Credits)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleoecology. Lectures, laboratory, field trip.

EBIO 4091. Invertebrate Paleontology Lab. (0 Credits)
Lab section for EBIO 4090.

EBIO 4110. Tropical Ecology. (3 Credits)
Advanced course focusing on terrestrial ecology covering all tropical ecosystems with an emphasis on forests. Ecological topics will be addressed at population, community, and ecosystem levels with an organismal treatment of plants, insects, birds, reptiles, fish, mammals, microbes (fungi and bacteria), and other model organisms.

EBIO 4200. Ornithology. (4 Credits)
An exploration of the biology of birds emphasizing their origin, evolution, diversity, zoogeography, functional morphology, behavior, ecology, and conservation. Weekly laboratories and field trips with occasional weekend field trips.
EBIO 4201. Ornithology Lab. (0 Credits)
Lab section for EBIO 4200.

EBIO 4210. Vertebrate Morphology. (4 Credits)
Comparative morphology, evolution, and bionomics of representative vertebrates. Lectures supplemented by weekly labs.

EBIO 4211. Vertebrate Morphology lab. (0 Credits)
Lab section for EBIO 4210.

EBIO 4230. Molecular Evol & Ecology. (4 Credits)
Molecular ecology employs principles of population genetics and phylogenetics to answer questions about organismal diversity, population dynamics, community assembly and macroecology. Having a foundation in molecular evolution and genomics allows for broad topical applications, including the study of infectious diseases, conservation of endangered species, organismal responses to global environmental change, and the evolutionary origins of biological diversity. Students will first learn the principles of molecular evolution, after which they will be introduced to the core techniques used to generate molecular data. Students will learn how molecular data can be developed and analyzed to address questions in ecology and evolutionary biology. It is strongly recommended that students also have taken CELL 2050, EBIO 3080, and EBIO 3040 or have an understanding of genetics, organismal evolution and ecological principles. This class consists of 3 lectures per week supplemented with a weekly lab.

EBIO 4231. Molecular Evolution & Ecol Lab. (0 Credits)
Lab section for EBIO 4230.

EBIO 4250. Biol of Marine Invertebrates. (4 Credits)
Biology, taxonomy and distribution of the invertebrates with emphasis on the local fauna. Lectures, laboratories, and field trips.

EBIO 4251. Biol of Invertebrate Lab. (0 Credits)
Co-requisite lab for EBIO 4250.

EBIO 4270. Population Ecology. (3 Credits)
Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

EBIO 4271. R Prog for Population Ecology. (1 Credit)
In this course, students will learn the basics of the R programming language and complete computer exercises relevant to the material covered in Population Ecology. The course gives students hands on experience of the workings of simple population models. Students enrolled in Population Ecology (EBIO 4270/6270) are strongly encouraged to enroll.

EBIO 4280. Ichthyology. (4 Credits)
Biology of fish-like vertebrates, including taxonomy, evolution, anatomy, physiology, and biogeography.

EBIO 4281. Ichthyology Lab. (0 Credits)
Lab section for EBIO 4280.

EBIO 4300. Biol of Amphibians & Reptiles. (4 Credits)
This course will provide an introduction to herpetology, the study of reptiles and amphibians. Topics covered will include the evolutionary history, systematics, physiology, ecology, life history, behavior and conservation of amphibians and reptiles. The course consists of two lectures and a lab or field trip each week. Occasional weekend field trips may also be scheduled.

EBIO 4301. Biol of Amph & Reptiles lab. (0 Credits)
Co-requisite lab for EBIO 4300.

EBIO 4310. Plant Systematics. (4 Credits)
A review of the structure and evolution of land plants and a survey of the major families of flowering plants. Laboratory emphasis on structural terminology and plant identification.

EBIO 4311. Plant Systematics Lab. (0 Credits)
Lab section for EBIO 4310.

EBIO 4360. Wetlands Ecology. (3 Credits)
This course will introduce students to the occurrence, morphology, hydrology, soils, ecology and regulation of wetlands.

EBIO 4370. Aquatic Autotrophs. (3 Credits)
This course will survey and provide a systematic treatment of the most common autotrophic organisms found in oceanic, coastal, estuarine, and freshwater habitats with particular emphasis on those organisms along the northern Gulf of Mexico.

EBIO 4430. Entomology. (4 Credits)
In this course we will study the organismal, ecological, and evolutionary biology of insects, while surveying recent literature. In addition to learning about insects as organisms and as integral parts of our ecosystem, we will study the scientific process. This course will discuss how scientists come to reach understanding about nature in general, using insects as our model. Insect collection required.

EBIO 4431. Entomology Lab. (0 Credits)
Lab section for EBIO 4430.

EBIO 4460. BiodivEnvir Informatics. (3 Credits)
This upper-level course explores theory and practice in biodiversity informatics, an emerging field of cyber-enabled discovery and innovation. Topics to be discussed include natural history collection databases and networks, data mining, morphological databases and ontology, digital libraries, phyloinformatics, cybertaxonomy, Georeferencing methods and algorithms, GIS and predictive niche modeling.

EBIO 4560. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on BANNER.

EBIO 4660. Special Topics. (1-4 Credits)
Courses offered for undergraduate students by visiting professors and permanent faculty.

EBIO 4665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

EBIO 4670. Topics In Marine Science. (1-4 Credits)
Reserved for courses offered by LUMCON on a temporary basis or for courses taken at other marine field stations. EBIO 4680/6680 - Topics in Field Biology would be reserved for summer field courses taken at non-marine biological field stations.

EBIO 4672. Marine Field Ecology. (4 Credits)
Relationships of marine and estuarine organisms to environmental factors; interactions among organisms; ecological processes of energy and materials flow; field studies of communities and ecosystems of the Louisiana coastal zone.
EBIO 4673. Marine Fish Ecology. (3 Credits)
This course will explore the ecology of coastal marine fishes emphasizing aspects of how fish utilize coastal habitats and how environmental factors influence that distribution, movement, growth, reproduction, abundance and interspecific interactions of fishes, especially in early life history stages.

EBIO 4674. Marine Invertebrate Ecology. (3 Credits)
In-depth study of the interaction of marine and estuarine invertebrates with their environment. Emphasis will be placed on understanding the functional role of invertebrates and how the environment shapes morphology, physiology and behavior.

EBIO 4676. Wetland Vegetation. (3 Credits)
Identification, taxonomy and distribution of wetland plants. Plant adaptations, vegetation analysis methods, marsh types, community processes and coastal wetland restoration will also be discussed.

EBIO 4890. Service Learning: EBIO 4360. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

EBIO 4910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

EBIO 4920. Independent Study. (1-4 Credits)
Laboratory or library research under direction of a faculty member.

EBIO 4930. Capstone Indep Study. (3-4 Credits)
A senior capstone experience for students majoring in Environmental Science-Ecology and Evolutionary Biology Track and for departmental majors unable to complete EBIO 4970/4980 due to extenuating circumstances. Under faculty supervision, students select a topic in ecology and evolutionary biology, write an expository paper on that topic and give an oral presentation of their findings. Students also attend departmental research seminars and meet to discuss contemporary issues in ecology and evolutionary biology.

EBIO 4940. Transfer Coursework. (3 Credits)

EBIO 4960. Special Projects. (1-3 Credits)
Individual studies in a selected field. Open to qualified juniors and seniors with approval of instructor and advisor.

EBIO 4970. Contemp Ecol & Evol Biol I. (1 Credit)
This is the senior capstone experience for departmental majors. Under faculty supervision, students select a research topic in ecology and evolutionary biology, write an expository paper on that topic, and give an oral presentation of their findings. Students also attend departmental research seminars and meet to discuss contemporary issues in ecology and evolutionary biology. EBIO 4970-4980 are required of all departmental majors, and both courses must be completed to receive credit for the capstone experience. EBIO 4970 is offered each fall, and EBIO 4980 is offered each spring. EBIO H5000 Honors Thesis may be substituted for or taken in addition to EBIO 4980 in the spring semester.

EBIO 4980. Contemp Ecol & Evol Biol II. (3 Credits)
This is the senior capstone experience for departmental majors. Under faculty supervision, students select a research topic in ecology and evolutionary biology, write an expository paper on that topic, and give an oral presentation of their findings. Students also attend departmental research seminars and meet to discuss contemporary issues in ecology and evolutionary biology. EBIO 4970-4980 are required of all departmental majors, and both courses must be completed to receive credit for the capstone experience. EBIO 4970 is offered each fall, and EBIO 4980 is offered each spring. EBIO H5000 Honors Thesis may be substituted for or taken in addition to EBIO 4980 in the spring semester.

EBIO 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

EBIO 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

EBIO 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

EBIO 5390. Study Abroad. (1-20 Credits)

EBIO 5970. Capstone Research Seminars. (2 Credits)
Enrollment in EBIO 5970 requires a pre-requisite or co-requisite of an approved research experience involving field, laboratory, or literature research in ecology and evolutionary biology during the junior or senior year.

EBIO 5971. Capstone Research Seminars. (2,3 Credits)
Enrollment in EBIO 5970 requires a pre-requisite or co-requisite of an approved research experience involving field, laboratory, or literature research in ecology and evolutionary biology during the junior or senior year.

EBIO 6030. Field Botany. (4 Credits)
A plant identification course focusing on terrestrial and aquatic flora of Louisiana. Lab field trips include visits to a variety of local exosystems from coastal wetlands to upland forests. Lectures cover botany, taxonomy, and the ecological and evolutionary processes that structure plant communities, with special emphasis on how these topics apply to Louisiana ecosystems.

EBIO 6031. Field Botany Lab. (0 Credits)
Lab section for EBIO 6030.

EBIO 6040. General Ecology. (3-4 Credits)
A survey of the patterns and mechanisms of interaction among all organisms and their environments, including examples of human impacts on the biosphere. Lectures plus two field trips.

EBIO 6045. General Ecology Lab. (1 Credit)

EBIO 6060. Stream Ecology. (4 Credits)
Ecology of freshwater stream environments, including physical forces influencing water flow, sediment and solute geochemistry, and composition and interactions of stream biota. Class Hours: Lectures supplemented by weekly labs, some day field trips, and one weekend field trip.

EBIO 6061. Stream Ecology Lab. (0 Credits)
Lab section for EBIO 6060.
EBIO 6080. Biostat & Experi Design. (3 Credits)
This course will teach students how to interpret statistical data in an evolutionary and ecological context. Special emphasis will be placed on understanding the nature of ecological field experiments, and experimental design. In addition, issues regarding how ecological and evolutionary analyses are perceived in the public media will be discussed. We will cover statistical methods for dealing with such problems (regression, correlation, ANOVA, etc.), and also read papers in ecological and evolutionary journals that highlight statistical issues. The class is designed for students who have not had prior experience with statistics.

EBIO 6090. Invertebrate Paleontology. (4 Credits)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleontology.

EBIO 6091. Invertebrate Paleontology Lab. (0 Credits)
Lab section for EBIO 6090.

EBIO 6110. Tropical Ecology. (3 Credits)
Advanced course focusing on terrestrial ecology covering all tropical ecosystems with an emphasis on Neotropical forests. Ecological topics will be addressed at population, community, and ecosystem levels with an organismal treatment of plants, insects, birds, reptiles, fish, mammals, microbes (fungi and bacteria), and other model organisms.

EBIO 6150. Intro to GIS. (4 Credits)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems in the earth and environmental sciences. (SAME AS EBIO 3150, EENS 3150, EENS 6150.)

EBIO 6151. Intro to GIS lab. (0 Credits)
(Same as EBIO 3151, EENS 3151, EENS 6151)

EBIO 6180. Plants & Human Affairs. (3 Credits)
Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

EBIO 6190. Darwin and Darwinism. (4 Credits)
A consideration of Charles Darwin’s theory of Natural Selection, including the history of evolutionary thought before Darwin’s time, the circumstances surrounding Darwin’s research, and the effect of Darwin’s ideas on the development of contemporary biology. Readings, discussions, and written assignments.

EBIO 6200. Ornithology. (4 Credits)
An exploration of the biology of birds emphasizing their origin, evolution, diversity, zoogeography, functional morphology, behavior, ecology, and conservation. Weekly laboratories and field trips with occasional weekend field trips.

EBIO 6201. Ornithology lab. (0 Credits)
Lab section for EBIO 6200.

EBIO 6210. Vertebrate Morphology. (4 Credits)
Comparative morphology, evolution, and bionomics of representative vertebrates.

EBIO 6211. Vertebrate Morphology Lab. (0 Credits)
Lab section for EBIO 6210.

EBIO 6230. Molecular Evol & Ecology. (4 Credits)
Molecular ecology employs principles of population genetics and phylogenetics to answer questions about organismal diversity, population dynamics, community assembly and macroecology. Having a foundation in molecular evolution and genomics allows for broad topical applications, including the study of infectious diseases, conservation of endangered species, organismal responses to global environmental change, and the evolutionary origins of biological diversity. Students will first learn the principles of molecular evolution, after which they will be introduced to the core techniques used to generate molecular data. Students will learn how molecular data can be developed and analyzed to address questions in ecology and evolutionary biology. It is strongly recommended that students also have taken CELL 2050, EBIO 3080, and EBIO 3040 or have an understanding of genetics, organismal evolution and ecological principles. This class consists of 3 lectures per week supplemented with a weekly lab. (Same as EBIO 6230.)

EBIO 6231. Molecular Evolution & Ecol Lab. (0 Credits)
Lab section for EBIO 6230.

EBIO 6250. Biol of Marine Invertebrates. (4 Credits)
Biology, taxonomy and distribution of the invertebrates with emphasis on the local fauna.

EBIO 6251. Biol of Invertebrate Lab. (0 Credits)
Co-requisite lab for EBIO 6250.

EBIO 6270. Population Ecology. (3 Credits)
Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

EBIO 6271. R Prog for Population Ecology. (1 Credit)
In this course, students will learn the basics of the R programming language and complete computer exercises relevant to the material covered in Population Ecology. The course gives students hands on experience of the workings of simple population models. Students enrolled in Population Ecology (EBIO 4270/6270) are strongly encouraged to enroll.

EBIO 6280. Ichthyology. (4 Credits)
Biology of fish-like vertebrates, including taxonomy, evolution, anatomy, physiology, and biogeography. Class Hours: Lectures supplemented by weekly labs, some day field trips, and one weekend field trip.

EBIO 6281. Ichthyology Lab. (0 Credits)
Lab section for EBIO 6280.

EBIO 6290. Behavioral Ecology. (3 Credits)
This course addresses the ecological and evolutionary causes and consequences of animal behavior, using both proximate and ultimate approaches. Topics include sociality, mating systems, sexual selection, animal movement, signals, behavior and conservation, and cognition.
EBIO 6300. Biol of Amphibians & Reptiles. (4 Credits)
This course will provide an introduction to herpetology, the study of reptiles and amphibians. Topics covered will include the evolutionary history, systematics, physiology, ecology, life history, behavior and conservation of amphibians and reptiles. The course consists of two lectures and a lab or field trip each week. Occasional weekend field trips may also be scheduled.

EBIO 6301. Biol of Amp & Reptiles lab. (0 Credits)
Co-requisite lab for EBIO 6300.

EBIO 6320. Microbial Diversity & Ecology. (3 Credits)
A survey of micro-organisms and their rules in and relationships within their respective ecosystems. (Same as EBIO 3320)

EBIO 6325. Microb Diversity & Ecology Lab. (1 Credit)
Study of powerful methods for designing ecological studies and analyzing ecological data, assuming a knowledge of basic parametric and nonparametric statistics.

EBIO 6340. Ecological Analysis. (3 Credits)
Study of powerful methods for designing ecological studies and analyzing ecological data, assuming a knowledge of basic parametric and nonparametric statistics.

EBIO 6360. Wetlands Ecology. (3 Credits)
This course will introduce students to the occurrence, morphology, hydrology, soils, ecology and regulation of wetlands.

EBIO 6370. Aquatic Autotrophs. (3 Credits)
This course will survey and provide a systematic treatment of the most common autotrophic organisms found in oceanic, coastal, estuarine, and freshwater habitats with particular emphasis on those organisms along the northern Gulf of Mexico.

EBIO 6380. Phylogenetics. (3 Credits)
A consideration of biological homology, species definition, problems of character data analysis, and Hennigian cladistics as a means of reconstructing the evolutionary history of life. The implications of phylogenetic hypothes for biological classification, biogeography, paleontology, comparative ecology, and conservation biology. Seminars, readings, and projects.

EBIO 6430. Entomology. (4 Credits)
In this course we will study the organismal, ecological, and evolutionary biology of insects, while surveying recent literature. In addition to learning about insects as organisms and as integral parts of our ecosystem, we will study the scientific process. This course will discuss how scientists come to reach understanding about nature in general, using insects as our model. Insect collection required.

EBIO 6431. Entomology Lab. (0 Credits)
Lab section for EBIO 6430.

EBIO 6460. BiodivEnvir Informatics. (3 Credits)
This upper-level course explores theory and practice in biodiversity informatics, an emerging field of cyber-enabled discovery and innovation. Topics to be discussed include natural history collection databases and networks, data mining, morphological databases and ontology, digital libraries, phylinformatics, cybertaxonomy, Georeferencing methods and algorithms, GIS and predictive niche modeling. A computer laboratory is a required corequisite.

EBIO 6500. Sharks and Their Relatives. (3 Credits)
Biological of Sharks and Their Relatives is a detailed study of the evolution, ecology, morphology, functional anatomy, physiology, and conservation of the cartilaginous fishes.

EBIO 6550. Shark Paleobiology. (4 Credits)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

EBIO 6551. Shark Paleobiology Lab. (0 Credits)
Lab section for EBIO 6550.

EBIO 6580. Urban Ecology. (3 Credits)
Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the build environment and the natural environment with particular focus on New Orleans and the Gulf coast region.

EBIO 6590. Plant Biol & Adaptation. (4 Credits)
An introduction to the biology of plants, with an emphasis on the aspects of physiology, anatomy, morphology, and ecology that have resulted in their successful adaptation and diversification. Lectures supplemented by weekly labs and occasional field trips.

EBIO 6591. Plant Biology & Adaptation Lab. (0 Credits)
Lab section for EBIO 6590.

EBIO 6660. Special Topics. (4 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

EBIO 6665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

EBIO 6670. Topics in Marine Science. (1-4 Credits)
Reserved for courses offered by LUMCON on a temporary basis or for courses taken at other marine field stations. EBIO 4680/6680 - Topics in Field Biology would be reserved for summer field courses taken at non-marine biological field stations.

EBIO 6672. Marine Field Ecology. (4 Credits)
Relationships of marine and estuarine organisms to environmental factors; interactions among organisms; ecological processes of energy and materials flow, field studies of communities and ecosystems of the Louisiana coastal zone.

EBIO 6673. Marine Fish Ecology. (3 Credits)
In-depth study of the interaction of marine and estuarine invertebrates with their environment. Emphasis will be placed on understanding the functional role of invertebrates and how the environment shapes morphology, physiology and behavior.

EBIO 6674. Marine Invertebrate Ecology. (3 Credits)
In-depth study of the interaction of marine and estuarine invertebrates with their environment. Emphasis will be placed on understanding the functional role of invertebrates and how the environment shapes morphology, physiology and behavior.

EBIO 6676. Wetland Vegetation. (3 Credits)
Identification, taxonomy and distribution of wetland plants. Plant adaptations, vegetation analysis methods, marsh types, community processes and coastal wetland restoration will also be discussed. Class will include lecture, labs and field collection of plants.
EBIO 6690. Experimental Animal Behavior. (4 Credits)
This course provides students the opportunity to design, implement, write-up, and present an independent research project related to animal behavior. Research will be conducted on live animals at the Audubon Zoo or Audubon Park. The course will emphasize general principles of literature review and synthesis; experimental design; the collection; organization and analysis of data; and written and oral presentation of results. The course consists of 3 hours of laboratory per week (at the park or zoo) and 2 hours of seminar per week (on campus). This course fulfills the Newcomb-Tulane intensive writing requirement.

EBIO 6691. Exper. Animal Behavior Lab. (0 Credits)
Lab section for EBIO 6690.

EBIO 6700. Math Models Ecol & Evolution. (3 Credits)
An introductory course in mathematical modeling in biology with emphasis on construction and interpretation of models in ecology. The goals of the course are to provide training in a wide variety of mathematical and computational techniques that are used to describe ecological systems, to learn to construct ecological models and provide instruction in the biological interpretation of mathematical results.

EBIO 6810. EEB Journal Review. (1 Credit)
Discussion of significant new publications in ecology, evolutionary biology, and related fields.

EBIO 6850. Cur Top/Ecol & Evol Biol. (3 Credits)
In-depth examination of a selected topic in ecology and evolutionary biology.

EBIO 6910. Independent Study. (1-4 Credits)
Advanced independent studies in a selected field of biology.

EBIO 6911. Independent Study. (1-4 Credits)
This is a directed study course that allows a graduate student to pursue a topic of particular interest under the direction of a faculty member.

EBIO 6920. Independent Study. (1-4 Credits)
Advanced independent studies in a selected field of biology.

EBIO 6940. Transfer Coursework. (3 Credits)
This course covers the basic concepts and analytical techniques used in both microeconomics and macroeconomics. Topics include: consumer choice; firm profit maximization; product, labor, capital, and financial markets; the short-run and long-run macroeconomic models; aggregate demand and supply; and the determinants of macroeconomic policy.

ECON 1010. Intro to Microeconomics. (3 Credits)
An introduction to theory of prices and the allocation of resources. Topics include the pricing of goods and services, the determination of wages and returns to capital, market structure, and international trade.

ECON 1020. Intro to Macroeconomics. (3 Credits)
An introduction to theory of aggregate income, employment, and the price level. Topics include unemployment, alternative monetary and fiscal policies, and economic growth.

ECON 1940. Transfer Coursework. (3 Credits)
Covers both theory of monetary systems and the current structure of United States financial institutions. General topics to be included are monetary systems, financial intermediation and resource allocation, informational value of economy-wide financial markets, the term structure of interest rates, United States financial institutions and their relation to the federal reserve system, regulatory issues, and current tactics in monetary control.

ECON 3010. Intermed Microeconomics. (3 Credits)
An exposition of modern microeconomic theory. Theory of consumer choice, production cost, product markets, and input markets.

ECON 3020. Intermed Macroeconomics. (3 Credits)
An exposition of modern macroeconomic theory. Theory of national income, employment, and the price level. The role of monetary and fiscal policy in economic stabilization and growth.

ECON 3100. Econ of Money & Banking. (3 Credits)
An introduction to theory of aggregate income, employment, and the price level. Topics include unemployment, alternative monetary and fiscal policies, and economic growth.

ECON 3230. Econometrics. (3 Credits)
A one semester introduction to econometric theory and practice. After a brief review of probability theory and descriptive and inferential statistics, we will lay the theoretical foundation for the most commonly used tool in applied economics: linear regression. Our study of linear regression will be based on the Gauss-Markov conditions. The final portion of the course will cover applications and special cases of linear regression. The course will make extensive use of the statistical software Stata. Corequisite: ECON 3240, Econometrics Lab.
ECON 3240. Econometrics Lab. (1 Credit)
An introduction to the use of a statistical programming language. Students will learn skills such as graphing, regression analysis, and data manipulation. Ways to avoid common mistakes and good programming techniques are also provided.

ECON 3320. Urban Economics. (3 Credits)
A review of the determinants of the location, size, growth, and form of urban areas. Study of the major issues of contemporary urban life: physical deterioration, growth of ghettos, congestion, pollution, transportation, and land use.

ECON 3330. Environ & Natrl Resourc. (3 Credits)
An introduction to the economic theory of how and why people make decisions that have consequences for the natural environment and the availability of renewable and nonrenewable natural resources. Analysis will include valuation of pollution damages and controls, the use of environmental valuations to determine optimal rates of extraction and utilization of natural resources. The course will apply analytical results to current environmental and natural resources issues.

ECON 3340. Government and The Economy. (3 Credits)
An analysis and description of the role of government in the economy with specific applications to the United States. Sources of market failures such as public goods, externalities, and non-competitive practices are discussed. Other topics include theories of public choice, anti-trust legislation, regulation, the pricing of public sector output, and cost-benefit analysis.

ECON 3370. World Economy. (3 Credits)
This course offers a non-technical introduction to the analysis of international economic issues. While we will be primarily interested in developing standard economic approaches to these issues we will also offer a variety of other useful approaches from political science, sociology, and less mainstream parts of economics. Among specific issues to be treated: protectionism, multinational firms, debt crisis, international macroeconomic policy coordination and European integration.

ECON 3420. Econ Hist of U.S.. (3 Credits)
A description and analysis of the principal features of the American economic experience. The colonial relationship with England. The economics of slavery. The industrialization and urbanization of America. Attention also is given to the insight into contemporary problems that can be gained by an examination of our historical experience.

ECON 3500. Economics & Health Care Reform. (3 Credits)
The objective of this course is for students to examine health care issues and reforms from an economic perspective. The course will first provide students with an overview of the U.S. health care system and then discuss important problems associated with U.S. health care markets including high health care costs or the high number of uninsured. Students will use theories and concepts from economics to understand these problems and assess the impact of health reforms. Much attention will focus on various provisions of the 2010 Patient Protection and Affordable Care Act (PPACA). Topics covered will include the expansion of private and public health insurance, the individual mandate, measures to control health care costs and spending, the regulation of the health insurance industry, the politics and ongoing debates surrounding health care reform, and the impact of health care reform on the economy.

ECON 3540. Development Economics. (3 Credits)
An analysis of the problems of generating economic growth in less developed countries. Alternative strategies for promoting economic growth. The impact of the industrialized Western World on the economic development of poor countries.

ECON 3580. Labor & Pop In Lat Amer. (3 Credits)
An examination of labor markets and demographic problems in Latin America. The course explores in depth dual labor markets, labor union activity in Latin America, migration and fertility change. Basic demographic methods to analyze migration and fertility are taught and the demographic experiences of selected Latin American countries reviewed.

ECON 3590. Econ Devlp of Lat Amer. (3 Credits)
An introduction to economic issues that are of particular concern to Latin America. Emphasis is placed on understanding the position of Latin America within the world economy by studying measures of development and poverty, discussing theoretical models of structural economic change, and examining changes in international trading relations. As Economics 3590 is a survey course, it is best taken before ECON 4580 and ECON 4660.

ECON 3610. Games & Strategic Behavior. (3 Credits)
This course provides an introduction to game theory -- the formal study of strategic situations -- and its applications. The course will cover the basic analysis of simultaneous and sequential move games with perfect and imperfect information. This material will be followed by a number of applications which illustrate how the use of game theory can help us to improve our understanding of strategic behavior in economic, political, and social situations.

ECON 3810. Labor Economics. (3 Credits)
A survey and economic analysis of some contemporary labor market issues. Topics include labor force participation and the economics of retirement, the supply and demand for labor, the demand for education and investment in human capital, unions and collective bargaining, the structure of compensation, occupational choice, job turnover and labor mobility, an introduction to theory of job search as well as various other theories of unemployment. The course focuses on theoretical and empirical aspects of labor economics and is only peripherally concerned with institutional, legal or management aspects.

ECON 3880. Writing Intensive: ECON 3890. (1 Credit)
Writing practicum. Fulfills the college writing requirement.

ECON 3890. Service Learning: ECON 3100. (1 Credit)
Students complete a service activity in the community in conjunction with the content of the corequisite course.

ECON 3910. Independent Study. (1-3 Credits)
Independent Study in Economics.

ECON 3920. Independent Study. (1-3 Credits)
Independent Study in Economics.

ECON 3970. Special Studies. (1-3 Credits)
Special Topics in Economics.

ECON 3980. Special Studies. (3 Credits)
Special Topics in Economics.
ECON 3981. Special Studies. (3 Credits)
ECON 3982. Special Studies. (3 Credits)
ECON 4230. Econometrics. (3 Credits)
Building on the statistical techniques learned in Economics 3230, the course concentrates on the principal methods used to correct violations of the basic assumptions of ordinary least squares. ECON 6230 is the master's-level equivalent.

ECON 4250. Decisions Under Uncertainty. (3 Credits)
The theory and practice of decision-making under uncertain conditions. Applications and examples are drawn from the realm of personal, business, medical and environmental decision-making. ECON 6250 is the master's-level equivalent.

ECON 4300. Regulation. (3 Credits)
Provides students with an overview of government regulation and the regulatory process, particularly those regulations focusing on health, safety and the environment. We will use theories and evidence from economics, law and policy to help students answer five questions relating to regulation: Why regulate? How are regulatory rules made? How are regulations enforced? How do we determine whether regulations are successful? What alternatives exist to regulation? Students will have an opportunity to apply what they have learned to a regulatory area of their own choosing. ECON 6300 is the master's-level equivalent.

ECON 4330. Intl Trading Relations. (3 Credits)
An examination of the principles of international trade and the international arrangements that have been established to guide international trade. Specific topics include comparative advantage, the effects of tariffs and quotas, and the substitution of the movement of goods for the movement of capital and labor. ECON 6330 is the master's-level equivalent.

ECON 4410. Topics-Mathematical Econ. (3 Credits)
A mathematical approach to microeconomic theory with an emphasis on static and dynamic optimization. ECON 6410 is the master's-level equivalent.

ECON 4500. Health Econ & Policy. (3 Credits)
Provides an overview of the field of health economics. Economic theories and tools will be used to study behavior and outcomes in health care markets. Institutional features of the U.S. health care system will be examined. General topics include the demand for health care, determinants and consequences of health, medical technology, the role of health insurance, the behavior of health providers, managed care, comparative health care systems and health policy and reforms. ECON 6500 is the master's-level equivalent.

ECON 4510. Adv Top In Macroeconomic. (3 Credits)
Structure and operation of macroeconomic system, covering both closed and open economies. ECON 6510 is the master's-level equivalent.

ECON 4520. Econ Public Expenditures. (3 Credits)
An examination of the economic bases for and evaluation of government expenditure programs. Topics include the rationale for government intervention into the economy, difficulties involved in setting appropriate levels of government activity, and how particular programs should be evaluated and financed. ECON 6520 is the master's-level equivalent.

ECON 4530. Economics of Taxation. (3 Credits)
An analysis of major tax structures used in or proposed for the U.S. Economy. Each tax and the system as a whole will be judged according to the criteria of economic efficiency and tax equity. While emphasis will be national taxes, the local property tax will also be considered. Major alternatives to the present structure will be evaluated.

ECON 4570. Internship. (1-3 Credits)
An experiential learning process. Open only to juniors and seniors in good standing.

ECON 4580. Labor & Pop In L.A.. (3 Credits)
Writing Intensive. An analysis of the economic relation between labor markets, population movements, poverty, and human capital formation. Theoretical foundations are developed and applied in several Latin America contexts.

ECON 4600. Inequality & Poverty Latin Am. (3 Credits)
Latin America is the region with the highest levels of income inequality and where inequality has been most persistent. Through comparative and in-depth country studies this course analyzes the dynamics of income inequality and poverty in the region focusing on the role of markets and the state. The course includes a review of quantitative methods to measure inequality and poverty and the theories and methods to analyze their determinants. Using a qualitative scorecard, students will learn to assess government efforts to reduce inequality and poverty. The course is largely non-technical and open to graduate and undergraduate students in the social sciences. ECON 6600 is the master's-level equivalent.

ECON 4610. Game Theory. (3 Credits)
An introduction to the use of game theory in diverse areas such as modern economic research, political science, sociology, and evolutionary processes. ECON 6610 is the master's-level equivalent, open to graduate students only.

ECON 4660. Sem On Lat Am Countries. (3,4 Credits)
A complement to other courses in the Latin American economics sequence focusing on a particular country or sub-region. ECON 6660 is the master's-level equivalent.

ECON 4810. Economics of Slavery. (3 Credits)
An analysis and description of the economic history of slavery, with particular focus on the United States. Topics include the slave trade, profitability, the efficiency of slave labor, emancipation, slavery and economic growth, the treatment of slaves (diets, housing, and medical care) and demographic effects of slavery.

ECON 4880. Writing Intensive ECON 4961. (1 Credit)

ECON 4910. Independent Study. (1-3 Credits)
Independent Study in Economics.

ECON 4920. Independent Study. (1-3 Credits)
Independent Study in Economics.

ECON 4950. Corporate Finance. (3 Credits)
Study of the sources of funding, capital structure, and decision making of firms.

ECON 4961. Senior Seminar. (3 Credits)

ECON 4962. Senior Seminar. (3 Credits)

ECON 4970. Special Studies In Econ. (1-3 Credits)
Special Topics in Economics.
ECON 4971. Special Studies in Econ. (1-3 Credits)
ECON 4980. Special Studies In Econ. (1-3 Credits)
ECON 4981. Special Studies in Economics. (3 Credits)
ECON 4990. Honors Thesis. (3 Credits)
Honors Thesis in Economics.
ECON 5000. Honors Thesis. (4 Credits)
Honors Thesis in Economics.
ECON 5190. Semester Abroad. (1-20 Credits)
Does not count toward major; must be matched with other ECON elective.
ECON 5380. Junior Year Abroad. (1-20 Credits)
Does not count toward major; must be matched with other ECON elective.
ECON 5390. Junior Year Abroad. (1-20 Credits)
Does not count toward major; must be matched with other ECON elective.
ECON 6010. Adv Topics In Microecon. (3 Credits)
ECON 6070. Intro Mathematical Econ. (3 Credits)
A presentation of the primary mathematical techniques used in modern economics: calculus, linear algebra, and set theory.
ECON 6230. Econometrics. (3 Credits)
Building on the statistical techniques learned in Economics 3230, the course concentrates on the principal methods used to correct violations of the basic assumptions of ordinary least squares. Master’s-level version of ECON 4230. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6300. Regulation. (3 Credits)
This course will provide students with an overview of government regulation and the regulatory process, particularly those regulations focusing on health, safety, and the environment. We will use theories and evidence from economics, law, and policy. Master’s-level version of ECON 4300. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6330. Intl Trading Relations. (3 Credits)
An examination of the principles of international trade and the international arrangements that have been established to guide international trade. Specific topics include comparative advantage, the effects of tariffs and quotas. Master’s-level version of ECON 4330. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6410. Topics-Mathematical Econ. (3 Credits)
A mathematical approach to microeconomic theory with an emphasis on static and dynamic optimization. Master’s-level version of ECON 4410. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6500. Health Econ & Policy. (3 Credits)
Provides an overview of the field of health economics. Economic theories and tools will be used to study behavior and outcomes in health care markets. Institutional features of the U.S. health care system will be examined. Master’s-level version of ECON 4500. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6510. Adv Top In Macroeconomic. (3 Credits)
Structure and operation of macroeconomic system, covering both closed and open economies. Master’s-level version of ECON 4510. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6520. Econ Public Expenditures. (3 Credits)
An examination of the economic bases for and evaluation of government expenditure programs. Topics include the rationale for government intervention into the economy, difficulties involved in setting appropriate levels of government activity. Master’s-level version of ECON 4520. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6530. Economics of Taxation. (3 Credits)
An analysis of major tax structures used in or proposed for the U.S. Economy. Each tax and the system as a whole will be judged according to the criteria of economic efficiency and tax equity. Master’s-level version of ECON 4530. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6580. Labor & Pop In L.A.. (3 Credits)
An analysis of the economic relation between labor markets, population movements, poverty, and human capital formation. Theoretical foundations are developed and applied in several Latin America contexts.
ECON 6600. Inequality & Poverty Latin Am. (3 Credits)
Comparative analysis and in-depth country studies of inequality and poverty in Latin America. Topics include measures of inequality and poverty; causes and consequences of inequality and poverty; and, assessment of public policies and their effectiveness. Master’s-level version of ECON 4600. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6610. Game Theory. (3 Credits)
An introduction to the use of game theory in diverse areas such as modern economic research, political science, sociology, and evolutionary processes. Master’s-level version of ECON 4610. Students should consult with Professor for additional assignments & different grading criteria. Open to graduate students only.
ECON 6660. Sem On Lat Am Countries. (3 Credits)
A complement to other courses in the Latin American economics sequence focusing on a particular country or sub-region. Master’s-level version of ECON 4660. Students should consult with Professor for additional assignments & different grading criteria.
ECON 6680. Economics of Slavery. (3 Credits)
An analysis and description of the economic history of slavery, with particular focus on the United States. Topics include the slave trade, profitability, the efficiency of slave labor, emancipation, slavery and economic growth, the treatment of slaves (diets, housing, and medical care) and demographic effects of slavery.
ECON 6970. Special Topics In Econ. (1-3 Credits)
Special Topics in Economics.
ECON 6971. Special Topics in Economics. (1-3 Credits)
Special Topics in Economics.
ECON 6972. Special Topics in Economics. (1-3 Credits)
Special Topics in Economics.
ECON 6973. Special Topics in Economics. (1-3 Credits)
Special Topics in Economics.
ECON 6980. Special Studies In Econ. (1-3 Credits)
Special Studies in Economics.

ECON 6981. Special Studies in Economics. (1-3 Credits)
Special Studies in Economics.

ECON 7130. Spec Prob In Economics I. (3 Credits)
Special Studies in Economics.

ECON 7140. Spec Prob In Econ II. (3 Credits)
Special Studies in Economics.

ECON 7160. Econometrics I. (3 Credits)
As the first course of the econometrics sequence (the other two are Econometric II (ECON7170) and Econometrics III (ECON7175)), this course mainly aims to cover mathematical fundamentals (probability theory, distribution theory, statistical inference and asymptotic theory) and help the students to prepare for more advanced topics and econometric models for their future independent research.

ECON 7170. Econometrics II. (3 Credits)
This course will begin with an overview of the classic linear regression model. We will cover both finite sample and large sample properties of OLS method, as well as the hypothesis test associated with OLS. We will also discuss the maximum likelihood method (ML), generalized least squares (GLS), endogeneity problem and its solution (instrument variable (IV)), generalized method of moments (GMM), panel data model. We will also briefly introduce the popular logit/probit model and the numerical methods used to estimate them. Finally, we will introduce several useful time series model, such as moving average (MA) and autoregressive (AR) model.

ECON 7175. Econometrics III. (3 Credits)
This course builds somewhat on the content of PhD Econometrics I and II. The course covers methodologies that would be in any applied microeconometricians “toolbox”. These include regression control, instrumental variables, experiments, panel methods, difference-in-differences, and regression discontinuity design. The course will cover the basic theory, applications, and best practices. Students will put this into practice with actual data sets and applications.

ECON 7180. Mathematical Economics I. (3 Credits)

ECON 7460. Urban Economics. (3 Credits)
Introduction to the use of economical analysis tools to examine topics like crime, education, property taxation, transportation, and housing that are of particular interest to urban areas.

ECON 7510. Adv Price Theory I. (3 Credits)
This course presents the main theoretical tools and mathematical modeling techniques used in microeconomics, with particular focus on consumer and producer theory, partial equilibrium analysis and monopoly, and choice under uncertainty.

ECON 7520. Adv Price Theory II. (3 Credits)
Introduction to the main concepts and tools of game theory and mechanism design with the aim to enable students to read original game-theoretic literature and to prepare them to do research in the field.

ECON 7530. Adv Inc and Emp Theory I. (3 Credits)
A one-semester introduction to modern macroeconomic theory. The first part of the course will develop models of growth and optimal growth with alternative micro foundations. The second part of the course will consider models of economic fluctuations including real business cycle models and New Keynesian models. The last part of the course will focus on modern theories of consumption, investment, and unemployment.

ECON 7540. Adv Inc and Emp Theory II. (3 Credits)
Advanced study of the performance, structure, behavior, and decision-making of an economy as a whole.

ECON 7670. Public Finance I. (3 Credits)
Advanced study of the role of government in the economy. Public finance is classically divided into taxation, expenditures, and local public finance.

ECON 7680. Public Finance II. (3 Credits)
This version of the course might be best described as one in “the role of government in markets.” Debates about the role of government increasingly center on the specific ways in which the four main forms of government involvement—expenditures/subsidies, regulation, mandates, and public provision—are designed and implemented. The optimal policy design (i.e., the optimal role of government in these four areas), in turn, depends on the characteristics of the good/service in question.

ECON 7710. Econ Develop. Theory I. (3 Credits)
This course will introduce some of the classic approaches to understanding economic development as a process and then quickly move on to examine the literature on poverty, income distribution, income determination and then look at some special issues, like education, child labor, poverty traps and structural rigidities peculiar to developing countries, and the place of women in development.

ECON 7720. Econ Develop. Theory II. (3 Credits)
This course covers the quantitative analysis of inequality and poverty measures; theories of income distribution; decomposition methods; and, the theory and practice of fiscal incidence analysis. Students will learn theories and methods, and apply them to a particular country.

ECON 7980. Special Studies In Econ. (1-3 Credits)
Special Studies in Economics.

ECON 7981. Special Studies in Econ. (1-3 Credits)
Special Studies in Economics.

ECON 7982. Special Topics in Econ. (1-3 Credits)
Special Topics in Economics.

ECON 7983. Special Topics in Econ. (1-3 Credits)
This course designation is reserved for topics that are not on the regular curriculum taught by regular faculty and for one-time offerings by visitors.

ECON 7990. Independent Studies. (1-3 Credits)
Independent Study in Economics.

ECON 9980. Masters Research. (0 Credits)
Masters Research in Economics.

ECON 9990. Dissertation Research. (0 Credits)
Dissertation Research in Economics.
**Education (EDUC)**

**EDUC 1940. Transfer Coursework. (3 Credits)**
Transfer Coursework.

**EDUC 2010. Teaching Writing Early Childho. (1 Credit)**
This one-credit course focuses on the pedagogy and methods of teaching various genres of writing in PK-3 grade classrooms. In addition to learning the importance of the reading/writing connection, students will learn about effective traits of writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing. Co-requisite or Prerequisite: EDLA 2000 and EDLA 2890 or EDUC 3250.

**EDUC 2940. Transfer Coursework. (3 Credits)**
Transfer Coursework.

**EDUC 3000. Emergent Literacy. (3 Credits)**
Emergent Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of young children, the overall scope of emergent literacy issues - with a heavy emphasis on phonemic awareness/phonics, and guided practice using children's books and appropriate technology for young readers in the classroom. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250. Co-requisite: EDUC 3890-10.

**EDUC 3210. Methods for Teaching ESL. (3 Credits)**
This one-credit course focuses on the pedagogy and methods of teaching various genres of writing in PK-3 grade classrooms. In addition to learning the importance of the reading/writing connection, students will learn about effective traits of writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing. Co-requisite or Prerequisite: EDLA 2000 and EDLA 2890 or EDUC 3250.

**EDUC 3250. Focused Clinical Expernc. (1 Credit)**
This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue teacher certification and/or eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations for a total of forty hours in an early childhood or secondary classroom, participate in online discussions, and complete two classroom diversity-focused reflections. Co-requisite: EDLA 2000.

**EDUC 3260. Classroom Culture & Management. (1 Credit)**
This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations in an early childhood or secondary classroom, participate in online discussions, and complete two classroom management-focused reflections. Co-requisite: EDUC 3410.

**EDUC 3410. The Craft of Teaching. (3 Credits)**
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will explore theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250. Co-requisite: EDUC 3260.

**EDUC 3510. Teaching ECE Sci & Soc Studies. (3 Credits)**
This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. Students will also practice creating and refining age-appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801. Co-requisite: EDUC 3892-01.

**EDUC 3801. Methods Reading Early Child. (3 Credits)**
This course addresses evidence-based approaches for the effective teaching of literacy. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: Phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, the concepts of reading and writing connections, assessment, and content area skills and strategies needed for reading to learn, thinking and written discourse are emphasized. This course includes a practicum placement in a school setting. The Education Candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 and EDUC 3000. Co-requisite: EDUC 3810.
EDUC 3802. Methods Reading Secondary Ed. (3 Credits)
This course addresses evidence-based reading research while studying the effective teaching of content area literacy. An emphasis will be placed on developing adaptations of well-known strategies in addressing disciplinary ways of thinking, reading, and writing in the content areas. Additionally, students will understand and be able to apply the disciplinary literacies associated with vocabulary and comprehension in a variety of disciplines by utilizing assessments and new literacies needed for Twenty-First Century content area instruction. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 with PSYC 3200 strongly recommended. Co-requisite: EDUC 3820 (SEC majors)

EDUC 3810. Practicum Ece Reading. (0 Credits)
Within course (30 hour) zero credit service learning/practicum component for EDUC 3801 Methods of Early Childhood Reading Instruction.

EDUC 3820. Practicum SEC Reading. (0 Credits)
Practicum placement in a school setting; within course for a (30 hour) zero credit service learning/practicum component for EDUC 3802 Methods of Secondary Reading Instruction.

EDUC 3890. Service Learning: EDUC 3210. (1 Credit)
Within course service learning/practicum component for EDUC 3000 Emergent Literacy.

EDUC 3891. Service Learning: EDUC 3810. (1 Credit)

EDUC 3892. Service Learning: EDUC 3510. (1 Credit)
Within course service learning/practicum component for EDUC 3510 Teaching ECE Science and Social Studies.

EDUC 3893. Service Learning: EDUC 3210. (1 Credit)

EDUC 3894. Service Learning: EDUC 3230. (1 Credit)

EDUC 3895. Service Learning: EDUC 3820. (1 Credit)

EDUC 3911. Math in Early Child Classrooms. (3 Credits)
This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through 3rd grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, algebra, probability and statistics, and measurement, data collection and analysis. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510. Co-requisite: EDUC 3890-11.

EDUC 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EDUC 4910. Independent Study. (1-3 Credits)
Independent Study in Education.
EDUC 5110. Methods II English. (3 Credits)
In this seminar and practicum course, candidates will study the various components of the English Language Arts curriculum along with a broad range of research-based instructional strategies, key theories and debates in the field of English education. Topics include strategies for integrating all language arts into the curriculum, lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments. Students will learn how to utilize information technology for instruction, how to align curriculum with state and national literacy standards, and how to integrate strategies for working with diverse populations of students. Course activities include observations in secondary (6-12) English classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5892-11.

EDUC 5120. Methods II Math. (3 Credits)
A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the math content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning using the Understanding by Design model, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field-site classroom, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. A total of 40 clock hours of field experiences are required in the classroom setting. TWO professional development experiences are also required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5890-11.

EDUC 5130. Methods II: Foreign Language. (3 Credits)
A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to foreign language instruction (Latin, French, Spanish, Italian, or German). Topics include lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observations in secondary (6-12) foreign language classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5894-01.

EDUC 5380. Junior Year Abroad. (1-20 Credits)

EDUC 5390. Junior Year Abroad. (1-20 Credits)

EDUC 5890. Service Learning: EDUC 5120. (1 Credit)
Within course service learning/practicum component for EDUC 5010 Secondary Education Methods I.

EDUC 5891. Service Learning: EDUC 5100. (1 Credit)
Within course service learning/practicum component for EDUC 5100 Secondary Methods of Teaching II: Science Methods.

EDUC 5892. Service Learning: EDUC 5110. (1 Credit)
Within course service learning/practicum component for EDUC 5110 Secondary Methods of Teaching English.

EDUC 5893. Service Learning: EDUC 5090. (1 Credit)
Within course service learning/practicum component for EDUC 5090 Secondary Methods of Teaching II: Social Studies Methods.

EDUC 5894. Service Learning: EDUC 5130. (1 Credit)
Within course service learning/practicum component for EDUC 5130 Secondary Methods of Teaching II: Foreign Language.

EDUC 5940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EDUC 6860. Independent Study. (3 Credits)
This course will explore various curriculum models and underlying theories utilized in designing early childhood curriculum, with an emphasis on the Reggio Emilia approach. Participants will examine factors which have influenced curriculum development in Early Childhood Education and determine how certain factors have influenced the development of a variety of curriculum models. Through the Reggio Emilia approach, young children are encouraged to explore their environment and express themselves through many "languages," or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage, and music. Additionally, students in this course will explore the latest research on Social and Emotional Learning and ways to integrate strategies into the early childhood curriculum.

EDUC 6912. Residency Student Teach PK-3. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane’s Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

EDUC 6913. Residency Student Teach PK-3. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane’s Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.
EDUC 6914. Pract Resid Early Child PK-3. (3 Credits)
The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

EDUC 6915. Pract Resid Early Child PK-3. (3 Credits)
The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

EDUC 6916. Residency Student Teach 6-12. (3 Credits)
The yearlong residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6917. Residency Student Teach 6-12. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6918. Practitioner Residency 6-12. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

EDUC 6919. Practitioner Residency 6-12. (3 Credits)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

**Education - Lib Arts (EDLA)**

EDLA 1890. Service Learning -300. (1 Credit)
EDLA 1940. Transfer Coursework. (3 Credits)

EDLA 2000. Education In A Diverse Society. (3 Credits)
Education in a Diverse Society is an introductory course for those preparing for certification to teach. The overarching goal is to catalyze and refine innate skills for developing social change in the context of the current educational systems locally, nationally, and internationally. This course examines the historical, philosophical, sociological, psychological, organizational, and socio-cultural bases of American education and the political influences as they relate to contemporary issues in education in the United States. It is designed to assist students in determining if they want to pursue teaching as a career and it helps prospective teachers to gain a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon reflection, inquiry, and personal involvement in planning an effective and successful career in education. Co-requisite: EDLA 2890 or EDUC 3250.

EDLA 2890. Service Learning: EDLA 2000. (1 Credit)
This course provides opportunities for observation and participation for students who are exploring an interest in teacher certification. Students observe and participate in a variety of school and classroom settings, including urban, suburban, and inner-city schools for a total of twenty hours. Students meet for debriefing sessions during the semester and complete a final project. (Liberal Arts). Co-requisite: EDLA 2000.
EDLA 2940. Transfer Coursework. (3 Credits)
EDLA 3160. Child & Adolescent Lit. (3 Credits)
This course is designed to provide prospective teachers with an overview of the field of children's literature with a focus on works appropriate for children and young adults. The history, philosophy, significant authors and texts, and major genres of children's literature will be explored.

**EMBA (EMBA)**

EMBA 6120. Strategic Info Systems. (2 Credits)
EMBA 6130. Management Control. (1 Credit)
EMBA 6140. Microeconomics. (2-3 Credits)
Examines the key aspects of markets and economic behavior as they relate to managerial decision making. The basics of market supply and demand are developed with emphasis on applications to business decision making. The determinants and role of market structure are examined in relation to business competition, market concentration, and economic efficiency.

EMBA 6150. Financial Accounting. (2 Credits)
Familiarizes students with key financial accounting concepts, methods and terminology and introduces the tools of financial statement analysis. The financial reporting roles of management, auditors and regulators are studied, and students learn how accounting policy choices can influence reported performance and financial position. Students develop knowledge and skills that allow them to read, interpret and analyze financial statements at a basic level and to discuss business issues in accounting terms.

EMBA 6160. Managing People. (2-3 Credits)
As organizations globalize, maintaining an effective workforce internationally and working in global teams can be particularly challenging. This course will consider the critical issues necessary for effectively managing people both at home and abroad and help students understand how to effectively manage in a multicultural setting. We will discuss the critical role that culture plays in shaping the success or failure of an international organization. In addition, we will discuss how the subtle nuances of culture can lead to conflict, especially in multi-cultural teams. We will also explore critical skills for global management: problem-solving and conflict management in multicultural settings and the leadership and management of geographically dispersed teams. Finally, we will discuss the role of HR during mergers & acquisitions.

EMBA 6210. Managerial Accounting. (2 Credits)
Applies the accounting models that support managerial decision-making in an advanced environment. Topics include cost behavior, cost-volume profit analysis, variable costing, differential (incremental) analysis, capital budgeting (with emphasis on the sources of accounting data), and interdivisional transfer pricing. Models are applied to service and merchandising as well as manufacturing environments.

EMBA 6220. Decision Models. (2 Credits)
Examines the art of solving problems under uncertainty. Course topics include descriptive statistics, probability, sampling distributions, confidence intervals, hypothesis testing and simple and multiple regressions. Methods are applied to management problems drawn from marketing, finance, economics, organizational behavior, and operations management.

EMBA 6230. Marketing Management. (2 Credits)
Analyzes the market-driven corporation with respect to the marketing mix (product, promotion, price and distribution strategy) as it applies to consumer and industrial goods and services in the private and public sectors. Emphasis is placed on the application of the marketing mix through real-world projects.

EMBA 6240. Operations Management. (2 Credits)
EMBA 6260. Financial Management I. (2-3 Credits)
This course provides a rigorous introduction to the field of financial economics. The first section of the course develops an analytical understanding of the time value of money concept, and applies it through basic techniques for the valuation of stocks, bonds, and investment projects. Various capital budgeting rules are also discussed in this section. The second section focuses on capital markets including the statistical concepts of covariance and diversification and the capital asset pricing model. The third section introduces capital structure policy and discusses the impact of the different financing choices on risk and required return on firm's equity. This section also introduces the notion of weighted average cost of capital.

EMBA 6270. Financial Management II. (2-3 Credits)
This course builds directly on the material covered in Financial Management I. The course focuses on the key policy decisions made in corporate finance and discusses their impact on firm and shareholder value. The course will include an in-depth analysis of firms' financing choices and capital structure and their role in capital budgeting decisions. The course also introduces the different discounted cash flow valuation techniques for the valuation of corporate cash flows. The last third of the course focuses on options, option pricing, and applications of option pricing in corporate finance including warrant and convertible bond valuation.

EMBA 6280. Business Analytics. (2 Credits)
EMBA 6290. Exec Decision Making. (2-2.5 Credits)
EMBA 6300. Consumer Behavior. (2 Credits)
EMBA 6310. Strategy Formulation. (2-2.5 Credits)
Increases understanding of the functions and responsibilities of general management. It examines the problems that affect the character and success of an entire enterprise, whether an entrepreneurial venture or a multinational conglomerate.

EMBA 6410. Strategy Implementation. (1-3 Credits)
EMBA 6420. Leadership & Ethics. (2-3 Credits)
EMBA 6460. Legal Environ/Business. (2 Credits)
Introduces the basic concepts of contracts, labor laws, discrimination, torts, partnership, corporations, securities, and bankruptcy and gives students an understanding of the relationships between parties in a typical business setting. Tax consequences relative to various entities used in business transactions are also examined.

EMBA 6470. Investments. (2 Credits)
EMBA 7070. Strategic Cost Mgmt. (1-3 Credits)
EMBA 7090. Managing The Global Entr. (2-4 Credits)
Focuses on the structure and processes of management, particularly those of a global organization, and simulates upper-level management activities of the global enterprise. Course objectives include developing an integrated understanding of strategic and operational decision-making in a global enterprise from a general management perspective.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMBA 7100</td>
<td>Seminar: Business Strategy</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7110</td>
<td>Macroeconomics</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7120</td>
<td>Managerial Perspective</td>
<td>(1-2 Credits)</td>
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<tr>
<td>EMBA 7130</td>
<td>Eco Env Global Business</td>
<td>(2-3 Credits)</td>
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<tr>
<td>EMBA 7140</td>
<td>Interpersonal &amp; Group Effectiveness</td>
<td>(1-2 Credits)</td>
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<td>EMBA 7150</td>
<td>Special Topics Mgmt.</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7160</td>
<td>Economics for Managers</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7240</td>
<td>Total Quality Management</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7260</td>
<td>Supply Chain Management</td>
<td>(2.5-3 Credits)</td>
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<td>EMBA 7300</td>
<td>Corp Financial Policy</td>
<td>(1.5-2.5 Credits)</td>
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<tr>
<td>EMBA 7310</td>
<td>Marketing Strategy</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7320</td>
<td>Negotiations</td>
<td>(2-3 Credits)</td>
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<td>EMBA 7340</td>
<td>Executive Course</td>
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<td>EMBA 7350</td>
<td>Project Finance</td>
<td>(2-3 Credits)</td>
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<td>EMBA 7360</td>
<td>Financing Business</td>
<td>(2 Credits)</td>
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<tr>
<td>EMBA 7370</td>
<td>Cases In Finance</td>
<td>(2 Credits)</td>
</tr>
<tr>
<td>EMBA 7380</td>
<td>Intl Business Management</td>
<td>(1-3 Credits)</td>
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<tr>
<td>EMBA 7390</td>
<td>Financial Statement Analys.</td>
<td>(2 Credits)</td>
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Explores the principles and techniques for understanding and interpreting financial statements, including statement comparability, income measurement and disclosure, cash flow analysis, ratio analysis and the disaggregation of ratios, quality of earnings, account analysis, and footnote disclosures. The financial relationships of the accounting model are applied to published financial statements. Cases are used extensively.

EMBA 7410. Change Management. (2 Credits)
Examines the key aspects of leading a successful organizational change. The course analyzes both successful and unsuccessful change management efforts, allowing students to practically apply readings and discussions to individual organizational experiences. The course will build a framework for leading a successful organizational change.

EMBA 7420. New Venture Creations. (2-4 Credits)
EMBA 7430. Global Strategy. (2-3 Credits)
Designed to integrate and summarize all core EMBA course work, this course is based on a global management simulation in which teams of students compete against each other for business success within the global market arena while utilizing "real-world" decision making, strategy formulation, problem-solving, and competitive challenges. Teams must analyze the economic conditions of the simulated global environment, insure smooth production, and understand their products relative to their customers, use accounting data to evaluate results and make decisions, finance operations, determine research and development targets, market products, manage employees and the team and respond to the global competition.

EMBA 7450. Management Communications. (2-3 Credits)
Focuses on the different ways managers communicate within organizations and on the different ways companies communicate with both internal and external constituencies, including employees, shareholders, regulators, the public, etc. The practical emphasis is on student exercises and includes informal individual briefings, formal group presentations, and media events during crisis situations. The course also uses video and print media extensively to illustrate good and poor communication efforts on the part of existing corporations over the past several years, including examples from the oil and chemical industries, the mining industry, the tobacco industry, the accounting/consulting industry, and the wine/beer industry. Additional focus is on cross-cultural communication issues between the U.S., Asia, and Latin America through the use of international cases and various national ad campaigns. Students are encouraged to draw on their experiences and materials from their own backgrounds and companies.

EMBA 7460. Entrepreneurship Mgmt. (2 Credits)
Conveys skills and modes of analysis that will be used directly in initiating or acquiring, managing, and harvesting a new venture. Concepts are also applicable to venturing within an existing corporation. Students will be expected to apply tools and theories learned in functional area core courses and additional knowledge gained from this class to the analysis of cases, a venture feasibility analysis process, and the formulation of a business plan.
EMBA 7470. Cases In Marketing. (2 Credits)

EMBA 7480. Global Marketing. (2 Credits)

EMBA 7490. Project Management. (2 Credits)

EMBA 7510. Portfolio Theory. (1.5-2 Credits)
This course examines the foundations of investment theory and practice. It begins by elaborating the concepts of risk and risk aversion, wealth allocation between risky and risk-free assets, and optimally risky portfolios. The course proceeds to develop various asset-pricing models, paying special attention to the CAPM and APT. The course will also examine the concept of market efficiency and review the empirical evidence for and against efficiency. The second half of the course examines theories and strategies for managing investment portfolios. This includes surveying how securities are actually traded and cleared. It then examines theories of active portfolio management ranging from the Peter Lynch approach to more formal models such as the Treynor-Black model. Issues of asset allocation, extended (e.g. global and real asset) diversification, and investment company organization and policy formation are studied. The course concludes with a study of portfolio performance measurement.

EMBA 7520. Leadership and Ethics. (2 Credits)
This course focuses on leadership and ethics in business and society. Leadership will be analyzed in terms of personal characteristics of great leaders (what are the qualities that great leaders possess and how do we develop those qualities?) and also functional perspectives (what are the most important tasks of leaders in business?). Ethics will be examined in practical ways. Students will consider various philosophical perspectives on business ethics, but the course’s main focus will be peer group conversations about ethical issues. Students will analyze ethical dilemmas and participate in role playing exercises to provoke discussion and cultivate their common sense about ethical challenges. Students will also consider how organizations can prevent misconduct and respond to an ethical crisis. Throughout the course, cultural differences in leadership and ethics will be emphasized.

EMBA 7540. Topics In Managing People. (2 Credits)

EMBA 7550. Performance Management. (2 Credits)
One of the cornerstones of human resource practice in any organization, performance management shifts the common focus on an annual evaluation of employee performance to an ongoing process that includes establishing an organizational climate for success, setting and aligning goals, coaching and developing employees, formally evaluating performance, and linking performance to recognition and rewards. This course will expose students to current thinking, strategies, and evidence-based best practices in these areas of performance management by incorporating perspectives of leading practitioners, consultants, and researchers in the field. The course will be conducted in an interactive and participative manner. Learning will be facilitated through lecture and discussion, case studies, interactive exercises, and student presentations.

EMBA 7560. Pricing Strategy. (2 Credits)

EMBA 7570. Global Business Environmnt. (2-3 Credits)

EMBA 7580. Topics In Adv Leadership. (2 Credits)

EMBA 7590. Corporate Strategy. (2 Credits)
This course is designed to provide experienced executives with practice-oriented, nuanced, in-depth knowledge of the various aspects of the corporate strategy of the firm. “Corporate strategy” means managing the firm’s scope – in other words, managing a corporation as a portfolio of businesses: What business units should the company have in order to maximize the shareholders’ value? How should it acquire new lines of business? How should it divest the units it no longer wants? What should be the extent of the units’ autonomy? In this class, students will improve their understanding of what makes a portfolio of businesses under a single corporate umbrella more or less valuable. Students will also develop and hone the decision-making tools for properly structuring and executing acquisitions and alliances under different business situations.

EMBA 7610. Options. (2 Credits)
This course will develop state-of-the-art quantitative tools for evaluating large, complex investment projects that cannot be evaluated in a satisfactory manner with standard discounted cash flow techniques. Issues covered include risk-adjusted probability measures and an introduction to modeling project cash flows as financial options. The course will also address financing and distribution policies and restructuring strategies with a special focus on the energy industry. The second half of the course will include valuing capital projects using discrete time and continuous time option pricing models. Special attention will be paid to actual and strategic real option problems in energy finance such as off-shore exploration and power plant management. (2 credit hours)

EMBA 7620. Corp Risk Management. (2 Credits)
Corporations face a variety of risks including interest rate risk, commodity price risk, foreign exchange rate risk, counterparty default risk and political risk in addition to the usual business risks of their chosen fields of operation. This course analyzes the corporate decision to hedge (or not to hedge) focusing on how these decisions maximize shareholder value. The course explores ways in which firms manage their exposure to product market and financial risk and provides a balanced treatment of commodity price, interest rate, and currency risks. Topics include swaps, financial futures, FRAs, options and other recent innovations in the derivatives markets. The issue of counterparty default risk and risk management approaches such as VAR (value-at-risk) are also studied.
EMBA 7630. International Finance. (1-3 Credits)
EMBA 7640. Service Mktg Global Econ. (2 Credits)
EMBA 7650. International Marketing. (2-3 Credits)
EMBA 7660. Managing Innovation. (2 Credits)
This course provides experienced executives with practice-oriented, powerful analytical frameworks for better managing their company’s innovation process and increasing its success rate of bringing innovations to market. “Managing innovation” means creating effective internal processes to sense innovation trends, to invest in the “right” portfolio of innovation projects, and to better understand the factors causing innovations to succeed or fail in the market. How can companies sense future innovations and shape these innovation opportunities to their advantage? Which projects should we invest in to create a portfolio that balances our company’s needs for both short-term profits and long-term growth? What implications do disruptive technologies have for our company and its industry? How likely is an innovation to restructure the basis of competition in our industry and threaten our current competitive advantage?

EMBA 7690. Int’L Business Law. (2 Credits)
EMBA 7920. Independent Study. (2-3 Credits)
EMBA 7960. Global Business Project. (1 Credit)

Emergency Management (EMMT)

EMMT 6001. Intro to Emergency Management. (3 Credits)
This course will be an advanced examination of modern emergency management concepts, trends nationally and internationally, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of emergency management policy and procedures in the United States and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Additionally, case studies will be examined to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

EMMT 6002. Health & Med Issues in EM. (3 Credits)
An advanced study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to a crisis including biological, radiological, nuclear events and emergencies are described. Students will focus on innovative response and recovery including long term public health recovery issues methods for integrating medical, public health, and psychological processes into emergency management.

EMMT 6003. Approaches- Counter Terrorism. (3 Credits)
Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

EMMT 6004. Business Continuity. (3 Credits)
With global business stretched across extended supply chains, productivity has increased, but it has come at a cost of increased vulnerability. Businesses cannot afford to be unprepared for traditional and emerging threats. Business continuity is a fast-growing area of emergency and security management focused on the private sector. This specialty works to ensure continuous business operations before, during, and after disasters or other normal disruptions. It is designed to provide strategies tied to national and international standards for the development of detailed business continuity plans. Students will discuss managing disruptions, maintaining continuity of critical operations, and mitigating losses that occur when interrupted. Based on the all-hazard framework, students will learn about the current threats, including political instability and cyber attacks. Regardless of the impetus for such disruptive events, students will be prepared to train employees to both mitigate and recover from such events. Students will also discuss best practices in the ongoing recovery efforts after an event.

EMMT 6005. Risk Mgt & Threat Assessment. (3 Credits)
This course examines the concepts, methods, and practices associated with risk management and threat assessment from an all-hazard perspective. Students will learn how to conduct hazard and risk analysis for both the public and private sectors. This course will include identifying and profiling hazards, analyzing and assessing hazard risk developing tactics to manage risk, examining multiple risk assessment tools, and communicating risk to the public. Participants will examine critical infrastructure sectors and associated interdependencies, cascading consequences, and shared vulnerabilities. Students will perform their own risk analysis and develop recommendations for policy makers as part of this curriculum.

EMMT 6006. Emergency Planning. (3 Credits)
Through a whole-community approach, this course provides an in-depth analysis of the processes and methods used throughout the entire federally-designated preparedness cycle. Planning is the backbone of the emergency management process. Steps required to develop a comprehensive emergency plan from the strategic, tactical, and operational approach will be discussed. Students will learn the skills to complete plans, develop training programs, and write after action reports and improvement plans. This course prepares students to develop plans that address vulnerabilities and promote community resiliency. Students will complete a draft plan for a local community organization as part of this curriculum.
EMMT 6007. Disaster Communications. (3 Credits)
This is an advanced examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Course content includes reviews of emergency management policy and procedures in the U.S. and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies are used to examine examples of effective and ineffective plans, responses, and recoveries from natural and technological disasters.

EMMT 6008. Cyber Threats and Homeland Sec. (3 Credits)
“Cyberspace” has become a pervasive presence in modern society, and a healthy functioning cyberspace is elemental to our economy and to national security. Along with benefits, however, there exists threats and malicious actors who seek to exploit cyberspace vulnerabilities, and, in doing so, threaten critical infrastructure and threaten National Security. This course will study the nature of cyber threats, including computer and digital crimes, information warfare and cyber terrorism, and related threats to personal, organizational, economic and national security. Students will gain an understanding of the variety and nature of cyber threats including digital espionage, computer breaking, computer hacking, malware, communications eavesdropping, forgery, disruption to information flow, electronic bombs, cyber war and the growing presence of terrorist organizations on the internet. This course will also review countermeasures and a protection methodology to cyber threats, cyber security investigations, evidence gathering, and legal challenges. Lastly, this course will review current and national policies for securing cyberspace and the impact of cyber security on privacy and civil liberties.

EMMT 6009. Emergency Management Admin. (3 Credits)
Modern emergency managers are required to perform an ever-increasing number of administrative tasks. Their workload exceeds activities associated with operational emergency management. This course provides students the skills required for those tasks, including grant management and principles of managing an effective staff. Students will develop the capabilities necessary to successfully complete these administrative requirements.

EMMT 7001. Sport/Event Security and Respo. (3 Credits)
Concerts, athletic contests, and other large scale public events are under an increased man-made threat. Officials and first responders face the task of protecting the public while allowing for these types of events to continue. This class will examine the full range of issues that must be considered as plans for safety and security are developed. In addition, students will learn specialized planning and tactics required for coordinating a response to an emergency in this environment.

EMMT 7002. Leadership, Influence, and Dec. (3 Credits)
Emergency management practitioners must use leadership and influence effectively to lead organizations and their community in planning for, preventing, and responding to emergencies. This type of leadership encompasses vision, direction, coordination, and motivation toward achieving emergency management goals. Leadership skills are necessary whether dealing with senior agency officials, emergency management partners, or the public. A lack of leadership during an emergency can result in the loss of life, property, and the public trust. This course will expose students to the major factors, theories, and strategies for leadership, influence, and decision making. The traits, skills, and behaviors of effective leaders will also be discussed.

EMMT 7900. Emergency Management Capstone. (3 Credits)
This course synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of their emergency management studies. Students will integrate and apply key concepts through a community-based project, developing a proposal and conducting this project at a public or non-profit sector entity. At the end of the semester, the project will be presented both to the chosen organization and classmates. Students will integrate critical decision-making skills with a unique and local hands-on learning experience. A written report documenting all aspects of the project will be presented for faculty approval.

Energy (ENRG)

ENRG 4001. Energy Seminar. (3 Credits)
The course will focus on the opportunities and challenges for businesses operating in a low carbon environment. What are the strategies that businesses will pursue and what are the consequences of those strategies? The course will examine California's strategy to reduce carbon output by fifty percent by 2030. How does that strategy affect the state's economy and energy companies such as Pacific Gas and Electric? Students will learn how to develop and apply these strategies and others within the context of a case study involving Louisiana's attempt to reduce its carbon footprint. The course will feature speakers that are C-suite corporate executives, sustainability experts, and environmental advocacy experts.

ENRG 4100. Energy Mrkts Econ & Policy. (3 Credits)
The course covers a range of energy-related topics including major challenges and policy issues facing the industry, history of the industry, company profiles and strategies, energy economics, energy regulatory environment, energy markets, energy technology, and the environment and sustainable development. An executive speaker series is an integral component of the course. Students must complete a group paper and presentation as well as an individual paper on energy subject jointly agreed to by the professor and the student. Prerequisites: ECON 1020; sophomore standing or above.
ENRG 4110. Energy Financial Modeling. (3 Credits)
This course makes the connection between learning textbook Finance principles and solving real-world business problems. The course translates textbook Finance into a practical set of tools for solving actual business problems. The course focuses on applications in the energy industry, with an emphasis on financial modeling of exploration and production (E&P) companies. The course provides students a patterned map for solving common financial models with spreadsheets. Class members will examine each model and the professor will guide each student, step-by-step, through the model and show how it can be solved in MS Excel. Areas covered include financial statement analysis, cash flow analysis, and valuation for E&P companies. The applications are particularly appropriate in equity research and investment banking for energy companies. The course will cover Visual Basic applications. Students must have a good grasp of Excel before taking this class. Prerequisites: FINE 3010, MGSC 3010.

ENRG 4200. Energy Fund & Trading. (3 Credits)
This course will cover the fundamentals of energy production, transportation, refining and related marketing and trading activities. Structure of physical and financial markets, risk management practices, and portfolio modeling will be covered. The course will include interactive trading in the university’s new state-of-the-art trading facility, which will focus on the futures market of the New York Mercantile Exchange (NYMEX) to test student developed trading strategies, market-to-market models, options and risk management tactics used in today's fast-paced energy trading environment. Prerequisites: FINE 3010, MGSC 3010; junior standing or above.

ENRG 4410. Special Topics. (1-3 Credits)
This course provides an overview of the economic principles used in analyzing energy markets and environmental issues important to this sector. Students in this class will learn to apply fundamental tools of micro and macro-economics to study business and public policy issues involved in oil, natural gas, and electric industries including renewable energy sources. The course will cover the fundamentals of externalities in the energy industries and how to evaluate the impact of various environmental policies. They will evaluate incentives compatible mechanisms and efficient environmental regulation design. Students will study a numbers of industry specific cases and critically analyze typical problems in each industry. Students will apply economic reasoning to unravel popular fallacies and doomsday scenarios such as peak oil, fallacy of common-use resources, technical vs. economic potential of energy technologies, and others. Prerequisites: ECON 1010, ECON 1020; Corequisite: ENRG 4100.

ENRG 4610. Energ Trd: Elec Power Markets. (3 Credits)
This course covers the fundamental concepts necessary to maintain and operate an efficient, wholesale electric power market. Through in-class simulations, students will apply concepts from operations management, economics, risk management, and negotiations to manage physical and financial power portfolios. Lecture topics will include deregulation/industry segmentation, security constrained economic dispatch (including unit commitment and scheduling), locational marginal pricing, resource development (including traditional thermal and renewable resources), and contract negotiation. Instructor-led case studies will review historic successes and failures of deregulated energy firms. Successful completion of this course will provide students with a firm understanding of electric power market operations and portfolio management. Prerequisites: ENRG 4100 or ENRG 4110 or ENRG 4120 or instructor approval.

ENRG 4710. Energy Portfolio Management. (3 Credits)
This course teaches students how to select and analyze companies in the Energy sector and use this knowledge to study and build investment portfolios of energy assets (an Energy sector fund). After taking this course, students should be able to apply to Energy stocks the same key investment concepts and theories that asset management professionals use. Students will learn how professional equity analysts value energy companies; be able to accurately calculate and interpret key qualitative values and evaluate energy assets; apply stock selection criteria to identify investments suitable for an energy sector fund; study and build portfolios using different energy assets and investment styles; and evaluate portfolios against benchmarks and other metrics, including expected return, risk, and other financial measures. Prerequisites: FINE 4110, FINE 4120.

ENRG 4730. Energy Investment Banking. (3 Credits)
Energy Investment Banking is a course that is intended for those students who wish to be introduced to, learn about, and implement the concepts and methodologies of energy investment banking as currently practiced in the investment banking industry. It builds on the core Finance topics covered in Financial Management. The course will cover corporate financial strategy in the context of capital raising alternatives available to actual E&P and Oilfield Services companies that operate in the energy industry. It will also cover key concepts and methods of valuing energy companies, and analyzing, proposing, and completing financing for energy companies. The financing types that students will examine and thoroughly discuss will include initial public offerings, follow-on equity offerings, merger and acquisition engagements, long-term debt issuance, and strategic financial advisory services. Students will be required to develop, present, and discuss financing alternatives for selected companies operating in the energy space. Prerequisites: FINE 3010, MGSC 3010.

ENRG 4880. Writing Intensive: ENRG 4100. (1 Credit)
ENRG 4890. Service Learning: ENRG 4411. (1 Credit)
ENRG 4910. Independent Study. (1-3 Credits)
ENRG 5390. Junior Year Abroad. (1-20 Credits)
ENRG 6000. Intro to Energy Finance. (3 Credits)
This course provides an introduction to the energy industry and energy finance. A team of faculty members lecture on various topics and supervise field trips to energy facilities in southern Louisiana. The course is taught in conjunction with ENRG 7110 Energy Modeling, and the two courses are coordinated to ensure that students have a good foundation in energy industry fundamentals and financial modeling and analysis. It also includes career development workshops to help students with their preparation for job searches. An Excel/VBA lab is a required component of the course.
ENRG 7100. Energy Mktgs, Inst & Pol. (3 Credits)
This course covers a range of energy-related topics including major challenges and policy issues facing the industry, history and structure of the industry, company profiles and strategies, energy economics, energy markets, energy regulation, energy technology, and sustainable development. Faculty associated with the Tulane Energy Institute will lecture on the history, structure, and economics of the energy sector and its importance in the growth of modern economies. The course also includes a series of presentations by industry participants including energy economists, sell-side analysts, industry regulators, upstream oil and gas operators, midstream and downstream participants, as well as representatives of the myriad companies that provide services to the direct participants.

ENRG 7110. Energy Modeling. (3 Credits)
This course familiarizes students with the quantitative aspect of energy fundamentals and the use of computer modeling as a tool for analyzing and solving energy-related problems. It introduces company analysis, capital structure, valuation, and portfolio management. The course also acquaints students with the job roles of an equity analyst and the discipline of analyzing and forecasting a company's finances. The goal of the course is to provide students with the skill set necessary to analyze a company, understand its business and performance from both qualitative and quantitative perspectives, value the company, and evaluate that value relative to a peer group. The oil and gas industry, specifically the exploration and production (E&P) subsector is used as a medium to give students tangible experience in company analysis and financial modeling. The course considers the subject matter from both top-down and bottom-up approaches. The course focuses on the E&P sector to introduce students to macro-analysis, industry analysis, peer analysis, and company analysis. Students learn how to analyze the qualitative aspects of analysis in terms of news flow of an industry and the individual companies within it, and the quantitative aspects of an industry, i.e., valuation techniques and relative value analysis. Excel and VBA are the primary computer tools employed in the course. Students are expected to develop proficiency in the use of Excel and VBA.

ENRG 7120. Energy Data Analysis. (3 Credits)
This course emphasizes the analysis of different forms of quantitative data in energy markets, energy production, demand, and supply. The course introduces various interpretive analytic approaches, explores their uses, and guides students in applying them to energy data. The danger of using quantitative methods lies in the lack of fundamental understanding of the justification for the use of a procedure, how to use it correctly, and how to properly interpret results. This course addresses these pitfalls. The course covers the process of extracting meaning from data to support evaluation and decision making by using modern spreadsheet technology such as Microsoft Excel. The class explores data sets from Thomson Reuters and LIM and covers their key technical charting tools, employs statistical thinking to provide understanding of the variation in data, and draws insights into relationships that may exist among underlying factors. The course also covers the basics of cash flow analysis and introduces the elements of financial data interpretation.

ENRG 7130. Energy & Environ Economics. (3 Credits)
This course provides an overview of the economic principles used in analyzing energy markets and environmental issues important to this sector. Students in this class will learn to apply fundamental tools of micro and macro-economics to study business and public policy issues involved in the oil, natural gas, and electric industries including renewable energy sources. The course will also cover the fundamentals of externalities in the energy industries and how to evaluate the impact of various environmental policies. They will evaluate incentive compatible mechanism and efficient regulation design. The course goal is to have students critically analyze typical problems in the energy sector. They should be able to apply these skills and economic reasoning to unravel popular fallacies and doomsday scenarios such as peak oil, fallacy of common-use resources, and technical vs. economic potential of energy technologies.

ENRG 7200. Energy Fund & Trading. (3 Credits)
This course covers the fundamentals and technical information and techniques needed to begin trading in the energy markets. Structure of physical and financial markets, electronic trading tools and techniques, and the associated risk management practices are covered. The course includes interactive trading in the Freeman School's state-of-the-art trading room, which focuses on the futures market of the New York Mercantile Exchange (NYMEX) to test student-developed trading strategies, mark-to-market models, and risk management tactics used in today's fast-paced energy trading environment.

ENRG 7210. Energy Actng & Valuation. (3 Credits)
This course covers the fundamentals of the oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions are followed through to their ultimate impact to a public E&P company's external financial statements. Students are able to understand the immediate impact of various decisions on a company's cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

ENRG 7220. Energy Accounting & Financing. (3 Credits)
This course covers the fundamentals of the oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions are followed through to their ultimate impact to a public E&P company's external financial statements. Students are able to understand the immediate impact of various decisions on a company's cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

ENRG 7300. Adv Energy Trading & Finance. (3 Credits)
The course covers advanced energy trading techniques, including technical analysis, electronic trading algorithms, and the trading of energy derivatives. In addition, the course considers the use of energy derivatives in the area of energy finance, valuations, planning, credit and risk management, and interactive trading in the school's state-of-the-art trading facility.

ENRG 7310. Adv Energy Trading & Finance. (3 Credits)
The course covers advanced energy trading techniques, including technical analysis, electronic trading algorithms, and the trading of energy derivatives. In addition, the course considers the use of energy derivatives in the area of energy finance, valuations, planning, credit and risk management, and interactive trading in the school's state-of-the-art trading facility.
ENRG 7500. Energy Risk Management. (3 Credits)
The course balances both the qualitative and the quantitative aspects of the risk in energy markets. The course begins with a broad qualitative look at risk scenarios. For a qualitative perspective, the course draws heavily from Foundations of Energy Risk Management (FERM) and from Managing Energy Risk (MER). For the quantitative aspects such as forwards, MR Models and options, the course relies primarily on Energy and Power Risk Management (EPRM) and Energy Risk (ERVM). Topics covered include the economic impacts of pricing and investment decisions in these industries, privatization of publicly-owned energy assets, regulation of monopolies and antitrust, the transportation and storage of energy commodities, and the economics of renewable energy sources. Major policy trends related to energy production and use, such as deregulation, climate change, and environmental impacts, are critically analyzed. The course focuses on risk management applications from the perspective of an energy company.

ENRG 7610. Trading: Wholesale Elec Mkt. (3 Credits)
This course covers the fundamental concepts necessary to maintain and operate an efficient wholesale electric power market. Through in-class simulations, students will apply concepts from operations management, economics, risk management, and negotiations to manage physical and financial power portfolios. Lecture topics will include deregulation/industry segmentation, security constrained economic dispatch (including unit commitment and scheduling), locational marginal pricing, resource development (including traditional thermal and renewable resources), and contract negotiation. Instructor-led case studies will review historic successes and failures of deregulated energy firms. Successful completion of this course will provide students with a firm understanding of electric power market operations and portfolio management.

ENRG 7730. Energy Investment Banking. (3 Credits)
Energy Investment Banking is intended for students who wish to be introduced to, to learn about, and to implement the concepts and methodologies of energy investment banking as currently practiced in the investment banking industry. It builds on the core finance topics covered in financial management. Corporate financial strategy will be covered in the context of capital raising alternatives available to actual E&P and oilfield services companies operating in the energy industry. Concepts and methods of valuing energy companies and analyzing, proposing, and completing financing for energy companies will be covered. The financings that will be examined and thoroughly discussed include initial public offerings, follow-on equity offerings, merger and acquisition engagements, long-term debt issuance, and strategic financial advisory services. Students will be required to develop, present, and discuss financing alternatives for selected companies operating in the energy space.

ENRG 7820. Energy Projects II. (3 Credits)
Students work in teams on energy projects sponsored by faculty and energy industry executives. Each team is expected to analyze and research an energy industry issue and to prepare written project reports, presentations, or cases. The final project reports, presentations, and cases are evaluated by the project sponsors. This course is offered during the spring semester.

ENRG 7920. Energy Seminar. (3 Credits)
This course focuses on the role of sustainable development in energy use and its impact on the electric power industry. The first part of the class looks at what the trend of energy use means and how it might transition to a more sustainable pattern of use. The second part of the class provides an in-depth analysis of the power sector and how the demand for renewable power is changing the way the industry operates. Particular attention will be paid to alternative methods of dispatch, pricing, and regulatory strategies in ISO/RTO markets to better integrate renewable power. Students will gain exposure to current power industry developments including: generation and operation planning models, renewable mandates, transmission planning issues, smart grid devices, market rule differences among various power markets, and rate design for demand side programs. Students will research opportunities and challenges for sustainable development in energy use and present case studies in class.

ENRG 7960. Independent Study. (1-3 Credits)
Independent study. Energy.

ENRG 8010. Energy Economics and Markets. (3 Credits)
This course discusses global and national markets for oil, natural gas, coal, and renewable energy; examines public policies affecting energy markets including taxation, price regulation and deregulation, and investigates energy efficiency and energy security. Its objective is to help students to develop an understanding of the underlying economics of energy demand, energy supply, energy market structure, energy price mechanisms, and the relationships among energy and politics.

ENRG 8020. Economics of Energy, Env & Mkt. (3 Credits)
The curriculum is aimed to enable students to systematically grasp basic concepts, basic principles and basic analysis methods of climate economics, environmental economics, and energy economics. Keep abreast of the latest developments and major research directions in the current economics on energy, environment and climate change, new ideas, new methods and new dynamics in various relevant directions; develop the ability to solve practical problems to some extent, and lay a solid foundation for future research and innovation in the field of energy and environmental management.

ENRG 8030. China Enrg System & Transition. (3 Credits)
This course aims to help students understand the changing trends of the energy sector, the transformation of the energy system and the logic of the evolution of China's energy system by learning basic concepts, theories and methods of energy transition and energy systems. It also aims to provide the “big energy” system thinking and analytical framework for students to understand the trends of China’s energy industry in the process of technological change and energy transition.

Engineering Physics (ENGP)

ENGP 1005. Intro Electronics with Lab. (3 Credits)
Introductory course designed for high school students enrolled in the TSSP summer program.

ENGP 1010. Intro to Maker Space. (3 Credits)
The course will focus on practical application and a “hands-on” lab approach to learning design software and creating working models using the tools of the MakerSpace. Limited to high school students.
ENG 1015. Intro to Engineering Design. (3 Credits)
The objective of this course is to introduce high school students to the product design process. Through team projects geared toward creating physical solutions for real world problems, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Daily lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally students will gain experience with computer-aided design and be provided an introduction to rapid prototyping. This will be a 2 week course, and will only be open to high school students.

ENG 1410. Statics. (3 Credits)
Statics of particles and rigid bodies. Concepts of force, moments, free body diagrams, equilibrium and friction with engineering applications. Prerequisites: PHYS 1310.

ENG 1940. Transfer Coursework. (3 Credits)

ENG 2010. Electric Circuits. (3 Credits)
A fundamental course dealing with electric charge, current, voltage, power, energy, and passive and active circuit elements. Response of linear circuits to steady state and time dependent signals, differential equations, circuit laws, network analysis, frequency response, phasors, and transfer functions. Prerequisites: MATH 1220, PHYS 1320.

ENG 2011. Electric Circuits Lab. (1 Credit)
This course is intended to provide an understanding of the basic principles of electronics, including the design and application of electronic projects to real-world objectives. The course will focus on practical application and a “hands-on” lab approach to electronics. Some computer programming will also be included.

ENG 2020. Computing Concepts & App.. (4 Credits)
This course introduces students to the foundations of algorithm development and programming, the basics of matrix algebra, numerical analysis, and solving ordinary differential equations.

Lab for ENG 2020.

ENG 2310. Product & Experimental Design. (3 Credits)
The objective of this course is to introduce students to the design process as they are starting their engineering studies. Through team projects geared toward translating bench research into product development, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Weekly lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally, in the context of product and experimental design, students will gain experience with computer-aided design and be provided an introduction to statistics. Course restricted to ENGP and PHYS majors, or by permission of the instructors.

ENG 2311. Product & Experimentl Dsgn Lab. (0 Credits)
Lab section for ENG 2310.

ENG 2420. Engineering Dynamics. (3 Credits)
Kinematics and kinetics of particles and rigid bodies. Work-energy and impulse-momentum methods applied to particles and rigid bodies. Mechanical vibrations. Prerequisites: MATH 1220 and ENGP 1410.

ENG 2430. Mechanics of Materials. (3 Credits)
Concepts of stress and strain. Generalized Hooke’s Law. Mohr’s circle. Formulations for axial, shear, bending, torsion, and combined stresses applied to tension members, pinned points, symmetric and unsymmetric beams, and shafts. Euler buckling criteria for columns. Prerequisites: ENGP 2410, MATH 1220.

ENG 2890. Service Learning: ENGP 2430. (1 Credit)
This course fulfills the lower division service learning requirement. See the advisor for Engineering Physics. PHYS 2910 may be substituted for this.

ENG 2940. Transfer Course Work. (3 Credits)

ENG 3120. Materials Science & Engr. (3 Credits)
The structure and properties of engineering materials are considered. Coverage includes basic atomic and microscopic structure, testing methods, phase relationships, and strengthening techniques. Emphasis is placed on common industrial materials. Thermodynamics and kinetics aspects of material science are discussed. Prerequisites: CHEM 1070, CHEM 1080, PHYS 1310, PHYS 1320, MATH 2210.

ENG 3170. Computnl Physics & Engr. (3 Credits)
An introduction to the use of computational methods in physics and engineering. Writing computer code and using data visualization techniques to solve experimental and theoretical problems. Data analysis and modeling. Monte Carlo simulations, numerical differentiation and integration, ordinary and partial differential equations, electrowastics, nonlinear dynamics and chaos, fast Fourier transform, noisy signal processing, quantum spectra, thermodynamics. Prerequisites: PHYS 2390 and MATH 2210 or 2240.

ENG 3230. Quantum information Sci & Eng. (3 Credits)
This survey course introduces students to the new world of quantum information, quantum communication, and quantum computing. The course is intended for advanced undergraduates and beginning graduate students in physics, engineering, and mathematics. Topics include: Quantum states, operators, and linear algebra; Bits and qubits; Ensembles and density operators; Unitary transformations; Gates and circuits; Information and entropy; POVM measurement; Multiparticle systems; Bell inequality, Bell states, and non-locality; Measures of entanglement; Quantum communication and cryptography; Teleportation; Superdense coding; Quantum noise and error correction; Classical and quantum computational complexity; Quantum algorithms: Deutsch-Jozsa, Grover, Shor, DiVincenzo criteria; Physical realizations of quantum computers: trapped ions, solid state qubits; Quantum optics and quantum internet; Topological quantum computation; Quantum biology.

ENG 3290. Computational Materials Scienc. (3 Credits)
Computational Materials Science and Engineering: This course will cover theories, implementations, and applications of common quantum mechanical software for computational study of materials. State-of-the-art computational methods will be introduced for materials research with emphasis on the atomic and nano scales and hands-on modeling on PCs and supercomputers. The class is aimed at beginning graduate students and upper level undergraduate students, and will introduce a variety of computational methods used in different fields of materials science. The main focus is quantum mechanical methods with a short overview of atomistic methods for modeling materials. These methods will be applied to the properties of real materials, such as electronic structure, mechanical behavior, diffusion and phase transformations. Computational design of materials using materials database via high-throughput and machine learning methods will also be covered.
ENGP 3350. Kinetics of Material Systems. (3 Credits)
This course covers all aspects of kinetics in material systems. Topics include thermodynamics, steady state and time dependent diffusion, phase transformations, statistical mechanics, structure evolution, boundaries and interfaces, solidification, and precipitation effects.

ENGP 3360. Structure of Materials. (3 Credits)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures; specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

ENGP 3370. Processing of Biomaterials. (3 Credits)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.

ENGP 3380. Materials for Energy. (3 Credits)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniques used for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/anabolism to biomass conversion, and magnetohydrodynamics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

ENGP 3430. Prof Develop Engineers I. (2 Credits)
This course is designed to inform students in engineering physics of the wide variety of career paths available in engineering and related fields, and help with development of professional skills essential for building a productive and fulfilling career. Overview of career profiles, portfolio building, elements of project management, economic analysis, professional certifications, intellectual property, entrepreneurship, ethics, research and professional communication.

ENGP 3440. Prof Develop Engineers II. (1 Credit)
This course is designed to inform students in engineering physics of the wide variety of career paths available in engineering and related fields, and help with development of professional skills essential for building a productive and fulfilling career.

ENGP 3530. Advanced Laboratory I. (3 Credits)
Advanced experiments in modern physics and engineering, particularly nuclear physics and engineering, emphasizing research techniques and analysis of data using computers. Prerequisites: PHYS 2350 or approval of instructor.

ENGP 3560. Photonic Materials & Devices. (3 Credits)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research. Prerequisites: PHYS 2350 and PHYS 2360 (or equivalent) or instructor approval.

ENGP 3600. Nanoscience & Technology. (3 Credits)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world's economy and society as the industrial-and microelectronics- revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently. Prerequisites: PHYS 2350.

ENGP 3620. MicroFab and Nanotech. (3 Credits)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics and electromagnetism to practical nano/microfabrication processes and techniques. This course is open for the introduction of this interdisciplinary engineering field, using examples and design projects drawn from real-world N/MEMS applications. Lectures will cover nano/micro-fabrication technologies, material properties at different scaling, physical principle and behaviors of nano/microstructural behavior, piezoresistive and capacitive-sensing, electrostatic actuation, fluid damping, noise, and feedback systems.

ENGP 3660. Special Topics. (1-3 Credits)
Special Topics.

ENGP 3665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

ENGP 3700. Electrnc Prop of Materls. (3 Credits)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials. Prerequisites: PHYS 2350, 2360 or instructor approval.
ENGP 3720. Mechanic Behavior of Materials. (3 Credits)
The course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including; tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

ENGP 3760. Thermodynamics of Materials. (3 Credits)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

ENGP 3890. Service Learning: ENGP 3950. (1 Credit)
ENGP 3940. Transfer Coursework. (3 Credits)
ENGP 3950. Engineers for Int'l Deve. (1 Credit)
Engineers for International Development at Tulane University exists for students to participate in community-driven development programs worldwide through the design and implementation of sustainable engineering projects, while fostering responsible leadership. We work both internationally and locally to build and educate communities about their basic infrastructure systems such as drinking water, sanitation, and safe homes.

ENGP 4310. Team Dsgn Proj &Prf Pr I. (3 Credits)
Design project taken in the fourth year of study with student teams. Continuation of ENGP 4300. Notes: Capstone requirement for majors. Prerequisites: ENGP 2020, 2310, or approval of instructor.

ENGP 4320. Team Dsgn Proj &Prf P II. (3 Credits)
Design project taken in the fourth year of study with student teams. Continuation of ENGP 4310. Notes: Capstone requirement for majors. Prerequisites: ENGP 4310 or approval of instructor.

ENGP 4660. Special Topics. (1-3 Credits)
Special Topics.

ENGP 4880. Writing Intensive: ENGP 4320. (1 Credit)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

ENGP 4890. Service Learning: ENGP 4320. (1 Credit)
ENGP 4910. Independent Study. (1-3 Credits)
Independent Studies. Prerequisites: Approval of instructor and chair of department.

ENGP 4940. Transfer Coursework. (3 Credits)
ENGP 4990. Honors Thesis. (3 Credits)
Honors Thesis. Notes: Open only to candidates for honors degrees with departmental approval.

ENGP 5000. Honors Thesis. (4 Credits)
Honors Thesis. Notes: Open only to candidates for honors degrees with departmental approval.

ENGP 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

ENGP 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

ENGP 6660. Special Topics. (1-3 Credits)
Special Topics.

ENGP 6940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

English (BSEN)

BSEN 3310. Business Report Writing. (3 Credits)
In today's business environment, it is important to understand how to strategically use business communication channels to convey your message. This course provides basic concepts and skill-building exercises necessary for you to communicate effectively and professionally, how to organize and present your thoughts in a clear and concise manner, and, identify which voice, style and channel are appropriate for different business situations. Additionally, this course will provide opportunities and assignments to help you improve your writing skills.

English (ENGL)

ENGL 1010. Writing. (4 Credits)
ENGL1010 is a 4-credit hour course that satisfies the freshman writing requirement and must be taken in the fall or spring of the freshman year. It introduces students to the writing of academic arguments, including analytic reading and research techniques for a variety of disciplines in the humanities, sciences, and social sciences. Students with an AP credit score of 4 or 5 in English do not have to take ENGL 1010. Some entering students will be required to take CESL 1000 before taking ENGL 1010.

ENGL 1011. Writing for Academic Purposes. (4 Credits)
ENGL1011 is a 4-credit hour course that satisfies the freshman writing requirement and must be taken in the fall or spring of the freshman year. It introduces students to the writing of academic arguments, including analytic reading and research techniques for a variety of disciplines in the humanities, sciences, and social sciences, including business. Some entering students will be required to take CESL 1000 before taking ENGL 1011. Focus on the goals and skills appropriate to international students and speakers of other languages. Questions should be directed to the student advisor and the Director of English for Academic and Professional Purposes, Robert Connor, in the Center for Global Education.<br/>

ENGL 1890. Service Learning: ENGL 1010. (1 Credit)
Service Learning.

ENGL 2390. Semester Abroad. (0 Credits)
Study Abroad.

ENGL 5380. Junior Year Abroad. (0 Credits)
Junior Year Abroad.

ENGL 5390. Junior Year Abroad. (1-10 Credits)
Junior Year Abroad.
ENLS 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ENLS 2000. Literary Investigations. (3 Credits)
An introduction to the analysis and interpretation of literary texts; the relevance of literature to individuals, communities, and nations; and the critical thinking, writing, and research skills used in literary study. Topics include critical approaches to interpretation; formal qualities of texts; historical, political, and social contexts; and relationships to other forms of expression. Each section investigates literature through specific issues, themes, or topics. 4000-level courses assume familiarity with skills, methods, and terms of literary analysis covered in ENLS 2000.

ENLS 2010. Intro To British Literature I. (3 Credits)
An introduction to the history of British literature from the Anglo-Saxon and medieval periods through the 18th century. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2020. Intro To British Literature II. (3 Credits)
An introduction to the history of British literature from the 19th century to the present. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2030. Intro To American Literature. (3 Credits)
An introduction to the history of American literature from the colonial period to the present. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2100. Special Topics. (3 Credits)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2101. Special Topics in English. (3 Credits)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2102. Special Topics in English. (3 Credits)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2103. Special Topics in English. (3 Credits)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2104. Special Topics in English. (3 Credits)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2110. Introduction to the Novel. (3 Credits)
A study of novels written in English representing the variety of fictional techniques and structures.

ENLS 2120. Intro to the Short Story. (3 Credits)
A study of the short story as a genre. Some attention to theories of the short story and to the elements that distinguish it from other forms of narrative prose.

ENLS 2130. Introduction to Drama. (3 Credits)
A study of plays written in English representing the variety of dramatic types and forms.

ENLS 2140. Introduction to Poetry. (3 Credits)
A study of poems, selected from the whole range of poetry in English representing the variety of poetic techniques and structures.

ENLS 2150. Intro Fiction:Race & Inclusion. (3 Credits)
A study of U.S. fiction, including short stories and novels, with an emphasis on race and inclusion.

ENLS 2155. Literatures of Tourism. (3 Credits)
This course examines novels, performances, films, and short stories that offer a critical take on tourism, arguably one of the most influential industries that shape the way we understand the rest of the world. These texts we read will become the interpretive lens through which we analyze commodified representations of the places we visit for pleasure.

ENLS 2230. Introduction to Shakespeare. (3 Credits)
A study of plays in a variety of genres, including tragedy, history, comedy, and romance.

ENLS 2390. Semester Abroad. (1-20 Credits)
Study Abroad.

ENLS 2400. Topics: Lit, Race & Inclusion. (3 Credits)
Special topics in literary and cultural studies, with an emphasis on race and inclusion in the US.

ENLS 2730. Intro to African American Lit. (3 Credits)
The historical development of literary traditions of African-American writing from slave narratives through contemporary authors. Emphasis on a variety of oral and written genres.

ENLS 2890. Service Learning. (1 Credit)
Service Learning.

ENLS 2920. Intro to Women's Literature. (3 Credits)
A study of the representation of women in 19th-, 20th-, and 21st-century literature in a variety of genres, with emphasis on texts written by women.

ENLS 2940. Transfer Coursework. (3 Credits)
Transfer Credit.

ENLS 3610. Creative Writing. (3 Credits)
A craft class in the writing of short fiction and poetry. Exercises to develop each student’s personal voice. Group criticism of student work.

ENLS 3620. Workshop Creative Writing. (3 Credits)
Intensive workshop in creative writing, usually with a visiting professor.

ENLS 3630. Expository Writing. (4 Credits)
A course in written analysis on social and cultural concerns.

ENLS 3635. Writing, Race, & New Media. (4 Credits)
A writing course focused on methods of written analysis of social and cultural concerns, with an emphasis on racial politics in literary and new media contexts. Fulfills the Writing Intensive/Tier 2 requirement, Textural and Historical Perspectives distribution requirement, and the Race and Inclusion requirement.

ENLS 3640. Screenwriting. (3 Credits)
Expressive strategies and formal considerations relevant to writing for television and cinema. Workshop format requires sustained analysis of professional screenplays as well as student work.
ENLS 3650. Persuasive Writing. (4 Credits)
Emphasis on principles of reasoning and strategies of written argument. This course satisfies the Louisiana State Department of Education’s requirement of advanced composition for certification in English.

ENLS 3670. Technical Writing. (3 Credits)
Communicating technical information in abstracts, executive summaries, technical memoranda, process descriptions, amplified technical definitions, progress reports, feasibility studies and proposals. Major emphasis given to research reports and editing procedures.

ENLS 3880. Writing Intensive: ENLS 3670. (1 Credit)
Writing Intensive Practicum: ENLS 3670 Technical Writing.

ENLS 3890. Service Learning: ENLS 3610. (1 Credit)
Service Learning.

ENLS 3891. Service Learning: ENLS 3650. (1 Credit)
Service Learning.

ENLS 3892. Service Learning: ENLS 3620. (1 Credit)
Service Learning.

ENLS 3940. Transfer Coursework. (3 Credits)
Transfer Credit.

ENLS 4010. Special Topics. (3 Credits)
Specific subjects are announced each semester.

ENLS 4011. Special Topics. (3 Credits)
Specific subjects are announced each semester.

ENLS 4012. Special Topics. (3 Credits)
Specific subjects are announced each semester.

ENLS 4013. Special Topics. (3 Credits)
Specific subjects are announced each semester.

ENLS 4014. Special Topics. (3 Credits)
Specific subjects are announced each semester.

ENLS 4030. Literary New Orleans. (3 Credits)
A study of literary works which are set in New Orleans or otherwise have connections with the city.

ENLS 4040. Early Modern Transatlantic Lit. (3 Credits)
Early Modern Transatlantic Literature focuses on the literature and cultural history of the Early Modern English Atlantic (1492-1800), inclusive of England, New England, Africa, South America, and the Caribbean. The course also considers the English Atlantic in the context of other European colonial projects across the globe. The course will typically involve archival works and make use of Tulane’s special collections as well as the resources of The Historic New Orleans Collection.

ENLS 4050. History of the Language. (3 Credits)
Consideration of general linguistic processes and the social history of the language in the earlier periods.

ENLS 4070. Intro To Old English. (3 Credits)
A brief introduction to the grammar of Old English and a study of Old English poetry and prose in their cultural contexts. Readings in both Old English and translations.

ENLS 4080. Modern Literature. (3 Credits)
Study of poets, novelists, and dramatists writing in English since 1900.

ENLS 4090. Contemporary Literature. (3 Credits)
British, American, and continental poetry, prose, and drama since 1945.
ENLS 4260. Modern Irish Literature. (3 Credits)
This course will concentrate for about half the semester on the poetry and plays of W.B. Yeats and the fiction of James Joyce. The remainder of the term will be devoted to the plays of J.M. Synge, Lady Gregory, and Sean O'Casey as well as one or two other writers, such as George Bernard Shaw, James Stephen, Samuel Beckett, or Seamus Heaney. Attention will be given not only to the works themselves but also to their cultural and historical contexts.

ENLS 4300. African Literature. (3 Credits)
A study of the literatures from Africa, primarily Anglophone, with some texts in translation included.

ENLS 4310. American Literature to 1820. (3 Credits)
Representative works from the colonial period to 1820.

ENLS 4320. Jewish-American Literature. (3 Credits)
An in-depth inquiry and analysis into the nature of the Ashkenazi Jewish-American experience from the early period of immigration to the present through literature and history, and as contextualized by popular culture, sociology, and theories of race, ethnicity, and gender.

ENLS 4360. Antebellum American Lit. (3 Credits)
American literature of the mid-19th century.

ENLS 4370. 19th-C American Literature. (3 Credits)
American literature of the 19th century.

ENLS 4380. Asian American Literature. (3 Credits)
A study of Asian American literature from the late-19th century to the present.

ENLS 4400. Modern American Literature. (3 Credits)
Representative works of the 20th century. May be repeated for credit with different content.

ENLS 4410. Topics: Contemp American Lit. (3 Credits)
Major tendencies in American poetry, fiction, and drama since 1945.

ENLS 4411. Topics: Contemp American Lit. (3 Credits)
Major tendencies in American poetry, fiction, and drama since 1945.

ENLS 4420. Southern Literature. (3 Credits)
A survey of Southern writers and their works from the period of exploration and settlement to the present.

ENLS 4430. Caribbean Literature. (3 Credits)
A study of the literatures from the Caribbean, primarily Anglophone, although texts from other areas of the Caribbean may be studied in translation. The Caribbean will be explored as part of the Americas, and connections will be made with New Orleans in particular and the American South in general.

ENLS 4440. African-American Literature. (3 Credits)
Analysis of specific issues in relation to works by African-American writers, such as: questions of audience, the relation between literary production and its political context, the representation of relations between African-American men and women, the reception and influence of African-American works in American culture.

ENLS 4450. Chaucer. (3 Credits)
A study of Chaucer's major works, with emphasis on The Canterbury Tales.

ENLS 4460. Shakespeare I. (3 Credits)
Treatment of plays from different genres and in different historical, literary, and cultural contexts.

ENLS 4470. Shakespeare II. (3 Credits)
Treatment of plays from different genres and in different historical, literary, and cultural contexts.

ENLS 4475. Topics in Shakespeare Studies. (3 Credits)
Sustained study of topics related to Shakespeare such as "Shakespeare and Gender Studies," "Global Shakespeare," or offerings from the Summer Shakespeare Festival.

ENLS 4480. Milton. (3 Credits)
A study of Milton's major works in poetry and prose.

ENLS 4490. Early Major Authors. (3 Credits)
Study of one or two major authors of the period, such as Malory, Spenser, Pope, Fielding, and Austen.

ENLS 4500. Later Major Authors. (3 Credits)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

ENLS 4501. Later Major Authors. (3 Credits)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

ENLS 4502. Later Major Authors. (3 Credits)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

ENLS 4503. Later Major Authors. (3 Credits)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

ENLS 4560. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic coursework. Open only to juniors and seniors in good standing. Contact the Director of Undergraduate Studies in English for registration and coursework information.

ENLS 4570. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic coursework. Open only to juniors and seniors in good standing. Contact the Director of Undergraduate Studies in English for registration and coursework information.

ENLS 4610. Adv Fiction Wrtg Workshop. (3 Credits)
A seminar focused on production and criticism of student work, including reading and analysis of fictional models.

ENLS 4620. Adv Poetry Wrtg Workshop. (3 Credits)
A seminar focused on production and criticism of student work, including reading and analysis of poetic models.

ENLS 4660. Topics in Adv Creative Writing. (3 Credits)
A workshop emphasizing the writing of creative nonfiction, biography, autobiography, screenplays, long poems, or novels. The class is designed to allow students to work in genres not emphasized in ENLS 4610 Advanced Fiction Writing or ENLS 4620 Advanced Poetry Writing.

ENLS 4661. Topics in Adv Creative Writing. (3 Credits)
A workshop emphasizing the writing of creative nonfiction, biography, autobiography, screenplays, long poems, or novels. The class is designed to allow students to work in genres not emphasized in ENLS 4610 Advanced Fiction Writing or ENLS 4620 Advanced Poetry Writing.
ENLS 4665. Adv Cr Wr: Art of Artifact. (3 Credits)
Advanced creative writing workshop focused on the way that personal archives -- souvenirs, letters, photographs, and other personal artifacts -- are valuable memento mori that can serve as pathways for both creative writing and guideposts for historical research. The reading material focuses on the experience of Jewish immigration in the 20th century and includes texts by notable Jewish authors. Students will write a critical paper, but most of the student writing will be creative non-fiction explorations of personal history and the objects that have survived the past.

ENLS 4710. Intro To Literary Theory. (3 Credits)
Investigation of assumptions and methods of selected ancient and modern critics. Some practical criticism to allow the students to become more aware of the implications of their own assumptions about literature and criticism.

ENLS 4720. Feminist Literary Theory. (3 Credits)
An examination of the major projects of feminist literary theory: uncovering or rediscovering women's literature; engaging in feminist re-readings of canonical texts; describing a feminist poetics. Attention to the history of feminist criticism.

ENLS 4750. New Media Theory. (3 Credits)
This course will explore the conceptual frameworks and theories that are essential to an understanding of modern media, including photography, film, and digital media.

ENLS 4760. Topics In Literary Theory. (3 Credits)
Sustained study of topics such as representation, interpretation, intention, theories of language, and literary theory and philosophy. May be repeated for credit with different content.

ENLS 4810. Cultural Criticism. (3 Credits)
Examination of the major concepts of culture from the late 19th century to the present as they relate to the analysis of cultural practices and literary texts. Specific emphasis on the interdisciplinary nature of cultural analysis, the relation between elite and popular cultures, dominant formations and the resistance to them, and intercultural encounters.

ENLS 4855. Literature and the Environment. (3 Credits)
Study of eco-critical theory; analysis of representations of environments in literature and film; topics include climate change, sustainability, posthumanism, animal studies, environmental justice, science fiction, and environmental precarity in southern Louisiana.

ENLS 4857. Literature and Technology. (3 Credits)
A study of the relationship between literature and technology. Topics may include writers' responses to technological change; science fiction; the relationship between literature and media technologies; reading technologies; or games and other forms of electronic fiction/storytelling.

ENLS 4860. Topics in Cultural Studies. (3 Credits)
Sustained study of topics such as nationality, popular culture, cultural institutions, and postmodernism. May be repeated for credit with different content.

ENLS 4861. Topics: Cultural Studies. (3 Credits)
Sustained study of topics such as nationality, popular culture, cultural institutions, and post-modernism.

ENLS 4870. Global Literatures. (3 Credits)
The Global Literatures course explores several major literary traditions as they come in contact with one another: the course typically includes Western, Arabic-Islamic, Chinese, and Latin American Literatures in historical and cultural context.

ENLS 4890. Service Learning: ENLS 4870. (1 Credit)
Service Learning.

ENLS 4891. Service Learning: ENLS 4030. (1 Credit)
Service Learning.

ENLS 4910. Independent Study. (1-3 Credits)
Independent Study.

ENLS 4920. Independent Study. (1-3 Credits)
Independent Study.

ENLS 4940. Transfer Coursework. (3 Credits)
Transfer Credit.

ENLS 4990. Senior Honors Thesis. (3 Credits)
Senior Honors Thesis.

ENLS 5000. Senior Honors Thesis. (4 Credits)
Senior Honors Thesis.

ENLS 5010. Capstone Seminars. (4 Credits)
Specific subjects are announced each semester.

ENLS 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

ENLS 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

ENLS 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

ENLS 5890. Service Learning: ENLS 5010. (1 Credit)
Service Learning.

ENLS 7050. Bibliography & Research Method. (3 Credits)
Seminar in bibliography, methods of literary research, history of the book, and archival methods.

ENLS 7060. Pro British Lit to 1660. (3 Credits)
Proseminar in British literature to 1660.
ENLS 7070. Pro British Lit since 1660. (3 Credits)  
Proseminar in British literature after 1660.

ENLS 7080. Pro American Lit to 1865. (3 Credits)  
Proseminar in American literature to 1865.

ENLS 7090. Pro American Lit since 1865. (3 Credits)  
Proseminar in American literature since 1865.

ENLS 7100. Pro Modern & Contemp Lit. (3 Credits)  
Proseminar in Modern and contemporary literature.

ENLS 7110. Pro Anglophone Literature. (3 Credits)  
Proseminar in Anglophone literature.

ENLS 7120. Pro African-American Lit. (3 Credits)  
Proseminar in African-American literature.

ENLS 7130. Sem: Cross-Cultural Lit Study. (3 Credits)  
Topics in cross-cultural literary studies.

ENLS 7140. Seminar: Anglophone Literature. (3 Credits)  
Topics in Anglophone literature and culture.

ENLS 7150. Theories of Rhetoric & Comp. (3 Credits)  
Theories of rhetoric and composition, including composition pedagogy.

ENLS 7170. Sem: Comparative Literature. (3 Credits)  
Topics in comparative literary studies.

ENLS 7180. Sem: Interdisciplinary Study. (3 Credits)  
Topics in interdisciplinary literary study.

ENLS 7250. Seminar: Medieval Literature. (3 Credits)  
Topics in Old and Middle English literature and culture.

ENLS 7260. Seminar: Medieval Literature. (3 Credits)  
Topics in Old and Middle English literature and culture.

ENLS 7350. Seminar: Renaissance Lit. (3 Credits)  
Topics in Renaissance literature and culture.

ENLS 7360. Sem: Renaissance Literature. (3 Credits)  
Topics in Renaissance literature and culture.

ENLS 7450. Seminar: 18th-C Literature. (3 Credits)  
Topics in 18-century literature and culture.

ENLS 7460. Seminar: 18th-C Literature. (3 Credits)  
Topics in 18-century literature and culture.

ENLS 7550. Seminar: 19th-C Literature. (3 Credits)  
Topics in 19-century literature and culture.

ENLS 7560. Seminar: 19th-C Literature. (3 Credits)  
Topics in 19-century literature and culture.

ENLS 7650. Language, Writing & Rhetoric. (3 Credits)  
Topics in language, writing, & rhetoric.

ENLS 7660. Language, Writing & Rhetoric. (3 Credits)  
Topics in language, writing, & rhetoric.

ENLS 7710. Seminar: American Literature. (3 Credits)  
Topics in American literature and culture.

ENLS 7720. Seminar: American Literature. (3 Credits)  
Topics in American literature and culture.

ENLS 7730. Seminar: Colonial Amer Lit. (3 Credits)  
Topics in colonial American literature and culture.

ENLS 7740. Seminar: Central American Lit. (3 Credits)  
Topics in early-19th-century American literature and culture.

ENLS 7750. Sem: Late-19th-C American Lit. (3 Credits)  
Topics in late-19th-century American literature and culture.

ENLS 7760. Seminar: Modern American Lit. (3 Credits)  
Topics in Modern American literature and culture.

ENLS 7770. Seminar: Contemporary Amer Lit. (3 Credits)  
Topics in contemporary American literature and culture.

ENLS 7780. Seminar: African American Lit. (3 Credits)  
Topics in African-American literature and culture.

ENLS 7790. Seminar: Southern Literature. (3 Credits)  
Topics in Southern US literature and culture.

ENLS 7810. Seminar: British Literature. (3 Credits)  
Topics in British literature and culture.

ENLS 7820. Seminar: British Literature. (3 Credits)  
Topics in British literature and culture.

ENLS 7850. Seminar: Modern Literature. (3 Credits)  
Topics in Modern literature and culture.

ENLS 7860. Seminar: Modern Literature. (3 Credits)  
Topics in Modern literature and culture.

ENLS 7890. Fundamentals: Literary Theory. (3 Credits)  
Seminar in the fundamentals of literary theory.

ENLS 7900. Seminar: Advanced Theory. (3 Credits)  
Topics in advanced theory.

ENLS 7920. Independent Study. (3 Credits)  
Independent Study.

ENLS 7990. Research. (3 Credits)  
Research.

ENLS 9980. Masters Research. (3 Credits)  
Masters Research.

ENLS 9990. Dissertation Research. (3 Credits)  
Dissertation Research.

English (PAEN)

PAEN 1000. Composition and Reading. (3 Credits)  
This course covers the fundamentals of academic reading and writing,  
including communicating clearly on the page and over the internet, both  
in college and beyond.

PAEN 2630. Expository Writing. (4 Credits)  
This course situates the critical skills and strategies of expository  
writing within the larger framework of academic writing. The course  
builds on the concepts and approaches to argumentation that students  
have learned from PAEN or ENGL 1010.

PAEN 3010. Special Topics. (3 Credits)  
Special topic in English.

PAEN 3310. Business Report Writing. (3 Credits)  
This course addresses skills for writing in the business environment.  
Students learn to differentiate various styles and voice and the  
documents and occasions appropriate for them.
PAEN 3349. Mad Men A Critical Analysis. (3 Credits)
Students will use the first season of the critically acclaimed AMC television series Mad Men as a springboard for imaginative critical analysis. Additionally, students will reflect on the larger critical issues explored within the show, such as the changing gender politics of the 1960s, the emerging sexual revolution, and the conflict that arises from the cultural expectations and identities that many Americans adopted for themselves in the early 1960s. We will also study basic cinematic elements, as Mad Men is obviously more visual than a standard literary text. Altogether, Mad Men is worth studying because it is a well-made, intricately designed piece of art that rewards in-depth analysis as it keenly attempts to document modern life in America.

**English for Acad/Prof Purposes (EAPP)**

EAPP 1000. Composition and Reading. (3 Credits)
This course prepares students to subsequently master their college writing requirements. In addition to developing an advanced understanding of English syntax, morphology, and semantics, students explore the process of composing, revising, and editing in English and the expectations of academic writing by exploring three common rhetorical modes.

EAPP 1050. Speaking Skills. (1 Credit)
This course prepares students to master public speaking and interpersonal dynamics at American universities. In addition to developing an advanced understanding of English phonology, semantics, and pragmatics, students focus on the communication strategies that make presentations and interpersonal interactions memorable and smooth.

**Environmental Health Sciences (ENHS)**

ENHS 6110. Glob Clim Chg Iss Ph Pol. (3 Credits)
ENHS 6910. Environmental Asp of Dis. (3 Credits)
ENHS 6950. Psych/Soc Asp Disaster. (3 Credits)
ENHS 7440. Environ Cancer Risk Asse. (3 Credits)
ENHS 7480. Indus Waste Treatment. (3 Credits)

**Environmental Studies (EVST)**

EVST 1010. Intro To Enviromntl Stu. (3 Credits)
This course introduces students to the field of environmental studies and the diverse topics of environmental research being conducted at Tulane. This interdisciplinary area of study explores environmental problems through a multitude of perspectives and complementing scientific analyses with considerations of philosophical, historical, economic, political, and cultural factors. Major concepts to be examined include: the state of scientific research, the role of the natural and social sciences in environmental decision-making, and the importance of history, ethics and justice in approaches to addressing contemporary environmental issues, such as biodiversity loss, global climate change, and natural resource depletion.

EVST 1890. Service Learning: EVST 1010. (1 Credit)
Optional Service learning component sometimes offered with EVST 1010.

EVST 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EVST 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EVST 3310. Approaches to Environ Studies. (3 Credits)
Approaches in Environmental Studies is a required core course for all EVST majors. The interdisciplinary nature of Environmental Studies requires the ability to understand the complex interrelationships between human society and natural ecosystems. Throughout this course we will focus on how to identify research questions, design research methodologies, carry out research, and analyze research findings. Students will gain competency in the four levels necessary for environmental analysis (data, methods, theories, and frameworks), skills that are key to doing environmental research and analysis. This course will enable students to build both empirical (data-based) and conceptual (idea-based) tools to shed scholarly light on environmental issues.

EVST 3880. Writing Intense: EVST 4400. (1 Credit)
Optional writing intensive component with EVST 4400 Urban Political Ecology.

EVST 3890. Service Learning: EVST 3930. (1 Credit)
Service Learning component with EVST 3930.

EVST 3930. Spec Topics Problems. (3 Credits)
Special Topics in Environmental Studies.

EVST 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EVST 3950. Spec Topics Enviro Thought. (3 Credits)
Special Topics in Environmental Studies.

EVST 3951. Spec Topics Enviro Thought. (3 Credits)
Special topics in Environmental Studies.

EVST 4190. Environmental Crime & Security. (3 Credits)
Students will learn about environmental crime, green criminology, and environmental security in our society, including key concepts and definitions, theoretical foundations and approaches, and how those concepts and theories can be - or are being - applied to a range of environmental crime and security issues. We will examine social interactions and activities associated with these issues and explore various policy approaches used to address them.

EVST 4400. Urban Political Ecology. (3 Credits)
The primary objective of this course is to provide students with an understanding of urban political ecology and the study of environmental issues from an interdisciplinary perspective. Additionally we will explore the practices of inquiry and analysis associated with environmental studies from a liberal arts perspective.

EVST 4410. Seminar-Environmental Studies. (3,4 Credits)
This is the capstone course required of all environmental studies majors. The course will emphasize three main areas: an overview of the fundamental contemporary environmental themes, issues, theories, concepts, and methods within the field of environment.
EVST 4510. Environ Justice in Action. (4 Credits)
This service-learning course enriches student understanding of doing environmental justice in the local community. Students will sharpen their environmental activism and advocacy skills in collaboration with environmentally focused organizations and nonprofits in the greater New Orleans area. May be repeated once for credit.

EVST 4560. Enviro Stud Internship. (4 Credits)
Internship.

EVST 4880. Writing Intensive: EVST 4410. (1 Credit)
Optional writing intensive component with EVST 4410 Senior Seminar in EVST.

EVST 4890. Service Learning: EVST 4010. (1 Credit)
Service Learning component with EVST 3930.

EVST 4910. Independent Study. (1-3 Credits)
Independent Study.

EVST 4940. Transfer Coursework. (3 Credits)
Transfer Coursework.

EVST 4990. Honor's Thesis. (3 Credits)
Honor's Thesis.

EVST 5000. Honors Thesis. (4 Credits)
Honors Thesis.

EVST 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

EVST 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

Epidemiology (EPID)

EPID 6030. Epidemiologic Methods I. (3 Credits)
The Epidemiology course is designed to give students a general introduction to epidemiologic theory, methods and practice. The purpose of this core area is to enable the student to interpret epidemiologic data and understand and apply epidemiologic approaches to the investigation of infectious disease, chronic disease, and other health outcomes. The student will acquire the basic tools needed to understand and address threats to global health at the population level.

EPID 6090. EPID of Infectious Diseases. (3 Credits)
This course focuses on students on the knowledge needed for the investigation, control, and prevention of a variety of infectious diseases. Students will explore the characteristics of a range of specific disease agents, compare their impact on populations, review approaches used to investigate disease outbreaks, and examine local and global efforts to monitor, control, and eradicate selected infectious diseases. Zoonotic and human-reservoir diseases are included in the course content.

EPID 6210. Cancer Epidemiology. (3 Credits)
This course will explore current and historical trends in cancer incidence and mortality and evaluate the current state of the science regarding cancer etiology, detection, and treatment. Students will critically evaluate the methodological tools commonly employed in the practice of cancer epidemiology, and explore current controversies in the field, including the relative contributions of genes and the environment in cancer susceptibility, and the tradeoffs associated with cancer screening decisions. Students will develop an understanding of the known contributors to cancer risk and progression, and will appreciate the barriers to progress in cancer prevention and control.

EPID 6220. Cardio Disease Epid. (3 Credits)
This is an introductory course designed to provide the student with a summary of the present knowledge of distribution, natural history, and risk factors for major cardiovascular diseases. Also, methodologic issues in epidemiologic studies unique to cardiovascular diseases will be discussed. The course format consists of lecture, discussion of current literature and the epidemiologic constructs as they are applied to population-based research of cardiovascular diseases.

EPID 6230. Computer Packages Epid. (2 Credits)
This course consists of data management and data analysis using SAS and STATA. The students will learn how to get data into SAS and STATA, manipulate the data, run basic analyses, and interpret the output. This course will prepare the students with the technical skills necessary to complete subsequent quantitative courses such as EPID7120, 7130, and 7220.

EPID 6290. Genetic Epidemiology. (3 Credits)
This introductory course will cover fundamental concepts, terminologies and principles of human population genetics and molecular biology relevant to understanding approaches in genetic epidemiology. Study designs and analytical methods for genetic epidemiological studies of human disease in families and unrelated individuals will be discussed in detail. Issues related to genetic studies, such as genetic heterogeneity, population stratification and multiple testing will also be covered.

EPID 6320. Molecular Epidemiology. (3 Credits)
The course introduces the concepts, principles, and molecular tools used in epidemiologic research to evaluate both genetic susceptibility and the effects of environmental exposures underlying human disease. Class topics include: introduction to biomarkers of exposures, etiology and effect (including those used in infectious diseases) the theoretical advantages and limitations of biomarkers, criteria for evaluating and selection of potential markers, biological sample collection and storage (banking), methods for evaluation of gene-environment interactions, laboratory quality control considerations, issues in epidemiologic study design and analysis, ethical/legal concerns. Current methods and newly emerging technologies (’omics) will also be discussed.

EPID 6340. Clinical & Translational Rsrch Mthds. (3 Credits)
This course is an introduction to clinical and translational research methods. Emphasis is placed on maximizing study internal and external validity for observational cohort studies, case-control studies and clinical trials. Selected topics covered include study design options, sources of bias, confounding, effect modification, data analysis techniques, measures of disease frequency, association, and causal inference, sampling methods, design, conduct, analyses, and interpretation of clinical trials, preparation and submission of manuscripts, and funding opportunities for support of clinical and translational research.
EPID 6420. Clinical Epidemiology. (3 Credits)
This course will help students learn or refine the skills of clinical epidemiology, defined as the study and management of illness in individuals as well as populations using population methods. Individual and group sessions will develop techniques of constructive critical appraisal of the medical literature, illustrated by examples from general health, cardiovascular disease and diabetes. Students will learn how to assess studies of prognosis or outcomes of illness, treatments, diagnostic tests, and screening programs, as well as the basic requirements for randomized clinical trials.

EPID 6480. Reproductive Epid. (3 Credits)
This course provides students analytical skills necessary to conduct epidemiological studies in reproductive health in human populations. Reproductive Epidemiology covers broad reproductive health issues from the pre-conception, prenatal, delivery and post-natal periods, and emphasizes health issues affecting both women and infants. Relevant methodological, clinical, policy and programmatic issues will be presented with practical illustrations from domestic and international settings. Students will be able to design a reproductive epidemiology study, discuss relevant methodological issues in reproductive health epidemiology studies, and apply reproductive/perinal health data to improve reproductive programs and policy.

EPID 6500. Nutr Epid. (3 Credits)
Nutritional Epidemiology is a rapidly evolving field of epidemiologic research that utilizes highly specialized epidemiological methods to identify dietary and lifestyle factors that are related to human diseases especially non-communicable, chronic diseases such as obesity, diabetes, cardiovascular disease and cancer. This introductory course will cover fundamental concepts, terminologies and principles in Nutritional Epidemiology and analytical approaches particularly used in studying relations of dietary factors with human health. The lectures include study designs, nutritional assessment, and analytical methods for nutritional epidemiological studies in population-based settings such as case-control studies, cohort studies, and randomized clinical trials (RCTs). The course will also cover new advances in the fields of Nutritional Epidemiology, such as gene-diet interactions, metabolomics, epigenomics, and microbiome research.

EPID 6750. Outbreak Epidemiology. (3 Credits)
This course is designed to provide students with the knowledge and skills required for the investigation, control and prevention of disease outbreaks in a variety of settings and due to a variety of infectious agents. Students will explore and practice the approaches used to investigate disease outbreaks, and examine local and global efforts to monitor, control and mitigate the effects of infectious disease outbreaks.

EPID 6910. Clin Trials Des,Cond,& Intrprt. (3 Credits)

EPID 7000. Departmental Seminar. (1 Credit)
The Epidemiology Seminar Series provides a forum in which faculty, guest faculty, and doctoral students present their research on topics relevant to epidemiologic principles, methods, and applications. Students who take this course for one credit will need to write a review article on one of the research topics presented during the semester. The review article should follow a scientific journal format (abstract, introduction, methods, results, discussion, tables, figures, and references).

EPID 7090. Epid of Infectious Disea. (3 Credits)
The Epidemiology Seminar Series provides a forum in which faculty, guest faculty, and doctoral students present their research on topics relevant to epidemiologic principles, methods, and applications. Students who take this course for one credit will need to write a review article on one of the research topics presented during the semester. The review article should follow a scientific journal format (abstract, introduction, methods, results, discussion, tables, figures, and references).

EPID 7120. Epidemiologic Methods II. (3 Credits)
This course is intended to enhance student understanding of observational epidemiologic research methods. The course emphasizes critical thinking and approaches to design, analysis and interpretation of observational studies. Emphasis is placed on maximizing study internal validity. Selected topics covered include measures of disease frequency, association, and impact; study design options, sources of bias, and data analysis techniques.

EPID 7130. Observational Epidemiol. (3 Credits)
The goal of this course is to present the conceptual basis for the design, conduct, and analysis of cohort and case-control studies. The course will review the application of case-control and cohort studies in the context of epidemiologic research and public health. Students will gain hands-on experience in designing and analyzing observational studies through classroom sessions and homework assignments. By the completion of the course, each student will have the skills to design, develop data collection methods for, and analyze data from case-control and cohort studies.

EPID 7160. Survey Methodology. (3 Credits)
This course is designed to prepare the student to undertake survey research addressing a wide variety of public health topics in national and international settings. Focus is on the collection of information from primary sources such as individuals or groups. Survey approaches include questionnaires for mail or group administration and personal interviews in institutional and household settings. Although attention is given to principles of overall research design, the major emphasis is on principles and techniques of data collection procedures including instrument design and preparation for analysis.

EPID 7170. Clinical Trials: Dsgn, Cndct. (3 Credits)
This course covers various topics in the design, conduct, analysis and interpretation of clinical trials and uses published and on-going studies to illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, parallel, crossover, factorial, and large multicenter trials; internal and external validity; selection of intervention, control, and study population; randomization and masking, selection of trial outcome variables; data collection and quality control; ethical issues; data analysis principles; and issues related to publication and dissemination.

EPID 7170. Clinical Trials: Dsgn, Cndct. (3 Credits)
This course covers various topics in the design, conduct, analysis and interpretation of clinical trials and uses published and on-going studies to illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, parallel, crossover, factorial, and large multicenter trials; internal and external validity; selection of intervention, control, and study population; randomization and masking; selection of trial outcome variables; data collection and quality control; ethical issues; data analysis principles; and issues related to publication and dissemination.

EPID 7210. Epidemiology of STI's/HIV. (3 Credits)
This course is designed to provide students with the skills to conduct epidemiologic research in HIV and other sexually acquired infections. This course will cover the biology of these infections, methodological issues of surveillance, clinical and behavioral research and ethical aspects of the epidemiology of HIV/STI. Students meet experts in the field and learn of the most up-to-date issues and state-of-the-art epidemiologic methods surrounding HIV and other STIs.
EPID 7220. Analytic Epidemiology. (3 Credits)
This course is designed for doctoral students and advanced master students to help them develop data analysis, interpretation, and presentation skills. The course covers common statistical models for continuous, categorical and count data from both cross-sectional and longitudinal studies. Both parametric and semi-parametric models are covered. The statistical models are illustrated by case studies throughout the class. During this course, students will analyze data from several different studies and discuss advanced epidemiologic methods issues that one may encounter during data analysis with guidance from the professor. After successfully completing the course, students are expected to be able to conduct statistical analysis independently based on the type of outcome and study design, and interpret the results and present the findings.

EPID 7310. Meta-Analysis. (3 Credits)
This course is designed to provide students with qualitative and quantitative skills to conduct meta-analysis. The course covers the formulation of study hypothesis, literature search, evaluation of study quality, and statistical methods for meta-analysis. In addition, the potential problems and biases in meta-analysis will be addressed.

EPID 7410. Pharmacoepidemiology. (2 Credits)
This course provides a one-week, intensive introduction to the concepts and methods of pharmacoepidemiology. It begins with an overview of how epidemiology is applied to study the safety and effectiveness of drugs, medical devices, and vaccines in academia, industry, and regulatory agencies. Epidemiologic study designs, methodologies, and techniques for pharmacoepidemiologic research, including commonly used data sources, are discussed. Finally, methodological challenges encountered in pharmacoepidemiology and approaches for addressing these issues, are illustrated through case studies and computer laboratories.

EPID 7810. Human Molecular Genetics. (3 Credits)
This course is designed to prepare students for the study of human health in the post-genome era. The goal of the course is to provide students the fundamental skills and knowledge on the molecular aspects of human genetics, the most current technologies, experimental design, interpretation of genetic data and the use of genomic information for the study of human disease. The information will be integrated into a big picture of how each component relates to human health both individually (precision medicine) and in a population perspective, relating genetic instability to genetic variation and disease risk. Cancer, gene therapy and stem cell research will be used as an example of disease-related questions.

EPID 7990. Master's Independent Studies. (1-3 Credits)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

EPID 8000. Doctoral Journal Club. (0 Credits)
This course is required for all doctoral students in the Department of Epidemiology until successful completion of the comprehensive exam and optional for the duration of their tenure as doctoral candidates. It is intended to increase students' knowledge in design, conduct, analysis, interpretation, and dissemination of epidemiologic studies. In journal club, students develop critical evaluation and discussion skills as they become familiar with epidemiologic literature. These discussions are a great way of preparing students for their comprehensive exam and to create an active research environment.

EPID 8300. Advanced Epid Methods. (3 Credits)
This course covers a wide variety of topics in epidemiological methodology. Topics will include concepts of epidemiological study design, causality in biomedical research, bias, confounding, interaction, and statistical modeling of epidemiology data. In addition, students will learn how to develop and critically review a research proposal and scientific articles.

EPID 8990. Doctoral Independent Study. (1-3 Credits)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

EPID 9010. MS Epidemiology Rsrch Exp. (0 Credits)
MS students engaging in epidemiology research experience.

EPID 9970. Dissertation. (0 Credits)
Doctoral candidates who have defended their prospectus and are engaged in research.

EPID 9980. MS Thesis Research. (0 Credits)
MS Students engaging in thesis research.

EPID 9990. Dissertation Research. (2 Credits)
Doctoral students who have completed course work but not defended their prospectus.

Exec Health Systems Mgmt (ESCD)

ESCD 7010. Epi: Population Health. (3 Credits)
ESCD 7310. Organizational Theory. (3 Credits)
ESCD 7330. BIOSTATISTICS: REGRESSION ANA. (3 Credits)
ESCD 7410. Cost Benefit & Effect An. (3 Credits)
ESCD 7430. Decision Analysis/Adv Ut. (3 Credits)
ESCD 7510. Seminar Health Economics. (3 Credits)
ESCD 7610. Sem Hlth Policy. (3 Credits)
ESCD 7700. Statistical Resrch Strat. (3 Credits)
ESCD 7710. Health Outcomes. (3 Credits)
ESCD 7720. Monitoring and Evaluatio. (3 Credits)
ESCD 7730. Bios: Regres Analysis. (3 Credits)
ESCD 7750. Adv Regression & Data An. (3 Credits)
ESCD 7770. Research Methods. (3 Credits)
ESCD 7780. Qualitative Research Met. (3 Credits)
ESCD 7790. Advanced Research Method. (3 Credits)
ESCD 7800. Research Strategies. (3 Credits)
ESCD 7880. Managerial Epidemiology. (3 Credits)
ESCD 7900. Sem Research Theory & Design. (3 Credits)
ESCD 7990. Special Studies. (1-12 Credits)
ESCD 8310. Organizational Theory. (3 Credits)
ESCD 8410. Cost Benefit/Effective Analysi. (3 Credits)
ESCD 8770. Health Services Rsrch Mthds. (3 Credits)
Exec Medical Management (EMMM)

EMMM 6010. Managerial Epidemiology. (2 Credits)
EMMM 6020. Management Portfolio. (6 Credits)
EMMM 6040. Environmental Health Ser. (2 Credits)
EMMM 6110. Medicine and Management. (3 Credits)
EMMM 6130. Executive Leadership. (1 Credit)
EMMM 6140. Quality and Outcomes. (1 Credit)
EMMM 6150. Managerial Biostatistics. (1 Credit)
EMMM 6160. Biostatistics II. (1 Credit)
EMMM 6170. Strategic Management. (3 Credits)
EMMM 6320. Managerial Communication. (2 Credits)
EMMM 6330. Improving Physician Perf. (2 Credits)
EMMM 6350. Organizational Dynamics. (2 Credits)
EMMM 6380. Human Resources Mngmt. (2 Credits)
EMMM 6500. Accounting For Physician. (2 Credits)
EMMM 6510. Fiscal Foundations. (1 Credit)
EMMM 6540. Budgeting For Physicians. (2 Credits)
EMMM 6550. Dynamics of Payment Syst. (1 Credit)
EMMM 6580. Financial Dec Making. (2 Credits)
EMMM 7130. Executive Decision. (1 Credit)
EMMM 7140. Applied Quality & Outcom. (1 Credit)
EMMM 7580. Financial Strategy. (2 Credits)
EMMM 7710. Dec Models & Risk Assess. (2 Credits)
EMMM 7740. Disease Mgmt & Clin Out. (2 Credits)

Film Studies (FMST)

FMST 1940. Transfer Coursework. (3 Credits)
FMST 2940. Transfer Coursework. (3 Credits)
FMST 3940. Transfer Coursework. (3 Credits)
FMST 4910. Independent Study. (1-3 Credits)
FMST 4920. Independent Study. (1-3 Credits)
FMST 4940. Transfer Coursework. (3 Credits)
FMST 4990. Honors Thesis. (3 Credits)
FMST 5000. Honors Thesis. (4 Credits)

FMST 5110. Capstone: COMM 4840. (0 Credits)
This course will enable students to integrate knowledge about the specific nature of film as a medium and the history of theoretical debates that have shaped the study of film and of cinema. It will also provide students with an opportunity to apply the formal and theoretical knowledge gained from the two required courses for the major to consider new theoretical problems about cinema, revisions, and reassessments of earlier debates in film studies and related fields, questions of national cinema, and/or new developments in filmmaking. Notes: This course, which carries 0 credit, is combined with a capstone designated course (3 credits) or a special topics course that is designated as a capstone (3 credits). Consult the Film Studies catalog page for approved courses.

FMST 5380. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

FMST 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

Finance (BSFN)

BSFN 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSFN discipline in BSLS Programs (1000 Level).

BSFN 2210. Intro to Finance. (3 Credits)
Analysis of business opportunities and problems from the financial manager's point of view. Special emphasis on determining discounted cash flow, analytical techniques and methods used in structuring the balance sheet. Some accounting desired.

BSFN 2540. Intro to Investing. (3 Credits)
Fundamental principles of investment and development of the student's ability to select the various investment securities that meet the investor's needs. A study of the principles and practices in security analysis and a review of the methods commonly employed in the analysis of financial statements.

BSFN 2910. Special Topics in Finance. (1-3 Credits)
Special Topics in Finance.

BSFN 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSFN discipline in BSLS Programs (2000 Level).

BSFN 3310. Money and Banking. (3 Credits)
A non-technical overview of the role of financial institutions in the economic process with emphasis upon the development of commercial banking since 1960. The course is structured to give relatively equal attention to each of the following three general areas: the supply of loanable funds, the demand for loanable funds, and money and capital markets.

BSFN 3540. Intermediate Investment. (3 Credits)
A continuation of Intro to Investing. This course explores investment topics as they relate to individual investors and professionals. Risk and return principles on securities and portfolios are studied as well as valuation techniques and analysis of fixed income securities, equities, and options. Financial statements, futures markets, portfolio theory, and capital market theory are also covered. The course assumes the student has a basic understanding of investment vehicles and their characteristics.
Finance (EFIN)

EFIN 6100. Financial Accounting. (2 Credits)
Examines the financial reporting roles of management, auditors and regulators. Students learn how accounting policy choices can influence reported performance and financial position. Students develop knowledge and skills that allow them to read, interpret and analyze financial statements at a basic level and to discuss business issues in accounting terms. (2 credit hours)

EFIN 6110. Accounting for Managers. (2 Credits)
EFIN 6120. Fincl Statement Analysis. (2 Credits)
EFIN 6200. Decision Models. (2 Credits)

EFIN 6300. Financial Management I. (2 Credits)
This course provides a rigorous introduction to the field of financial economics. The first section of the course develops an analytical understanding of the time value of money concept, and applies it through basic techniques for the valuation of stocks, bonds, and investment projects. Various capital budgeting rules are also discussed in this section. The second section focuses on capital markets including the statistical concepts of covariance and diversification and the capital asset pricing model. The third section introduces capital structure policy and discusses the impact of the different financing choices on risk and required return on firm's equity. This section also introduces the notion of weighted average cost of capital. (2 credit hours)

EFIN 6310. Financial Management II. (2 Credits)
This course builds directly on the material covered in Financial Management I. The course focuses on the key policy decisions made in corporate finance and discusses their impact on firm and shareholder value. The course will include an in-depth analysis of firms' financing choices and capital structure and their role in capital budgeting decisions. The course also introduces the different discounted cash flow valuation techniques for the valuation of corporate cash flows. The last third of the course focuses on options, option pricing, and applications of option pricing in corporate finance including warrant and convertible bond valuation. (2 credit hours)

EFIN 7100. Options. (2 Credits)
EFIN 7110. Portfolio Theory. (2 Credits)
This course is concerned with the choice of investment strategies with differing risk/return characteristics, in the presence of uncertainty. We will examine the risk/return characteristics of both equities and fixed-income instruments. We will begin by looking at the market structure within which equities are traded, how market indexes are derived, and the various styles of professional asset management. Within the context of fixed-income investments, we will discuss the various theories of the term structure of interest rates, how to derive implied forward rates, and how to measure and manage interest rate risk using duration and convexity. Interest rate futures, options and swaps will also be discussed as instruments for managing interest rate risk in a fixed-income portfolio. Finally, we will discuss several equity valuation measurements and the concept of market efficiency. Empirical evidence for and against efficient markets will be examined, and the basic tenants of Behavioral Finance will be introduced. (2 credit hours)

EFIN 7120. Cases In Finance. (2 Credits)
Through case analysis, this course explores ways to value different types of business enterprises. The course emphasizes discounted cash flow methods of valuation, though other methods, such as the method of multiples, the venture capital method, and real options are also introduced. Students develop and practice valuation skills, such as financial forecasting, cash flow measurement, discount rate estimation and continuing value calculation. In addition, students work with a variety of corporate situations, such as LBO’s, IPO’s, spin-offs, and mergers, in which valuation plays a key role. (2 credit hours)

EFIN 7130. Fixed Income Analytics. (2 Credits)
This course examines the pricing and yield determinants of various fixed income securities including Treasury bills, notes and bonds, strips, corporate bonds, munis, mortgages, and asset-backed securities. Topics include the term structure of interest rates, duration, convexity, immunization, and the various types of risk that can affect the pricing of fixed income securities. Arbitrage-free pricing methods are explained. The course is designed to give students the quantitative tools they need to evaluate streams of fixed-income cash flows.

EFIN 7140. International Finance. (2 Credits)
International Finance is the sub-area of finance that studies the international investment decisions concerning real and financial assets. This course considers the concepts and theories of modern multinational financial management and gives participants a solid theoretical and practical background that serves to better understand the importance of risk management in a Multinational Corporation (MNCs) and the particularities of corporate finance and corporate governance in a global context.
EFIN 7150. Behavioral Finance. (2 Credits)

EFIN 7160. Corporate Risk Management. (2 Credits)

EFIN 7170. Energy Acct & Finance. (2 Credits)
This course will cover the fundamentals of the upstream oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions will be followed through to their ultimate impact to a public E&P company’s external financial statements. Students will be able to understand the immediate impact of various decisions on a company’s cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

EFIN 7180. Energy & Env Economics. (2 Credits)
In the past 50 years, the largest industries involved in the energy sector (oil, gas, and electric) have undergone profound changes and have had a large impact on the economy. Managers in the oil, natural gas, and electric industries have had to devise strategies to cope with changes in the marketplace and ever-changing governmental regulations. The energy industries feature a complex mix of regulation and market-driven incentives. Students in this class will learn to use fundamental tools of economics and finance to study the business and public policy issues involved in these energy markets from the exploration, production, distribution, and ultimate sale to consumers. Students will study a number of cases from each of these industries, critically analyzing positions and evidence and formulating recommendations by applying the economic concepts they have learned in the class.

EFIN 7190. Energy Investment Banking. (2 Credits)

EFIN 7200. Game Theory & Finance. (2 Credits)
This course is an introduction to strategic models of decision-making and equilibrium with applications to economics and finance. Topics to be covered are: Nash Equilibrium, game theory, auctions, dominant strategies, coordination games, extensive form applications, subgame perfection, mixed strategies, applications of mixtures, asymmetric information, moral hazard, evolutionary games and dynamics. The use of critical thinking skills and mathematical analysis will be at the master's-level. Students completing this course will be able to understand the current issues in game theory and finance.

EFIN 7210. Financial Engineering. (2 Credits)
This course is designed to introduce students to financial innovation and strengthen the ability to tackle more structured financial problems. While the course is grounded solidly in theory, it also provides a thoroughly applied perspective of the topics: equity and debt, default and credit derivatives and interest rate models.

EFIN 7220. Financial Modeling. (2 Credits)
This course is about financial models and their use and simulation using Microsoft Excel. The models covered include Fixed Income Securities, Portfolio Optimization, and Option Pricing. The course content consists of a mix of theoretical models and model application.

EFIN 7300. Sas & Databases. (2 Credits)

EFIN 7310. Econometrics. (2 Credits)
Topics covered include econometrics basics, regression, formulas, statistics, variable bias, models, multicollinearity, hypothesis testing, binary variables heteroskedasticity, endogeneity, instrument variables, forecasting and speculation.

EFIN 7400. Stategic Fin Plan & Cntrl. (2 Credits)

EFIN 7500. Venture Cap & Private Equity. (2 Credits)

EFIN 7560. Energy Trading-Electricity Mkt. (2 Credits)
The number of players in power markets, competing interests, and evolving regulatory policy gives electricity markets a unique niche in the world of commodity trading. The unique physical characteristics of its product, coupled with the nature of its delivery (and associated constraints), have created opportunities for trading shops and major corporations to rise and fall in a little more than a decade. As this market (slowly) matures, and regulation continues to improve market transparency and efficiency, it will be a bumpy ride. To better understand where these markets are going and where they have been, we shall first obtain a historical perspective. With a concrete understanding of the market evolution, we will then investigate what variables (both physical and political) influence market prices on a long term, day ahead, and real time basis. We will also study the infamous market failures, and how regulators have responded to eliminate opportunities for indiscretion. The course will conclude with a brief look at several recent regulatory enactments to more closely align the interests of all market participants and stakeholders (and perhaps make the invisible hand seem more human!) This course will include market simulation exercises which will give students the opportunity to experience Power Marketing from the perspectives of a pure-marketer, independent power producer, and regulated utility.

EFIN 7570. Entrepreneurial Real Estate. (2 Credits)

EFIN 7590. Advanced Topics In Finance. (2 Credits)
This course is divided into three parts. The first is a continuation of the game theory course with particular attention to topics to be covered elsewhere in the course. The second part of the course is introduction to business ethics with an emphasis on finance. Cases will come from the Giving Voice to Values (GVoV) curriculum. The third part of the course addresses financial crises, with particular attention to the current financial crisis.

EFIN 7910. Executive Finance Internship. (1-3 Credits)

Finance (FINE)

FINE 3000. Personal Finance. (3 Credits)
This course is for students who want to increase their understanding of personal finance concepts. The course focuses on personal financial decisions such as investments, taxes, insurance, inflation, mortgages, and credit, and it examines basic financial and economic concepts the media covers. The course objective is to make students financially literate, with the knowledge, skills, and confidence to take charge of their financial futures. Enrollment is limited to business minor students only, and the course does not count toward the BSM degree.

FINE 3010. Financial Management. (3 Credits)
This course provides an introduction to finance for students aspiring to careers in financial management. It also provides a general understanding of finance for other students. The course covers time value of money and the valuation of stocks, bonds, and real investment projects. Prerequisites: ACCN 2010, ECON 1010, MATH 1230, MATH 1150 & MATH 1160 or 1210, MCOM 3010 (for students admitted after fall 2014 & later); Pre- or co-requisites: ECON 1020 or CDMA 1201.
FINE 4001. Private Equity Seminar. (3 Credits)
The Private Equity Seminar will provide undergraduate students with a comprehensive overview of the private equity industry. Students will have the opportunity to hear from and interact with professionals in the industry. Speakers will include practitioners from private equity funds, family offices, independent sponsors, and limited partners. Topics covered will include fundraising, sourcing and analyzing investment opportunities, valuation, financial modeling, deal structuring, letters of intent, due diligence, portfolio company monitoring, board representation, evaluating investment performance, and liquidity options. The class will be a mix of panel discussions, lectures, case studies, exercises, and student presentations. Students will complete team projects as well as individual assignments.

FINE 4002. Ind Real Estate Projects Semin. (3 Credits)
The Industry Real Estate Projects Seminar will provide "a real estate experience" to expand a student's understanding of the industry and will assist students to appreciate that the industry's dynamics are based on applications of finance & economics principles. The course is a combination of classroom instruction and intensive exploration of one real estate property via a case competition.

FINE 4100. Adv. Financial Managemnt. (3 Credits)
This course is intended for students who wish to learn and analyze the concepts, theories, and applications of modern corporate finance. The course builds on the topics of FINE 301, and covers a wide range of topics related to corporate finance. Specific topics include in-depth analyses of firms' financing choices and their impact on value, advanced capital budgeting, agency costs, dividend policy, stock splits and repurchases, institutional and legal aspects of corporate restructuring, mergers and acquisitions, corporate risk-management basics, and financial distress. The course will also cover stock option characteristics, valuation, and applications. Prerequisites: FINE 3010, MGSC 3010.

FINE 4110. Investments In Equities. (3 Credits)
This course focuses on equity investing. The major topic areas are equity markets, valuation, and portfolio management. Course content consists of descriptive material, theoretical models, and the practical application of theory. Topics include stock market exchanges, indexes, risk and return, diversification, market efficiency, portfolio theory and management, portfolio evaluation, mutual funds, and fundamental market, industry, and company analysis. Prerequisites: FINE 3010, MGSC 3010.

FINE 4120. Analysis of Fixed Income Secur. (3 Credits)
This course deals with the analysis of fixed income securities. Topics include valuation of different bond types, calculation of yield to maturity and total returns, accrued interest, day-counting rules, measurement of interest rate risk (duration and convexity), term structure of interest rates, money markets, mortgages and the concept of pass-through securities, and management of interest rate risk through fixed income derivatives. Students will explore theoretical aspects and applications of theory. The professor may also introduce spreadsheet modeling in the above areas. Prerequisites: FINE 3010, MGSC 3010.

FINE 4130. Venture Cap & Privt Eqty. (3 Credits)
This course analyzes the concepts and theories of entrepreneurial finance, which includes venture capital and private equity. The course builds on the core finance topics covered in FINE 3010 and covers a wide range of topics related to entrepreneurial finance. Apart from an in-depth analysis of new venture financing, the course also covers the financial aspects of strategic and business planning, financial forecasting, valuation, organization design and financial contracting, and financing and harvesting choices. Prerequisites: FINE 3010.

FINE 4140. Risk Management. (3 Credits)
This course focuses on 1) identifying financial risks associated with interest rates, currencies, and commodities; 2) measuring risk exposure; 3) making the corporate hedging decision; 4) selecting risk-management strategies; 5) using risk-management tools, including forwards, futures, options, and swaps; and 6) integrating risk-management and innovative financing techniques. Prerequisites: FINE 4100, FINE 4110, FINE 4120.

FINE 4145. Advanced Trading. (3 Credits)
This course is about trading financial assets. It is intended for students who expect to take trading jobs, but is also relevant for all students who expect to trade securities. The course examines the application of technology to implement financial theories and models. It uses a combination of lectures and exercises conducted in the school's state-of-the-art trading facility to make students comfortable with how to construct trading strategies and how to use contemporary models to price and hedge derivative securities. Pre- or Co- requisite: FINE 4140.

FINE 4150. International Finance. (3 Credits)
This course provides an integrated view of international financial markets and the management of multinational firms. It introduces students to markets for spot currency transactions, currency forwards, options, and swaps. Students are familiarized with tools for valuing instruments traded in these markets. The course then focuses on the opportunities and challenges these markets present to multinational managers attempting to manage exposure to exchange rates, raise capital in international capital markets, and evaluate international capital budgeting projects. Prerequisites: FINE 4010, FINE 4120.

FINE 4160. Equity Analys/Burkenroad. (3 Credits)
Students must apply to Burkenroad Reports, and enrollment is by invitation only. Enrollment is limited to Finance majors who are in the second semester of their junior year or first semester of their senior year, and who have minimum 3.000 cumulative and business grade-point averages. In this valuable hands-on course, teams of three or four students meet with top management, visit company sites, develop financial models, and publish in-depth investment research reports on public companies. The reports become available at www.burkenroad.org and are distributed to more than 20,000 institutional and individual investors. Students are also responsible for introducing company management at the Burkenroad Reports Investment Conference each spring. The companies are located in Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas. Prerequisites: ACCN 3100; Corequisite: FINE 4110.
FIN 4170. Financial Modeling. (3 Credits)  
This course makes the connection between studying textbook Finance theory and solving real-world business problems. The course provides students with a “nuts and bolts” guide to solving common financial problems by building financial models in spreadsheets. Topics include pro-forma financial forecasts, modeling stock prices, user-defined functions in VBA, and Monte-Carlo simulation. In addition, the professor may explore other Finance problems. Prerequisites: FINE 3010, MGSC 3010.

FIN 4190. Commercial Bank Mgmt. (3 Credits)  
FIN 4190 explores emerging institutional changes as they relate to the structure of commercial banks. Topics include asset and liability management, loan evaluations and policies, investment policies and management, and financial analysis of banks. Prerequisite: FINE 3010.

FIN 4210. Real Estate Planning &Dev. (3 Credits)  
FIN 4210 places the student in the role of real estate project manager, using the tools of the developer, entrepreneur, and business person. The primary responsibility of the principal or consultant in a real estate venture is to manage all resources efficiently and effectively. The course will examine current professional development in real estate and the decision-making process under changing economic conditions, environmental expectations, and federal and state tax legislation. Prerequisites: FINE 4100; senior standing.

FIN 4240. Special Offering. (1-3 Credits)  
This is a topics-oriented approach to the history of pre-industrial, industrializing, and industrialized economies with a focus on the United States and Western Europe. Particular emphasis is placed on the historical conditions that caused major changes in financial markets. Topics covered include the roles of elites in the development of new mediums and mechanisms of exchange; the evolution of modern fiscal systems to finance territorial expansion, geopolitical strategies, subsequent military operations; the articulation of new financial networks in the wake of the world wars of the twentieth century; and the deployment of globalized systems of finance and trade at the conclusion of the Cold War and at the start of the new century. This course discusses who, what, where, when, and how various financial instruments evolved, ranging from clay tablet receipts for grain in ancient Sumer, to the deployment of government bonds in England during the Napoleonic Wars and includes the birth of statistics based insurance markets in 18th century Scotland. We will place particular emphasis on assessing the historical conditions that caused these major additions to the portfolio of available financial instruments.

FIN 4250. Applied Portfolio Management. (3 Credits)  
The course provides a practical introduction to applied portfolio management and trading, using a combination of lectures and the software platform, ALPHABETA. The software has been developed to provide a common platform for students and professionals, and everything students will learn in this course is used by leading real-world portfolio managers. Portfolio managers make their decisions based on strong academic theory and research. In this sense, the course is for students who wish to learn modern and real world portfolio management strategies. Prerequisites: FINE 4100, FINE 4110.

FIN 4260. Financial Intermediaries. (3 Credits)  
This course is designed to give students a thorough understanding of the financial intermediaries that allow capital markets to function efficiently. Topics will include (but may not necessarily be limited to) the Federal Reserve, commercial banking, insurance companies, mutual funds, ETFs, hedge funds, and investment banking. Students who meet the course requirements will leave with a clear understanding of what intermediaries do, how to evaluate or value intermediaries, and what issues they currently face. Prerequisites: FINE 3010, FINE 4110; junior standing and above.

FIN 4350. Aaron Selber Jr on Hedge Funds. (3 Credits)  
This course introduces students to the broad field of alternative investing through an in-depth analysis of hedge fund investments. As part of the course, students will study a variety of applied case studies and relevant academic research papers in the subject. Leading practitioners in the hedge fund investment industry will visit the class as guest lecturers and mentors to students to help them build their foundations of knowledge. Ultimately, students will work in teams to develop a prospectus for a hypothetical new hedge fund. Students will compete in a simulated conference to raise committed capital for their newly created hedge fund. Prerequisites: FINE 4110, senior standing.

FIN 4411. Aaron Selber Jr- Alt Investst. (1-3 Credits)  
This course introduces students to the broad field of alternative investing through an analysis of hedge funds and their strategies. Specifically, the course focuses on an in-depth exploration of the strategy of investing in distressed debt. As part of the course, students will study a variety of applied case studies and leading-edge academic research papers on the subject. Leading practitioners in the alternative investment industry will visit the class as guest lecturers and mentors to the students to help them build their foundation of knowledge. Ultimately, students will work in teams to develop a pitch book that will analyze a distressed company and “pitch” an idea for investment in that company’s debt and/or equity through a variety of strategies that students will discuss during the course. Note: Students must apply for enrollment in this course. Prerequisites: FINE 4100 and FINE 4110.

FIN 4550. Finance Internship. (1 Credit)  
Freeman School majors may elect to do a Business Internship that will appear as one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the internship, the student must visit the Career Management Center for instructions. Students receive a grade of Satisfactory/ Unsatisfactory for the Internship upon submitting a paper/ evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status.

FIN 4600. Cases In Valuation & Financing. (3 Credits)  
An applications-oriented course, FIN 4600 typically deals with cases involving working capital, mergers, corporate valuation, and capital budgeting and planning. The course reinforces and applies concepts and techniques from Accounting and Financial Economics in a practical setting. It also includes credit analysis for bank lending. Prerequisites: FINE 4100, FINE 4110; senior standing.
FIN 4610. Darwin Fenner Mangd Fund. (3 Credits)
This course satisfies the upper level honors course requirement for students in the honors program. This course combines academic study with actual investing. As part of the course, students manage a portfolio of stocks called the Darwin Fenner Student Managed Fund. Students study academic research papers and classic writings that have influenced equity investing. Through reading and discussing academic research papers, students develop a critical thinking process and proprietary investment models. Working in groups, students analyze all stock in their assigned sector of the stock market and make buy, sell, and hold recommendations to the class. In addition, the class evaluates the historic performance of the fund. Prerequisites: FINE 4100, FINE 4110, FINE 4120; Invitation by Finance faculty; senior standing and Finance major – invitation only.

FIN 4620. Invest Banking-Financial Firms. (3 Credits)
This applications-oriented course builds upon the valuation concepts students learned in FINE 4100 (Advanced Financial Management) and applies them to investment-banking-style analysis for financial firms. Financial firms have unique asset, liability, risk, and regulatory attributes that make them fundamentally different from other firms; as a result, they are often challenging to value. In this course, students will construct financial firm valuation models to later integrate into full-scale merger and acquisition analyses. Additionally, the instructor will use case studies based on banks, insurance companies, real estate investment trusts (REITs), asset management companies, and other financial services companies to demonstrate varying business models, proper valuation, and the overall acquisition and integration of financial firms. The course will be particularly helpful for students with an interest in working as buy-side or sell-side financial analysts covering the financial sector. It will also provide insights into understanding the business models of financial firms, which should be valuable to students who aspire to work for firms in the financial sector. Prerequisites: FINE 4100; junior standing.

FIN 4890. Service Learning: FINE 4100. (1 Credit)
Students may elect to fulfill their upper-level Newcomb-Tulane public service requirement through this service learning option that functions as an add-on component to FINE 4100 OR FINE 4600. This added one-hour component supplements the finance curriculum and gives students the opportunity to research, prepare and teach core elements of financial literacy to high school students who live in the New Orleans community. Students required to fulfill 40 hours of public service. The 40 hours of public service includes preparation of lesson plans, lab meetings with reflection, and classroom experiential teaching to high school class environment. Prerequisites: FINE 3010; senior standing; Corequisite: FINE 4100 or FINE 4600.

FIN 4910. Independent Study. (0.5-3 Credits)
Freeman School seniors who have demonstrated academic excellence are allowed to pursue an independent study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences with the supervising faculty, as needed. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Finance major requirements for a BSM degree; the Independent Study counts as Business elective credit, only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Prerequisites: Minimum cumulative GPA of 3.333 or higher; senior standing.

FIN 4990. Finance Honors Thesis. (3 Credits)
This course is the traditional thesis option for the Finance area. Students enrolled in this course will begin their theses in the fall semester. They will conclude their theses in FINE 5000 in the spring semester.

FIN 5000. Finance Honors Thesie. (4 Credits)
This course is the traditional thesis option for the Finance area. Students enrolled in this course will conclude their theses in the spring semester. They will start the theses in FINE 4990 in the fall semester. Prerequisites: FINE 4990.

FIN 5380. Junior Year Study Abroad FIN. (1-20 Credits)

FIN 5390. Junior Year Study Abroad FIN. (1-20 Credits)

FIN 6020. Analysis for Financial Mgmt. (3 Credits)
This course provides an introduction to the discipline of finance and gives students the tools they need to make capital budgeting decisions for firms. It begins with the study of the time value of money and how to value stocks and bonds. From there, it moves into capital budgeting techniques including net present value and internal rate of return. Students will learn how to evaluate an asset’s risk and expected return within the context of a portfolio, leading to the fundamentals of asset pricing theory. Cash flow analysis, inflation, and a firm’s cost of capital are all topics that are covered. The course concludes with a discussion of market efficiency and its implications. By the end of the course, students will be familiar with the basic tools used to analyze the investment and financing decisions made within firms.

FIN 6050. Corporate Finance. (3 Credits)
This course examines the field of corporate finance. Initially the valuation of stocks and bonds and basic capital budgeting techniques are studied in detail. Options are then examined. The course then focuses on incorporating risk into the firm’s weighted average cost of capital and the cost of equity. The firm’s use of debt is then examined in detail, and then included in analyses of capital structure. Valuation is then taken up. The firm’s long term financing activities, that include raising debt, equity, preferred stock and convertible bonds, are examined. Though there are no formal prerequisites for this course, we will move very quickly through concepts relates to the time value of money and basic statistics.

FIN 6060. Economic Environ of Business. (3 Credits)
This course examines the U.S. and world economy in relation to national income, international trade, and patterns of international investment. The emphasis is on open economy macroeconomic issues for managerial decisions. Topics include the determination of interest rates, inflation, foreign investment, wage levels, real output growth, exchange rates, and international trade patterns in the world economy. Also included is a study of the global institutions of world commerce – the WTO and the Bretton Woods institutions of the World Bank and the International Monetary Fund – as well as a study of regional and bilateral trade agreements and of governmental controls of capacity and currency flow.
**FINE 6470. Managerial Economics. (3 Credits)**
The purpose of this course is to apply the economic theory of the firm and consumer behavior to management decision making. This involves the development of a conceptual framework to analyze household and firm decisions related to product and factor markets and the application of that framework to managerial decisions. Applications focus on market demand analysis and marketing strategy, production and cost efficiency, pricing, product quality and other competitive strategies, optimization under regulatory constraint, optimal employment decisions, and incentive structures. The applications are developed with cases and problems.

**FINE 7080. Options & Other Derivatv Secur. (3 Credits)**
This course covers the pricing and use of derivative securities, including forward contracts, swaps, futures, and options. The course emphasizes the role of derivatives in managing risks.

**FINE 7110. Investments. (1-3 Credits)**
The first half of this course takes students through an in-depth study of portfolio theory. The foundations of modern portfolio theory are rigorously developed and its principles are used to create mean/variance efficient portfolios. Students critically examine the assumptions of modern portfolio theory and its implications. Alternative multifactor pricing models including the Fama/French Three-Factor Model are also explored. The second half of the course focuses on fixed income analytics. Students learn how to price various types of fixed income securities and how to measure their interest rate risk. They learn how to hedge interest rate risk for fixed income portfolios, and how to incorporate call and conversion features into the price of a bond. Students learn how to derive implied forward interest rates, how to bootstrap a yield curve, and the implications of various theories of the term structure. Finally, students will have the opportunity to conduct an event study, learn the basics of options, and discuss how behavioral finance is changing the way asset pricing is viewed. Case studies will be used to learn how hedge funds, mutual funds, exchange-traded funds, and various other investment managers operate. Note: This course is a prerequisite for students who wish to apply for participation in Aaron Selber Jr. Course on Distressed Debt (FINE 7340) or Darwin Fenner Student-Managed Fund (FINE 7610), and a co-requisite for participation in Aaron Selber Jr. Course on Hedge Funds (FINE 7350).

**FINE 7130. Advanced Financial Management. (3 Credits)**
This course builds on the topics covered in Financial Management. The course will cover advanced corporate finance theory and how one translates theory into financial decisions. Topics include firm capital structure, including Jensen's free cash flow (moral hazard), pecking order (adverse selection), and agency conflicts between stockholders and bondholders; capital budgeting when financing considerations are included; external financing, including leasing and security issuance to the public; working capital management, including cash, credit, and inventory management; dividend policy and share repurchases; mergers and acquisitions; corporate governance; options valuation in the context of convertible bonds and warrants; the valuation of real options; and corporate risk management. Special topics such as international finance may also be covered.

**FINE 7140. Venture Cap & Private Equity. (3 Credits)**
Entrepreneurial firms face financial issues that are significantly different from those facing established companies. This course focuses on analyzing the special finance issues faced by such companies and on the knowledge and tools needed by managers of these firms. Topics covered will include stages of venture capital development, start-up financing (venture capital, leasing, bank loans), financial management of rapidly growing firms, deal structuring for entrepreneurial firms, and financial distress issues and concerns. Initial public offerings will also be examined as a culminating event for entrepreneurial firms. The course also covers the broader topic of private equity. The course investigates why firms seek private rather than public equity and identifies differences between private and public equity investments. The recent trend of investment in emerging economies by private equity funds is also examined. Students will create a deal or pitch book as part of the class.

**FINE 7150. International Finance. (3 Credits)**
This course provides students with a solid understanding of the basic principles of international finance. Emphasis will be placed on understanding the roles of trade and exchange rates in the global economy as well as how individual firms can obtain financing, make capital budgeting decisions, and minimize risk in a global environment. The first half of the course will be largely lectures which are designed to acquaint students with these fundamental principles. The second half of the course will be primarily case-oriented.

**FINE 7160. Investments & Asset Pricing. (3 Credits)**
This course covers portfolio theory and practice, equity valuation (behavioral versus market efficiency), and asset pricing models. The course also provides an introduction to derivatives (futures and options) and discusses basic hedging.

**FINE 7180. Financial Modeling. (3 Credits)**
This hands-on course focuses on the applications of quantitative models in finance. Course topics include: mathematical and computational models of stock price movements involving stochastic processes; applications of probability theory to portfolio risk analysis; modeling of cash flows and valuation; Monte Carlo simulation applied to both investments and cash flow modeling; applications of numerical optimization in finance; and use of Excel and Python for computation, statistics, and graphics in finance.

**FINE 7210. Real Estate Pln,Finc,Dev. (3 Credits)**
This course focuses on the real estate development process including: land acquisition, zoning, environmental impacts, valuation, financing alternatives, risk assessment, construction, management, leasing, and sale. Real estate decision making under changing economic conditions, environmental expectations, and tax legislation is also discussed.

**FINE 7250. Real Estate Indus Sem. (3 Credits)**

**FINE 7310. Cases In Real Estate. (3 Credits)**
This course explores the real estate development process in detail, from inception of an idea through construction completion and property management. Real-life case studies, group discussion, and lectures are the primary teaching methods. Student teams present development proposals at the conclusion of the course.
FINE 7340. A Selber Jr on Distressed Debt. (3 Credits)
This course introduces students to the broader field of alternative investing through an in-depth analysis of distressed debt investment opportunities. As part of the course, students will study a variety of applied case studies as well as relevant academic research papers on the subject. Leading practitioners in the alternative investment industry will visit the class as guest lecturers and mentors as students build their foundation of knowledge. Ultimately, students will work in teams to develop a pitch book that will analyze a distressed company and "pitch" an idea for investment in that company's debt and/or equity through a variety of strategies that will be discussed during the course. Note: Students must apply for enrollment in this course.

FINE 7350. Aaron Selber Jr on Hedge Funds. (3 Credits)
Prerequisite: FINE 7130 and concurrent enrollment in FINE 7110. This course introduces students to the broader field of alternative investing through an in-depth analysis of hedge fund investments. As part of the course, students will study a variety of applied case studies as well as relevant academic research papers on the subject. Leading practitioners in the hedge fund investment industry will visit the class as guest lecturers and mentors as students build their foundation of knowledge. Ultimately, students will work in teams to develop a prospectus for a hypothetical new hedge fund. Students will compete in a simulated conference to raise committed capital for their newly-created hedge fund. Note: Students must apply for enrollment in this course.

FINE 7510. Econometrics and Forecasting. (3 Credits)
This course covers advanced regression techniques. The basic regression model is reviewed in the first week, and then more advanced techniques are covered. Topics include testing the assumptions of the regression model, multicollinearity, serial correlation, heteroskedasticity, endogeneity, stability, instrument variables, binary variables, ARCH, forecasting, and basic time-series regression models for both stationary and nonstationary data.

FINE 7530. Burkenroad Rpts for Fin Analys. (3 Credits)
In this course, students will review the fundamentals of equity valuation, including dividend discount and discounted cash flow models, rational analysis of performance, and evaluating future growth prospects. The course provides students with a valuable opportunity to gain hands-on experience in equity analysis by participating in Burkenroad Reports. Student analysts work in small teams, visiting company sites, meeting with top management, conducting financial analysis, and preparing an in-depth investment research report on selected under-followed companies in the region. Students also participate in a weekend analyst workshop and the annual Burkenroad Reports Investment Conference. Note: Students must apply for enrollment in this course.

FINE 7600. Valuation & Financing Enterpri. (3 Credits)
This course studies advanced corporate valuation using discounted cash flow, comparables, and option techniques. The focus first is on valuation methods that include net present value/weighted average cost of capital, adjusted present value, capital cash flow, option value, equity cash flow, multiples, and comparables. The valuation methods will be applied to various forms of corporate investment, including new investment decisions, acquisitions, restructuring transactions including mergers and acquisitions, divestitures, and LBOs/MBOs. Examination of valuation in an international/cross-border setting, in a project finance setting, and of real options may also be examined.

FINE 7640. Valuation. (3 Credits)
This course combines academic study with actual investing. As part of the course, students manage a small-cap portfolio of stocks for the University endowment. The following topics are discussed: market efficiency, abnormal returns, factor models, interpretation of multiple regression outputs, relative valuation applied to industry and company analysis, portfolio theory, portfolio performance evaluation, and portfolio mean-variance optimization. State-of-the-art academic research papers and classic writings that have significantly influenced equity investing are studied. The assigned readings focus on empirical evidence regarding security and portfolio risk and returns. Through reading and discussing research papers and classic writings, students develop a critical thinking process and build proprietary investment models. Using their models, students analyze the S&P 600 stocks in their assigned sector and give a buy, do not buy, hold, or sell recommendation on each stock. Students are also free to develop market-wide investment models to use across market sectors. Note: Students must apply for enrollment in this course.

FINE 7650. Fixed Income Analytics & Model. (3 Credits)
This course will cover the following topics: (1) Surveys of markets (money market, fixed income, repos, federal funds), (2) Fixed income analytics (yield curves, term structure, spot and forward curves), (3) Models of term structure (such as Gauss X model, Nelson Siegel model), (4) Analytical models (1 factor, multi-factor), and (5) Credit derivatives (swaps, structured products, and credit derivatives).
FINE 7660. Risk Mgmt and App Finan Firms. (3 Credits)
This course includes the key elements of classic corporate risk management and covers the pricing and use of derivative securities to manage corporate risk. Applications of the use of derivative securities to manage risk will have an emphasis on the use of derivative securities to manage the corporate risk of financial institutions. Business cases and simulations reinforce key concepts and focus on the practical application of risk management tools. This course is timely due to the recent Dodd-Frank Act and Basel 3. Topics will include Value-at risk (VaR), sensitivity analysis (and its connection to regulatory capital requirements), stress testing, and credit risk management. Students will complete an empirical project that will include a VaR Analysis Report utilizing stress testing.

FINE 7670. Risk Mgmt and App to Enrg Firm. (3 Credits)
This course includes the key elements of classic corporate risk management and covers the pricing and use of derivative securities to manage corporate risk. Applications of the use of derivative securities to manage risk will have an emphasis on the use of derivative securities to manage the corporate risk of energy firms. Business cases and simulations reinforce key concepts and focus on the practical application of risk management tools. Topics will include derivatives pricing, hedging, volatility and correlation modeling, Value-at-Risk (VaR), and stress testing. Students will complete an empirical project using various risk management tools.

FINE 7690. Assessment of Program Learning. (0 Credits)
During the spring semester, all MFIN students are required to take an assessment exam, which is administered by the Freeman School Graduate Programs Office. The exam is designed to measure the level of MFIN program content mastery, as defined by the assurance of learning standards set by the MFIN Curriculum Committee.

FINE 7950. Independent Study. (1-3 Credits)
Independent Study. Finance.

Fine Art - Interdisciplinary (FNAR)
FNAR 1500. Fine Arts. (3 Credits)

Foreign Language (FRLN)
FRLN 1290. Semester Abroad. (1-20 Credits)
FRLN 1940. Transfer Coursework. (3 Credits)
FRLN 2030. Foreign Lang Require. (0 Credits)
FRLN 2390. Semester Abroad. (1-20 Credits)
FRLN 2940. Transfer Coursework. (1-20 Credits)
FRLN 2990. Foreign Language Exempt. (0 Credits)
FRLN 5190. Semester Abroad. (1-20 Credits)
FRLN 5380. Junior Year Abroad. (1-20 Credits)
FRLN 5390. Junior Year Abroad. (1-20 Credits)

French (FREN)
FREN 0100. France Summer Program, Paris. (0 Credits)
France Summer Program, Paris.

FREN 1010. Elementary French I. (4 Credits)
An introduction to the five skills of language acquisition: reading, writing, listening, speaking, and cultural understanding.

FREN 1020. Elementary French II. (4 Credits)
A continuation of the objectives presented in French I.

FREN 1290. Semester Abroad. (1-20 Credits)
Semester abroad.

FREN 1890. Service Learning: FREN 1010. (1 Credit)
Service Learning FREN 1010.

FREN 1891. Service Learning: FREN 1020. (1 Credit)
Service Learning FREN 1020.

FREN 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

FREN 2030. Intermediate French. (4 Credits)
Intermediate French language with emphasis on reading, conversation, and composition.

FREN 2130. Inter French Conversat. (2 Credits)
Intermediate French conversation.

FREN 2390. Semester Abroad. (1-20 Credits)
Semester abroad.

FREN 2890. Service Learning: FREN 2030. (1 Credit)
Service Learning FREN 2030.

FREN 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

FREN 2990. Foreign Language Exemption. (0 Credits)
Foreign Language Exemption.

FREN 3010. Topics French Cultr Stud. (3 Credits)
Topics in French Cultural Studies.

FREN 3011. Topics French Cultr Stud. (3 Credits)
Topics in French Cultural Studies.

FREN 3030. French/Franco Women Tran. (3 Credits)
Introduction to works by major French and/or Francophone women writers in translation. The course may focus on works by contemporary women writers, or examine texts from a range of historical periods. The issues raised in this course may include: the material conditions in which women have written; problems of publication; the specificity of women's writing; the conceptualization of gender; gender, race, and class.

FREN 3040. African & Caribbean Lit. (3 Credits)
An introduction to African and Caribbean literature, cinema, and other forms of cultural production and an exploration of movements and concepts such as Nègritude, Créolité, diaspora, and hybridity. Readings and discussion entirely in English.

FREN 3050. Literature In Exile. (3 Credits)
A presentation of recent works by writers born in the French-speaking former colonies of Africa and the Caribbean, but living and writing elsewhere (e.g., Paris, Montreal, Brooklyn). Some of the questions the course will endeavor to answer are: What happens to cultures when they are displaced? How does one conceive of home when in exile, and is it possible to return? Is rootlessness a source of creativity, or a detriment to it? Reading and discussions entirely in English.
FREN 3060. Business French. (3 Credits)
Practical reading, writing, speaking, and listening comprehension skills at an advanced level will be developed toward use of French for business purposes. Emphasis will be placed on oral and written communication in simulated business situations. (Prerequisite: FREN 3150 Advanced French Grammar and Composition or equivalent).

FREN 3110. The French Cinema. (3 Credits)
French film from its origins in 1895 to the present. Early film, technology, and physiology; the Lumière, Marey, Méliès; classic French cinema: Renoir, Gance. The French New Wave: Resnais, Truffaut, Godard, and others. Avant-garde, surrealist, and science.

FREN 3140. French Phonetics. (3 Credits)
The study of the sound system of French for improving pronunciation. Students learn the fundamental concepts of phonetics, phonemics, and contrastive analysis while also practicing French pronunciation and learning to convert French spelling into phonetic transcription using the International Phonetic Alphabet. Independent work in the language laboratory is an important component of the course.

FREN 3150. Adv French Through Media I. (3 Credits)
French 2030 may be taken concurrently. A thorough and comprehensive review of French grammar, including principles and distinctions not usually covered in lower and intermediate courses. Mastery of principles will be reinforced through oral and written class drill, frequent testing, and directed composition.

FREN 3160. Adv French through Media II. (3 Credits)
This course is a continuation of the objectives set in FREN 3150: it is designed to reinforce communicative skills in French at the advanced level through exposure to authentic written, visual, and oral documents dealing with French and Francophone cultures. The course offers a thorough review of French grammar, vocabulary, and pronunciation, while further developing students' media analysis skills.

FREN 3170. Francophone Visual Cultures. (3 Credits)
Students will improve their listening comprehension of French, improve their oral performance, and gain familiarity with aspects of contemporary French society through the study of film, television, the news media, etc. Students will acquire an active knowledge of new vocabulary and develop a greater sensitivity to the distinctions between various levels of language.

FREN 3210. Intro To Lit Analysis. (3 Credits)
The course provides students with the requisite tools of literary interpretation and analysis. By reading closely a variety of literary texts drawn from different periods and genres, students will become familiar with the fundamentals of criticism and poetics.

FREN 3250. Fren Society & Inst. (3 Credits)
An introduction to French society and the institutions that shaped it. Using periodization to define particular historical movements such as the Gallo-Roman period, the Middle Ages, the Renaissance, Enlightenment, revolutionary France, and the Third Republic, the course focuses on historical and architectural sites in Paris and the provinces to consider issues of French identity.

FREN 3330. Spec Top Fr Lit In Trans. (3 Credits)
Subject varies with instructor. May treat a particular literary period, a genre, or a subject, e.g., fatal love in French literature.

FREN 3880. Writing Intensive: FREN 3330. (1 Credit)
Writing practicum in English or French.
FREN 4160. Translation Thy & Prac. (3 Credits)
This course will provide students with the tools to translate a variety of
types of texts (mostly literary, but also legal, journalistic, commercial,
etc.) and to introduce them to translation theory as it relates to
the problem of translating cultural difference and to the issues of
originality, authorship, and the ownership of the text. Students will
translate from French to English as well as from English to French.
Course taught principally in English. Reading knowledge of French
required.

FREN 4180. French Poetry. (3 Credits)
Develop literacy in poetic genres, historical movements, figurative
language, and interpretation.

FREN 4210. History of French Language. (3 Credits)
This course traces the history of the development of the French
language from Latin into francien of the 12th and 13th centuries. It also
serves as an introduction to Old French (francien).

FREN 4220. Medieval Frn Literature. (3 Credits)
Readings in modern translation of such works as La Chanson de
Roland, the lais of Marie de France, Chrétien de Troyes’ Lancelot,
Béroul’s Tristan, Auscassin and Nicolette and the poetry of François Villon.

FREN 4320. Renaissance Literature. (3 Credits)
A survey of representative works of outstanding authors of the period:
Marot, Rabelais, Ronsard, Du Bellay, Montaigne, and D’Aubigné. Both
poetry and prose will be studied against the backdrop of the history and
civilization of the Renaissance in France.

FREN 4410. 17th Century French Lit. (3 Credits)
Currents of French Classicism, with particular emphasis on Moralists
and aesthetics. Authors include Boileau, Descartes, Pascal, La Bruyère,
La Fontaine, and La Rochefoucauld.

FREN 4420. 17th Century Drama. (3 Credits)
Corneille, Molière, Racine. Utilizes videos of Comédie-Française
performances. Development of critical sense through discussion.

FREN 4510. Topics In 18th Cent Lit. (3 Credits)
Advanced study of 18th-century literature and culture focusing on
a specific theme, genre, or problematic. In addition to addressing a
specific theme or area of study, this course offers fairly broad coverage
of the canonical works of the period. A writing practicum is available in
conjunction with this course. Taught in French unless otherwise noted
in the Schedule of Classes.

FREN 4520. Eighteenth-Century Lit. (3 Credits)
An introduction to the Enlightenment through readings in the
experimental genres developed in the 18th century. Authors include
Marivaux, Prévost, Montesquieu, Rousseau, Voltaire, Diderot, and
Beaumarchais.

FREN 4560. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic
course work. Registration is completed in the academic department
sponsoring the internship on TUTOR.

FREN 4570. Internship. (1-6 Credits)
An experiential learning process coupled with pertinent academic
course work. Registration is completed in the academic department
sponsoring the internship on TUTOR.

FREN 4620. 19th Century Novel. (3 Credits)
Representative novels of such authors as Chateaubriand, Constant,
Stael, Stendhal, Balzac, Sand, Hugo, Nerval, Flaubert, the Goncourt,
Zola.
FREN 4910. Independent Study FREN Ling. (1-3 Credits)
Subject varies with instructor. Principally reading and research.

FREN 4920. Independent Studies. (3 Credits)
Subject varies with instructor. Principally reading and research.

FREN 4990. Honors Thesis. (3 Credits)
Honors Thesis.

FREN 5000. Honors Thesis. (4 Credits)
Honors Thesis.

FREN 5190. Semester Abroad. (1-20 Credits)
Semester abroad.

FREN 5380. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

FREN 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

FREN 5880. Writing Intensive: FREN 5950. (1 Credit)
Writing intensive for FREN 5950.

FREN 5940. Transfer Coursework. (4 Credits)
Transfer Coursework.

FREN 5950. Senior Seminar. (3 Credits)
Content is consistently broad in scope and either thematic or generic in orientation, e.g., theme of the quest from the Middle Ages to the 20th century; the evolution of genre, i.e., the lyric poem, from its medieval beginnings to the present. Offered each fall. Required for the major.

FREN 5990. French For Reading Knowl. (0 Credits)
French for Reading Knowledge.

FREN 6010. Graduate Writing Workshop. (3 Credits)
This 3-credit course helps students enrolled in the graduate program of the Department of French and Italian sharpen their skills in academic writing by studying the argumentation and style of French- and English-language critical texts, independently developing an article-length scholarly work of publishable quality for a specific journal, and workshopping drafts of this project.

FREN 6050. Teaching French. (3 Credits)
See FREN 4050 for course description.

FREN 6060. Professional French. (3 Credits)
FREN 6060-01 is an advanced course in Professional French. It is designed for French majors or for students in the 5-year combined B.A. and M.A. program in French. Prerequisites: FREN 4010.

FREN 6070. Survey of French Linguistics. (3 Credits)
This course introduces students to the field of linguistics as applied to French. Taking a broad approach, we will examine the major structural components of the language—phonological, morphosyntactic, and lexical—as well as sociolinguistic matters such as variation in the language (based on region, social group, style, or other factors), French speakers’ attitudes towards their language, and the question of a linguistic norm in French. No prior study of linguistics is required for this course.

FREN 6085. Pidgins and Creoles. (3 Credits)
An overview of the world’s pidgin and creole languages and a survey of the theories of their origins.

FREN 6100. French In Louisiana. (3 Credits)
See FREN 4100 for course description.

FREN 6110. Fld Res on French in LA. (3 Credits)
See FREN 4110 for course description.

FREN 6150. Intro. Critical Theory. (3 Credits)
Exploration of some of the principal linguistic, anthropological, psychoanalytic, philosophical, and sociological currents informing recent approaches of literature and culture.

FREN 6160. Translation Thry & Prac. (3 Credits)
See FREN 4160 for course description.

FREN 6180. French Poetry. (3 Credits)
Develop literacy in poetic genres, historical movements. figurative language, and interpretation. In French.

FREN 6210. History of French Language. (3 Credits)
The development of Latin into French and subsequent evolution of the latter through the Old French period.

FREN 6220. Medieval French Lit. (3 Credits)
See FREN 4220 for course description.

FREN 6310. Renaiss Poetry & Drama. (3 Credits)
Careful analysis of the works of the major poets: Marot, the Ecole Lyonnaise, the Pléiade, and D’Aubigny. Special attention is devoted to lyric poetry and to the defense of the French language as a viable literary medium. Special attention is given to poetic violence as experienced in desire, national conquest, and religious strife, so that verse is defined in tension with poetic form. The course privileges Renaissance sonnets, while also including the genres of elegy, dizain, epic, epigrams and political satire.

FREN 6320. Renaissance Prose. (3 Credits)
See French 4320 for description.

FREN 6410. 17th Cent French Lit. (3 Credits)
See FREN 4410 for description.

FREN 6510. Topics In 18th Cent Lit. (3 Credits)
See FREN 4510 for course description.

FREN 6520. Eighteenth-Century Lit. (3 Credits)
See FREN 4520 for course description.

FREN 6610. 19th Century Prose I. (3 Credits)
Prose writers of the first half of the 19th century. Emphasis on the social and political context of post-revolutionary France, theories of fiction and the concurrent rise of the novel, history, and autobiography.

FREN 6620. 19th Century Prose II. (3 Credits)
See FREN 4620 for course description.

FREN 6630. 19th Century Poetry. (3 Credits)

FREN 6650. Romanticism. (3,3 Credits)
Study of the Romantic Movement and authors such as Bernardin de Saint-Pierre, Stael, Chateaubriand, Desbordes-Valmore, Laurontine, Balzac, Tristan, and Sand.

FREN 6720. 20th Century French Lit. (3 Credits)
See FREN 4720 for course description.
FREN 6750. The Avant-Garde. (3 Credits)
The history and theory of the avant-garde, from the movements of
the early 20th century to today. We will explore the art, performances,
poetics and manifestos of the so-called "historic" avant-gardes of a
century ago, including the well-known antics of Dada (Zurich and Paris),
Surrealist practices based first in Paris and eventually all over the
world, Italian Futurism, visual arts and cinema (Cubism, etc.) and the
London-based groups of writers working in Imagism and Vorticism.

FREN 6800. Survey Francophone Lit. (3 Credits)
See FREN 4800 for course description.

FREN 6810. Special Topics. (3 Credits)
Special topics in French.

FREN 6811. Special Topics. (3 Credits)
Special topics in French.

FREN 6812. Special Topics. (3 Credits)
Special topics in French.

FREN 6820. Special Topics. (3 Credits)
Special topics in French.

FREN 6860. Francoph Art Litr & Pol. (3 Credits)
This course examines the status of representation in three fields: art,
literature, and politics. We will consider the relation of those three fields
by reading selected essays of Adorno, Bourdieu, Bachelard, Foucault
and Walter Benjamin as well as representative Francophone novels.

FREN 6880. Writing Intensive: FREN 6820. (1 Credit)
Writing Intensive for FREN 6820.

FREN 6890. Service Learning: FREN 6160. (1 Credit)
Service Learning for FREN 6160.

FREN 6910. Independent Study FREN Ling. (1-3 Credits)
Subject varies with instructor. Principally reading and research.

FREN 6920. Independent Study FREN Lit. (1-3 Credits)
Subject varies with instructor. Primarily reading and research.

FREN 7230. Studies in the Middle Ages. (3 Credits)
Studies in the Middle Ages.

FREN 7370. 16th Century Studies. (3 Credits)
16th Century Studies.

FREN 7510. 18th Century Studies. (3 Credits)
18th Century Studies.

FREN 7670. 19th Century Studies. (3 Credits)
19th Century Studies.

FREN 7770. 20th Cent French Lit. (3 Credits)
20th Century French Literature.

FREN 7800. Topics Francophone Lit. (3 Credits)
Topics in Francophone Literature.

FREN 9980. Masters Research. (0 Credits)
Masters Research.

FREN 9990. Dissertation Research. (0 Credits)
Dissertation Research.

Gender and Sexuality Studies (GESS)

GESS 1900. Sex, Power and Culture. (3 Credits)
This course invites students to learn the skills necessary to identify,
analyze, and ultimately transform the cultural, social, and political
forces that shape and are shaped by sex and sexuality. Approaching
sexuality as a system of norms, values, beliefs, and patterns of
interaction, students will learn how sexuality intersects with with
gender, race, age, ethnicity, religion, ability, and other axes of power
and privilege. Students will be introduced to the current body of
empirical data and theory to identify how these intersecting systems
of power take shape in patterns of human interaction such as forming
relationships, dating rituals and sexual scripts, and interpersonal
conflict and violence. In sum, students will develop the skills to 1)
analyze how their own interpersonal and intimate relationships are
embedded within and constitutive of broader systems of power and 2)
how to work individually and collectively to change them.

GESS 2190. Special Topics. (3 Credits)
Covers topics pertaining to the study of gender and/or sexuality.

GESS 2900. Intro to Gender & Sex Studies. (3 Credits)
This course is an interdisciplinary introduction to gender and sexuality
studies. Its primary focus is critical perspectives on the social
construction of gender and sexuality, inequalities on the basis of
gender and sexuality, activism around issues of gender and sexuality,
and how gender and sexuality shape and are shaped by other systems
of inequality such as race, ethnicity, class, religion, nation, region, and
age.

GESS 3500. ID, Difference & Inequality. (3 Credits)
This course invites students to learn the skills necessary to identify,
analyze, and ultimately transform the cultural, social, and political
forces that shape and are shaped by sex and sexuality. Approaching
sexuality as a system of norms, values, beliefs, and patterns of
interaction, students will learn how sexuality intersects with with
gender, race, age, ethnicity, religion, ability, and other axes of power
and privilege. Students will be introduced to the current body of
empirical data and theory to identify how these intersecting systems
of power take shape in patterns of human interaction such as forming
relationships, dating rituals and sexual scripts, and interpersonal
conflict and violence. In sum, students will develop the skills to 1)
analyze how their own interpersonal and intimate relationships are
embedded within and constitutive of broader systems of power and 2)
how to work individually and collectively to change them.

GESS 3880. Writing Intensive: (1 Credit)
Writing Intensive.

GESS 3890. Service Learning: GESS 3500. (1 Credit)
Students complete a service activity in the community in conjunction
with the content of a three-credit core course.

GESS 4500. Gender and Archives. (3 Credits)
This course focuses on developing knowledge of major theories of
archives, on fostering research skills by engaging with materials, and
on involving students in archival work that will allow questions about
gender. Exploring theories and practices of archives, the course takes
students through the history of archives, with special attention to
women as keeping, and represented in, scholarly collections.
GESS 4560. Internship. (1-3 Credits)
"This course focuses on developing knowledge of major theories of archives, on fostering research skills by engaging with materials, and on involving students in archival work that will allow questions about gender. Exploring theories and practices of archives, the course takes students through the history of archives, with special attention to women as keeping, and represented in, scholarly collections. Notes: The course offers a service learning project. Pre-requisites: GESS 2900 and GESS 3500."

GESS 4700. Sexuality in US History. (3 Credits)
In this course we will examine the ways in which sex, gender and sexuality have been fundamentally reorganized since the 18th century. Focusing primarily on the formation and development of the United States, this seminar aims to develop your understanding of the distinctive constructions of sexuality in various historical, political, and cultural contexts, how those constructions have transformed over time, and what factors account for those changes. All of our critical inquiries will attend to the ways in which race, class, gender, religion, market cultures, and governments intersect with the history of sexuality.

GESS 4880. Writing Intensive: GESS 4980. (1 Credit)
Writing Intensive.

GESS 4881. Writing Intensive: GESS 4980. (1 Credit)
Writing Intensive.

GESS 4890. Service Learning: GESS 4700. (1 Credit)
Service Learning.

GESS 4910. Independent Study. (1-3 Credits)
Qualified students may arrange for independent study with an instructor to pursue a project of interest to the student. Ordinarily, independent study earns three credits. Requirements will vary depending on the project but will involve some combination of readings, oral reports, and written work. A maximum of four credits of independent studies may be applied toward the major in Gender and Sexuality Studies and three credits toward the minor.

GESS 4920. Independent Study. (1-3 Credits)
Qualified students may arrange for independent study with an instructor to pursue a project of interest to the student. Ordinarily, independent study earns three credits. Requirements will vary depending on the project but will involve some combination of readings, oral reports, and written work. A maximum of four credits of independent studies may be applied toward the major in Gender and Sexuality Studies and three credits toward the minor.

GESS 4930. Special Topics. (3 Credits)
An in-depth examination of a particular topic relevant to gender and sexuality studies. Topics for discussion focus on a theme or question that is best understood within an interdisciplinary framework.

GESS 4931. Special Topics Gender Studies. (3 Credits)

GESS 4940. Gender & Sexuality Theory I. (3 Credits)
This course is the first in a sequence of two courses (see GESS 4/6950) on feminist and queer theory. The primary goals of this course are 1) to provide an introduction to early feminist theories of patriarchy, women's oppression, and gender inequality, 2) map the emergence of subsequent theories of the social construction of gender and gender difference including the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality, and 3) identify how intersectional, postmodern, and queer thinkers enter into dialogue with and critique early feminist theorizing.

GESS 4950. Gender & Sexuality Theory II. (3 Credits)
This course is the second in a sequence of two courses on feminist and queer theory. The primary goals of this course are 1) to map the expansion of feminist and queer theory in recent decades, 2) critically engage with theories of gender, sexuality, race, and class to gain understanding of inequality and social change.

GESS 4990. Honors Thesis. (3 Credits)
Honors Thesis.

GESS 5000. Honors Thesis. (4 Credits)
Honors Thesis.

GESS 6940. Gender & Sexuality Theory I. (3 Credits)
This course is an advanced seminar in feminist and gender theory. The primary focus is critical engagement with political and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class.

GESS 6950. Adv Sexuality & Queer Theory II. (3 Credits)
This course is the second in a sequence of two courses on feminist and queer theory. The primary goals of this course are 1) to map the expansion of feminist and queer theory in recent decades, 2) critically engage with theories of gender, sexuality, race, and class to gain understanding of inequality and social change.

**General Legal Studies (GLSP)**

GLSP 2010. Intro to the Legal System. (3 Credits)
Introduces students to the American legal system, including both civil and common law, and focusing upon the practical aspects of legal services. The course provides basic training in necessary skills, including vocabulary, interviewing and investigation, law office administration, legal document drafting, and litigation support. The course also addresses professional ethics, including but not limited to the unauthorized practice of law. Pre-requisite: ENGL 1010.

GLSP 3020. Legal Research. (3 Credits)
Provides hands-on training in the use of the law library, Westlaw, and other online and print resources for research; and teaches students to develop efficient, effective legal research strategies. Pre-requisite: ENGL 1010.

GLSP 3030. Legal Writing. (3 Credits)
Builds upon the research and analytical skills developed in GLSP 3020 - Legal Research. Through written assignments, students are trained to draft motions, pleadings, correspondence, and other necessary legal documents. Pre-requisite: GLSP 3020.

GLSP 3050. Litigation I. (3 Credits)
Introduces students to litigation in the U.S. federal and state courts, including both the civil and common law systems. In addition to learning applicable terminology and analyzing jurisdiction and venue, students perform client interviews and investigations; draft initial pleadings; plan for motion practice; and develop skills in calendaring, file management, document production, depositions, and other aspects of discovery. Lectures are supplemented with practical exercises in the drafting of legal documents, including pleadings, motions, memoranda, and discovery documents. Pre-requisite: ENGL 1010.
GLSP 3060. Litigation II. (3 Credits)
Develops knowledge of the U.S. state and federal court systems in greater depth, using the theory-of-the-case approach to train students in the procedural, evidentiary, and substantive rules governing civil litigation. Students develop skills in legal analysis, critical thinking, formal and informal advocacy, legal writing, rules of evidence, investigative techniques, post-trial rules and procedures. Lectures are supplemented with practical exercises in the drafting of effective pleadings, motions, memoranda, and discovery documents. Pre-requisite: GLSP 3050.

GLSP 3070. Legal Technology. (3 Credits)
Through hands-on exercises and tutorials, students develop skills and knowledge in the use of the software applications and methods that firms use to support litigation and transactional practices, discovery and due diligence, case management, time-keeping, billing, and other vital law office functions. Pre-requisites: CPST 1000 or approval of Director.

GLSP 4010. Busn & Corporate Practice. (3 Credits)
Students are introduced to business organizations and relationships, including sole proprietorships, agencies, partnerships, and corporations; and learn how paralegals function in corporate and business transactions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4030. Louisiana Succession Practice. (3 Credits)
Through lectures and practical exercises, students develop knowledge of Louisiana's substantive law of successions and donations and the role of the paralegal within a successions practice. Students learn to draft simple wills and the pleadings necessary to probate wills, appoint executors, pay estate debts, sell or lease estate property, and transfer possession of inheritance to heirs; to perform the actions necessary to estate administration, including collection, legal description, appraisal of assets, and preparation of documents to transfer estate assets; and preparation and filing of Louisiana Inheritance Tax and Federal Estate Tax Returns. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4040. Real Property Practice. (3 Credits)
Through lectures and practical exercises, students learn the basics of real estate practice and the role of the paralegal in real estate transactions, including retrieving and compiling property information; performing title searches; preparing preliminary abstracts and opinions of title, mortgages and transfer of ownership; requisitioning deeds and leases; and other paralegal functions associated with real estate negotiations and closings. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4050. Family Law. (3 Credits)
Introduces students to current and projected issues in family law and the role of the paralegal in cases arising from marriage, children, and property. Through lectures and practical exercises, students learn to perform client interviews; analyze child support obligations, prepare pleadings for dissolution, support, and division of property; prepare cases for trial; supervise case progress; draft property settlements; trace assets; and other tasks. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4070. Immigration Law Practice. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the development and enforcement of immigration law in the U.S., based upon the Constitution, federal laws, and social policies; the social institutions involved in immigration; and the administration of immigration benefits, including determination of citizenship, naturalization, and other types of immigration status. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4080. Criminal Law. (3 Credits)
Provides an overview of the practice of criminal law, including criminal procedure and court rules, prosecutorial functions, probation, juvenile courts, mental commitment procedures, bail, and sentencing, with practical exercises to develop skills in performing investigations, discovery, alternative dispositions, and trial preparation. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4090. Administrative Practice. (3 Credits)
Introduces students to governmental agencies and their promulgation and enforcement of the rules through which state and federal statutes have practical application. Through lectures and practical exercises, students learn to identify and analyze applicable rules, investigate relevant facts, draft responses and inquiries, submit requests under the Freedom of Information Act, review agency files, and perform other paralegal functions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4100. Advanced Legal Technology. (3 Credits)
Develops skills and knowledge regarding the paralegal's role in the organization and efficient operation of law offices, including accounting and billing procedures; hiring, scheduling, and managing non-attorney personnel; operating information storage and retrieval systems; maintaining office equipment; fostering client relations; and performing other necessary functions. Pre-requisite: GLSP 3070.

GLSP 4120. Admiralty Practice. (3 Credits)
Explores the substantive laws governing maritime matters, as applied through federal and state regulations. Through lectures and practical exercises, students develop skills to assist in matters involving marine insurance; personal injury rights and liabilities; salvage, ship mortgages, and domestic and foreign towage regulations; and the drafting of bills of lading, limitations of liability, and other documents. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4140. Oil and Gas Law. (3 Credits)
Explores the substantive laws governing maritime matters, as applied through federal and state regulations. Through lectures and practical exercises, students develop skills to assist in matters involving marine insurance; personal injury rights and liabilities; salvage, ship mortgages, and domestic and foreign towage regulations; and the drafting of bills of lading, limitations of liability, and other documents. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4150. Commercial Law. (3 Credits)
Through lectures and practical exercises, students learn the role of the paralegal in the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; allocation of liability; procedures for enforcement and collection; and other skills necessary to perform functions necessary to excel in a commercial practice. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.
GLSP 4160. Interviewing & Investigation. (3 Credits)
Through practical exercises, students learn principles, methods, techniques for identifying, obtaining, documenting, and disseminating information in civil and criminal actions; and develop the interviewing skills necessary to communicate effectively while avoiding ethical pitfalls. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4170. Advanced Legal Technology. (3 Credits)

GLSP 4180. Bankruptcy. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the U.S. Bankruptcy system, including the development of the U.S. Bankruptcy Code, Federal Rules of Bankruptcy Procedure, the Bankruptcy Court, and the U.S. Trustee system. Assignments focus upon the practical role of the paralegal in cases arising under Chapter 7, Chapter 13, and Chapter 11 of the Bankruptcy Code, including the drafting of pleadings and use of the electronic filing system. The course also explores ethical issues, such as a debtor's right to a fresh start versus a creditor's right to a meaningful distribution. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4190. Legal Ethics. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course examines the professional and ethical dilemmas legal professionals face and compares the ethical rules and professional standards developed by the American Bar Association, adopted by Louisiana and presented as guidelines by the two major paralegal associations. The course contrasts the real-life expectations and responses of legal professionals with fictional scenarios portrayed in the media and explores the impact of movies and television upon public perception. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4200. Insurance Law Practice. (3 Credits)
This participative asynchronous online course introduces students to the laws governing and legal actions arising under various types of insurance contracts in Louisiana and other states. Through practical exercises and online discussions, students learn to perform the paralegal's tasks necessary to the claims process, litigation, defense, and case management; and to identify the issues of ethics and professionalism that arise in an insurance practice. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4220. Personal Injury - Malpractice. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course addresses the prosecution and defense of personal injury and medical malpractice actions under tort and insurance laws, the Louisiana Medical Malpractice Act, and other applicable laws. Practical exercises develop the skills necessary for assisting in personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining and summarizing medical records, performing factual investigations and other necessary functions. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

GLSP 4230. Pro Bono Practice. (3 Credits)
Through lectures and on-site interviews, students are introduced to the governmental and private agencies that provide legal services free of charge to disadvantaged persons, while practical exercises develop the skills necessary for the tasks typically assigned to paralegals in pro bono practice. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

GLSP 4280. Personal Injury - Malpractice. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course addresses the prosecution and defense of personal injury and medical malpractice actions under tort and insurance laws, the Louisiana Medical Malpractice Act, and other applicable laws. Practical exercises develop the skills necessary for assisting in personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining and summarizing medical records, performing factual investigations and other necessary functions. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

GLSP 4290. Medical Records Analysis. (3 Credits)
Lectures and hands-on exercises provide students with the skills and substantive knowledge necessary to obtain, review, summarize, and prepare medical records for use as evidence in litigation. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4300. Louisiana Notary Law Paralegal. (3 Credits)
Through lectures and practical drafting exercises, students learn the broad duties and powers of the Notary Public in Louisiana, focusing upon the laws governing and documents drafted and/or authenticated by notaries in adoptions, emancipations, tutorships, interdictions, successions, wills, real estate transactions, mortgages, security interests, and other legal actions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4310. Employment Law. (3 Credits)
Lectures and in-class discussions explore the state and federal laws governing employment in the U.S., focusing upon the disputes that may arise in the workplace. Through practical exercises, students learn best practices for establishing, maintaining and terminating the employment relationship; evaluating employment claims; and identifying ethical practices. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

GLSP 4320. Health Care Compliance. (3 Credits)
Through lectures, students develop an understanding of the interaction among insurance, physician-patient relationships, medical records, bioethics, privacy and security, ethical issues, Medicare, and other state and federal laws governing the healthcare industry. Practical exercises develop the skills necessary for employment in law firms, governmental agencies, healthcare corporations, and other businesses in the healthcare industry.

GLSP 4330. Social Security Practice. (3 Credits)
Lectures and reading assignments explore white collar crime and enforcement in depth, focusing upon federal laws and the nature of corporate, federal and state governmental, environmental, and economic crimes and their economic and sociological impacts. Practical exercises detail the inter-related roles of prosecutors, defense attorneys, and paralegals in the investigation and prosecution of white collar crime. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

GLSP 4340. Social Security Practice. (3 Credits)
Lectures and practical exercises develop a broad knowledge of social security disability laws and legal actions, including the claims evaluation process, the claimant's right to representation, disability benefits for children, SSI benefits during the application process, proof of disability, the duties and responsibilities of Administrative Law Judges (ALJs), and the paralegal's role in preparing applications and assisting clients throughout the disability claims process. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

GLSP 4350. Law in American Society. (3 Credits)
Through practical exercises and online discussions, this participative asynchronous online course introduces students to the interplay between America's legal system and social structure, providing a detailed analysis of the impact of the legal system upon social, economic, and political relationships. Via interactive assignments, students analyze the functions of the federal and state courts and the availability of justice to citizens of varying socioeconomic means. Pre-requisite: ENGL 1010.
**German (GERM)**

**GERM 1010. Elementary German I. (4 Credits)**
Development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Cultural exploration of the German-speaking countries.

**GERM 1020. Elementary German II. (4 Credits)**
Continuation of GERM 101. Continues the development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Further exploration of the German-speaking countries.

**GERM 1120. Elem German Grammar Revw. (4 Credits)**
In place of GERM 1010 and GERM 1020. Accelerated development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Cultural exploration of the German-speaking countries.

**GERM 1190. Freshman Writing Seminar. (4 Credits)**
Freshman Writing Seminar on varying topics. Consult department for details.

**GERM 1290. Semester Abroad. (1-20 Credits)**
Semester Abroad.

**GERM 1470. German For Beginners. (1-4 Credits)**
An Introduction to the fundamentals of the German language.

**GERM 1940. Transfer Coursework. (3 Credits)**
Transfer Coursework.

**GERM 2030. Intermediate German. (4 Credits)**
Continues to develop proficiency in the four language skills (listening, reading, speaking, and writing) at the intermediate level. Further introduces students to contemporary German culture.

**GERM 2040. Intermed German II. (4 Credits)**
German 204 is the fourth semester of intermediate language study, following 203, and is the first required course for German majors and minors. Advanced practice in all discourse skills. Conducted entirely in German. Class discussion of readings, grammar review, composition, theatrical exercises. Student-driven communicative approach.

**GERM 2390. Semester Abroad. (1-20 Credits)**
Semester Abroad.

**GERM 2890. Service Learning: GERM 2030. (1 Credit)**
Service Learning in conjunction with GERM 2030.

**GERM 2893. Service Learning: GERM 2030. (1 Credit)**
Service Learning in conjunction with GERM 2030.

**GERM 2940. Transfer Coursework. (3 Credits)**
Transfer Coursework.

**GERM 2990. Foreign Language Exemption. (0 Credits)**

**GERM 3030. Intro To Literature. (3 Credits)**
Conducted in German. An introduction to representative works of prose, drama, and poetry of the German-speaking world.

**GERM 3040. Intro To Literature. (3 Credits)**
Conducted in German. An introduction to representative works of prose, drama, and poetry of the German-speaking world (follows GERM 3030).

**GERM 3050. Adv Grammar & Compositn. (3 Credits)**
Course combines language acquisition with content-based instruction for varying topics. With respect to language learning, the course aims at reinforcing and expanding students’ proficiency primarily in writing.

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**Geology (GEOL)**

**GEOL 2060. Introductory Geography. (3 Credits)**
An introduction to the basic facts concerning the physical environment: landforms, climates, vegetation and soils, followed by a comprehensive survey of the relationship between the physical environment and human activity in the major geographic regions.

**GEOL 2890. Service Learning. (1 Credit)**

**GEOL 3890. Service Learning. (1 Credit)**
Service learning component to GEOL courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

**GEOL 5380. Semester Abroad. (1-20 Credits)**
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

**GEOL 5390. Semester Abroad. (1-20 Credits)**
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.
GERM 3160. Readings In German Lit. (3 Credits)
Conducted in German. Reading of representative works of German prose, drama, and poetry. Designed to introduce the student to fundamentals of literary analysis and to strategies for enhanced reading comprehension.

GERM 3250. German Lang & Culture I. (3 Credits)
Conducted in German. Survey of German history from its beginning through the Age of Enlightenment, with emphasis on cultural and social aspects unique to Germany. Significant emphasis on the continued development of linguistic skills.

GERM 3260. German Lang & Culture II. (3 Credits)
Conducted in German. Survey of German history from the end of the 18th century to the present including a discussion of institutions and problems of contemporary German life and civilization. Significant emphasis on the continued development of linguistic skills.

GERM 3270. German Lit & Culture 1871-pres. (3 Credits)
This course traces significant events and developments in Germany from its beginning as a nation to its reunification at the end of the Cold War. Through close examination and discussion of selected literary, documentary, and filmic texts.

GERM 3360. Translatn:Theory & Pract. (3 Credits)
Proficiency in German required. Course introduces students to both practical and theoretical problems posed by translation in general and by English-German translation in particular. This class will learn by practicing translation and by reading theoretical texts about translation. Texts will include literature, news reports, and film subtitles.

GERM 3440. Representing Holocaust. (3 Credits)
This course examines the Holocaust from various perspectives, disciplines, and media (including history, literature, and film) to investigate the conditions and limitations of representations of the Holocaust.

GERM 3510. Ger Cult & Civilization. (3 Credits)
The emergence of art, music, and philosophy of the German-speaking peoples, primarily as reflected in their national literatures.

GERM 3530. Rehearsing Revolution. (3 Credits)
The course examines major turning points in German history. How have German writers represented political revolutions and social upheavals from the French Revolution, the weavers’ revolt of 1844, to the peaceful revolution of 1989? Conversely, to what extent has literature, especially drama, had an impact on revolutionary events? Authors and theorists considered include such classics as Goethe, Schiller, Kleist, Büchner, Marx, Hannah Arendt, Brecht, Müller, and Weiss. Films by Riefenstahl, Fassbinder, and Becker.

GERM 3540. Marx, Nietzsche, & Freud. (3 Credits)
Course introduces three philosophical revolutionaries who have exerted enormous influence on literature, philosophy, psychology, and politics. With its intellectual-historical approach, the course will examine key terms and analytical models in these thinkers as well as the intersection points among them.

GERM 3550. Germ Lit In Translation. (3 Credits)
Subject varies and is announced each semester. Typically a study of literary movements, genres, individual authors, or themes, e.g., the treatment of the Faust theme in German literature.

GERM 3560. The Devil’s Pact. (3 Credits)
The Devil’s Pact in Literature, Film, Music.

GERM 3560. Love, Death & Sexuality. (3 Credits)
The focus of this course will be the representation of love, death and sexuality in German culture from the Middle Ages to the Thirty Years War. Selected works of literature, music and art will be examined.

GERM 3670. Grimm: Devel German Fairy Tale. (3 Credits)
This course will examine the Brothers Grimm and the classic fairy tales: their origins, development and later adaptations (and will include tales from other cultures and traditions as well).

GERM 3710. Intro To German Film. (3 Credits)
This course explores the trajectory of German film from its Expressionist beginnings to the present. How do the narratives presented aid in understanding the specific historical, social, cultural, and political moments in which they were produced?

GERM 3720. Weimar Cinema. (3 Credits)
This course traces the development of the filmic production of Weimar Germany, as well as its influence on classic and contemporary Hollywood film noir. Analyzing significant films from the era, we trace the stylistic, generic, and thematic trends.

GERM 3730. Nazi Cinema. (3 Credits)

GERM 3880. Writing Intensive: GERM 3660. (1 Credit)
Writing Intensive course in conjunction with GERM 3660.

GERM 3890. Service Learning: GERM 3050. (1 Credit)
Service Learning in conjunction with GERM 3050.

GERM 3891. Service Learning: GERM 3050. (1 Credit)
Service Learning in conjunction with GERM 3050.

GERM 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

GERM 4250. Adv Comp Convr Phonetics. (3 Credits)
Advanced Composition, Conversation, and Phonetics for advanced German students.

GERM 4400. Advanced Undergrad Sem. (3 Credits)
Advanced Undergraduate Seminar on varying topics. For course description, consult department.

GERM 4410. The German Novelle. (3 Credits)

GERM 4430. German Drama. (3 Credits)
A study of the German dramatic tradition through close analysis of representative plays by such writers as Lessing, Schiller, Goethe, Kleist, Hebbel, Grillparzer, and Büchner.

GERM 4490. Shorter Forms Ger Prose. (3 Credits)
Shorter forms of German prose, including essays and short stories from different time periods.

GERM 4710. Special Topics. (3,4 Credits)
Special Topics in German Literature. Consult course schedule for current topic.

GERM 4720. Special Topics. (3 Credits)
Special Topics in German. For description, consult department.
GERM 4800. Advanced Undergrad Sem. (3 Credits)
Topics vary from year to year. Typically an intensive study of an individual writer, a limited genre, a literary movement or a thematic problem. The Experience of War; Germany's Roaring 1920s; German Culture after WW II; Youth and the German Nation; Post-1989 Literary and Visual Culture; Travels to Foreign Lands; Early Modern Maps and Images.

GERM 4810. Special Topics Germn Lit. (3 Credits)
Special Topics in German Literature. Consult course schedule for current topic.

GERM 4820. Special Topics Germn Lit. (3 Credits)
Special Topics in German literature. For description, consult department.

GERM 4880. Writing Intensive: GERM 4910. (1 Credit)
Writing Intensive course in conjunction with GERM 4910.

GERM 4890. Service Learning: GERM 4710. (1 Credit)
Service Learning in conjunction with GERM 4710.

GERM 4910. Independent Study. (1-3 Credits)
An independent research project in any advanced area of German language, literature or culture. Open to superior students with the approval of the department.

GERM 4920. Independent Study. (1-3 Credits)
An independent research project in any advanced area of German language, literature or culture. Open to superior students with the approval of the department.

GERM 4990. Honors Thesis. (3 Credits)
Research and writing in conjunction with Honors Thesis (first semester).

GERM 5000. Honors Thesis. (4 Credits)
Research and writing in conjunction with Honors Thesis (second semester).

GERM 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

GERM 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

GERM 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

GERM 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.

GERM 6030. Survey of German Lit I. (3 Credits)
Literary documents from the Middle Ages through the 17th century. Selected readings and study of early literary movements.

GERM 6040. Survey of German Lit II. (3 Credits)
Readings and study of literary history from the Enlightenment to the present day.

GERM 6150. Studies In 19th Cen Lit.. (3 Credits)
Topic varies and is announced each semester. Study of a genre, a literary movement, or an author.

GERM 6180. Age of Goethe & Schiller. (3 Credits)
The literature of German classicism.

GERM 6400. Advanced Undergrad Sem. (3 Credits)
Advanced Undergraduate Seminar on varying topics. For course description, consult department.
Global Business (GMBA)

GMBA 7110. Intl Leadrsip & Teambldg. (1-3 Credits)
GMBA 7120. Intl. Lead., Ethics, & Teambldg. (3 Credits)
GMBA 7210. Global Environm. of Busn. (3 Credits)
GMBA 7220. Strategy for Emerging Markets. (3 Credits)
GMBA 7310. Global Strategy & Compet. (3 Credits)
GMBA 7410. Intl Entrepreneurship. (3 Credits)
GMBA 7420. Global Negotiations. (3 Credits)
GMBA 7430. Entrepreneurial Finance. (3 Credits)
GMBA 7440. Healthcare in Cent America. (3 Credits)
GMBA 7500. Bus Modeling and Marketing. (3 Credits)
GMBA 7510. International Finance. (2-3 Credits)
GMBA 7610. Global Supply Chains. (3 Credits)
GMBA 7710. International Marketing. (3 Credits)
GMBA 7720. New Venture Creations. (3 Credits)
GMBA 7730. Negotiations. (3 Credits)
GMBA 7740. Cross-Cultural Management. (3 Credits)
GMBA 7750. Intl Business Management. (1-4 Credits)
GMBA 7760. Global Consulting. (1-4 Credits)
GMBA 7790. Independent Study. (1-4 Credits)
GMBA 7960. Global Business Project. (3 Credits)

Global Comm Hlth Sci & Beh (GCHB)

GCHB 6030. Soc & Beh Aspects of Glo Hl. (3 Credits)
This course covers the behavioral, social and cultural aspects of health and disease. Students learn how behavioral and social theories are relevant to health promotion and disease prevention efforts. Factors that protect or erode health operate at multiple levels (including individual, community, societal and global levels) will be discussed. The development of interventions to improve health by addressing critical factors at these levels will be presented.

GCHB 6140. Dev Leadership & Comm Sk. (3 Credits)
This course combines practical, skills-based exercises with strategic thinking approaches to personal, professional, and organizational leadership development. Leadership: The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

GCHB 6150. Taiwanese Community Health Str. (3 Credits)
This course is designed to provide a field study opportunity for learning global public health practices, cross-culture communication and interaction, and alternative community health strategies. About 10 students each from Asia University and from Tulane University will be paired to form cross-culture teams to research and solve community health problems identified in the field study. In this course students will be housed at the Asia University campus and will be led to visit health organizations at national, provincial, city, county and community levels. Lectures and discussions will be provided by experienced faculty from both universities and from practitioners in Taiwan. At the end of the course the cross-culture student teams will be required to submit written and present in class project papers.

GCHB 6200. Eval of Pgrm Intrvtn in Global. (3 Credits)
This course introduces students to the basic concepts, principles, and practices for the impact evaluation of public health programs and interventions. It focuses primarily on impact evaluations for sexual and reproductive health interventions. Lectures, discussion and assignments will emphasize impact evaluation strategies for health promotion and disease prevention in international settings.

GCHB 6240. Hlth Prblms of Devlping Societ. (2 Credits)
This course is designed to familiarize students with methods and approaches for coping with public nutrition and health problems in complex emergencies. It addresses the control of malnutrition (general and micronutrient) through general ration distribution and selective feeding programs, emergency public health measures, and key policy issues. Outside speakers with recent experience in this field contribute to specific topics and with illustrative case studies.

GCHB 6240. M&E of Global Health Programs. (3 Credits)
This course introduces students to the basic concepts, principles, and practices for the impact evaluation of public health programs and interventions. It focuses primarily on impact evaluations for sexual and reproductive health interventions. Lectures, discussion and assignments will emphasize impact evaluation strategies for health promotion and disease prevention in international settings.

GCHB 6310. Pbllic Nutr & Hlth in Emergenci. (2 Credits)
Health Problems of Developing Societies is tailored to students entering the International Health and Development program within the Department of Global Community Health and Behavioral Sciences at Tulane University's School of Public Health and Tropical Medicine. The course provides an overview of the major health problems facing resource-poor or "developing" societies; the divergent historical patterns of public health in rich versus poor societies; the links among public health, development, and culture; and strategies for improving public health in poor societies. There is no prerequisite for the course.

GCHB 6340. M&E of Global Health Programs. (3 Credits)
This course provides students with an introduction to monitoring and evaluation, a widely used set of skills in public health programs, in both the domestic and international contexts. Students will learn to develop a conceptual framework, write goals and measurable objectives, develop appropriate indicators (of input, process, output, and outcome). Students will gain practical experience in translating concepts into applications for actual programs.

GCHB 6360. Sexual Health: A PH Perspectiv. (3 Credits)
Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective.
GCHB 6370. Grant Writing for Hlth and Dev. (3 Credits)
This course is an intensive workshop-style class designed to teach students how to identify, research, and prepare grant proposals in the fields of public health, focusing on key areas of research and program development in GCHB. Specific emphasis is given to the idiosyncrasies of developing proposals for federal funding agencies and foundations. By the end of the course students will know how to identify prospective funders, conduct proposal research, and develop and write a full proposal, evaluations, devising budgets, and providing supplementary material.

GCHB 6460. Child Hlth & Development. (3 Credits)
This course covers child health and development, addressing important health issues in each stage of childhood, the biologic, genetic, psychosocial, and environmental influences upon these issues, medical aspects of their management and most importantly, fundamental public health approaches to intervention. Population based approaches to elimination of disparities in the maintenance of health and access to primary and secondary care of children will be presented with a focus on children with special health care needs, children within immigrant families, children with developmental and psycho-social challenges, and other groups of children who carry a disproportionate burden of disease.

GCHB 6470. Issues in Adol Hlth. (3 Credits)
Issues in Adolescent Health is designed to describe and compare both mortality and major morbidity in adolescence with a focus on domestic U.S. populations. Adolescent development and culture are considered as they relate to the specific health issues causing morbidity and mortality in adolescence. The course emphasizes critical-thinking skills and is oriented toward those interested in considering service delivery in adolescence.

GCHB 6490. Key Policies & Programs in MCH. (3 Credits)
This course examines maternal and child health policy in the US, with a focus on the history, organization, delivery, and financing of maternal and child health, and related public health and social services at the national, state and local levels. This course will emphasize the evolving Maternal and Child Health (MCH) Title V Block Grant program legislative mandates; the national, state and local structures and roles; and how MCH fits into the overall US public and private health systems.

GCHB 6500. Violence as a Pub Hlth Problem. (3 Credits)
This course is designed to give an overview of the problem of violence as viewed from a public health perspective. We will look at the epidemiology of violence (scope, causes, risk factors, and consequences) along with public health approaches to the problem. The course aims to balance a review of the problem with ideas and evidence for solutions. Local academics in other relevant disciplines, including social work, psychology, law, and pediatric psychiatry, and community leaders working in the field of violence prevention will lend their expertise to help students understand and address violence as a public health problem.

GCHB 6510. Essential Issues in MCH. (3 Credits)
This course is designed to present current issues and trends in maternal and child health. The course offers an introduction to MCH-related issues primarily in the United States from a multidisciplinary perspective. The purpose of the course is to provide students with an overview of the health, social, economic, and environmental issues currently affecting women of reproductive age, infants, and children. This course is unique in that it relies on the expertise of guest lecturers whose work is germane to the field of maternal and child health. Discussion and debate with fellow students, the professor, and the guest lecturers is integral to the class. Critical thinking and writing across scientific, clinical, social and political aspects of each issue is essential.

GCHB 6610. Community Nutrition. (2 Credits)
Community nutrition is a discipline that strives to prevent disease and to improve the health, nutrition, and well-being of individuals and groups within communities. Nutritional problems in communities range from obesity to food insecurity in units from families to governments. The causes of poor nutrition are multiple and complex, involving biological, economic, social, cultural, and policy issues. This course explores various communities and the influences on their eating habits and nutritional status, as well as programs and policies designed to address nutritional problems in certain communities.

GCHB 6690. Intro to Nutrition. (2 Credits)
This course is designed to provide students with an introduction to the basic principles of nutrition. It is recommended for graduate students who have not had a prior course in nutritional science. Subjects include basic nutrients with emphasis on their sources, function, and metabolism in the human body. Other topics include food selection for optimal health, energy balance and weight control, and lifecycle nutrition. An emphasis will be placed on the major nutrition-related problems in the world today and strategies to address them.

GCHB 6700. Social Innovation for PH Profe. (3 Credits)
This course offers MPH students a toolkit of human-centered design (HCD), systems-led leadership, complex systems thinking, and related social innovation to prepare the graduates to address complex societal problems while working together with others, and in domestic or international settings. Training in design-thinking for social impact is offered via hands-on workshops, complemented by a theoretical framing and examples from public health. Students gain a deeper understanding of how change happens, and skills for understanding and addressing "wicked" problems. Students learn to map complex systems, identify entry-points, and reframe problems to work more creatively with community stakeholders. Students are required to attend the Fast 48 weekend workshop http://taylor.tulane.edu/activities/design-thinking/. An additional $60 fee covers workshop food and materials.

GCHB 6750. Nutr. Assess & Monitorin. (3 Credits)
This course offers a thorough review of the tools used for the assessment of nutritional status of populations. Topics include anthropometric, biochemical, and socioeconomic indicators of nutritional status; methods for the collection, analysis, and interpretation of dietary data; measurement of household food security; and the use of data from nutrition monitoring and surveillance sources.
GCHB 6760. Intl Nutr/MCH Design for Chng. (3 Credits)
The purpose of this course is to introduce students to methods for contributing to the design of programs and supporting policies for improving health and reducing malnutrition in populations in developing countries. This means learning about experiences in specific countries, and generalizations from these, in recent successful efforts to reduce malnutrition and improve health. Students will also learn how public health and nutrition programs are set up to address key child health issues in resource poor areas through both preventive services and disease management programs.

GCHB 6770. U.S. Food & Nutrition Policy. (3 Credits)
This course surveys domestic policies and programs that affect nutrition at the population level. Subjects include: dietary policy, including the politics of the food guide pyramid; food labeling policy; food access policy, including the U.S. food assistance programs; food safety and food supplies policy; the obesity epidemic, including the role of the food industry; environmental determinants of nutrition outcomes and efforts to improve them; actors and agencies involved in making policy; and nutrition advocacy.

GCHB 6780. Dble Burden of Malnutrition. (2 Credits)
The purpose of the course is to familiarize students with the concepts of the Double Burden of Malnutrition (DBM): the co-existence of over- and under-nutrition, both contributing to disease, and acting as risk factors for each other, as well as to engage them in understanding how to prevent it and mitigate its consequences across the life course, especially in Low and Middle Income Countries (LMICs). Students will learn the various definitions of the DBM, how to measure the problem, as well as to understand its causes and consequences from a life-course perspective. Students will also explore ways to resolve DBM problems through developing case studies on specific aspects of the DBM in selected LMICs.

GCHB 6790. Food Security & Resil. - Italy. (3 Credits)
Students will examine the impacts of rapidly globalizing food systems on food and nutrition security at local, household, and intra-household levels in this course. This topic is especially relevant now because of the increased policy attention and resources for programming that are focused on promoting improved food security, nutrition and sustainability. This course will provide students with the analytical skills for identifying the elements of resilient food systems and the outcomes of food and nutrition security, access to organizations prominent in international food security policy discussions, and a background in readings relative to this debate.

GCHB 6800. Community Traing Methodologies. (2 Credits)
This course introduces students to the concepts and methods which will enable them to effectively train adults to perform health care functions in the community. Knowledge about how adults learn coupled with attitudes toward participatory learning methods will be presented in a way which will permit the students to exhibit behaviors which will enable them to in effect "train trainers" to multiply themselves and to multiply healthy practices in a community. Emphasis will be placed upon developing a positive attitude toward interactive learning and combining this with a variety of training methodologies which will together help to create an atmosphere where communities are empowered to improve their health.

GCHB 6830. Internatl Hlth Policy. (3 Credits)
This course examines the process of designing and implementing health policy, mainly focusing on developing countries. The diversities of policies are illustrated using case studies, group debates and in-class lectures. Constraints such as lack of resources, multiple stakeholders, corruption and historical conditions will be discussed and analyzed with both the practical and the ethical considerations of how the policy process operates in different culture. This course helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments.

GCHB 6860. Public Health in Cuba. (3 Credits)
The course addresses how the Cuban government has prioritized the development of universal health care in the last five decades, with a special emphasis on the efforts to strengthen primary health care (PHC) and to articulate PHC with more complex levels of care. The course contextualizes and analyzes the programs to prevent infant mortality and to prevent and control infectious diseases such as polio, malaria, tuberculosis, dengue, and HIV, as well as the economic and political context in which these public health initiatives developed. The course takes place in Havana and in rural areas in partnership with the National School of Public Health of Cuba.

GCHB 6870. Adolescnt Hlth Policies & Prgrm. (3 Credits)
This course provides students with an understanding of the context, design, and effectiveness of the main interventions to prevent and reduce adolescent health risk-taking and develops students' professional skills in the use of quantitative methodologies to determine the health needs and problems of adolescents in developing countries and the formulation of workable strategies for responding to identified needs. The course begins with a discussion of major policy issues and controversies surrounding specific program approaches to reducing adolescent health risk-taking. Students will compare interventions for addressing common health problems in adolescence as well as services for meeting the needs of special youth populations in emerging and developed countries. The key components of successful and unsuccessful programs in specific health areas will be addressed.

GCHB 7010. Hlth Cmmuicatn Theory and Prac. (3 Credits)
This course is designed to examine research and practice in the area of health communication, with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, selected case studies of campaigns, and the theoretical foundation for the design and implementation of campaigns.

GCHB 7020. Commnictns Rsch for Fmly Plnig. (3 Credits)
This course constitutes a practical introduction to the research methodologies used in planning a communication program for promoting desirable health behaviors, designing appropriate messages, pre-testing communications and evaluating program effectiveness. Most examples and data sets will involve international family planning and sexual risk behaviors, but will be applicable to other areas of public health. Lectures will be combined with exercises in which students carry out communication pretests, conduct and analyze the results of focus groups and do secondary analysis of existing communication data sets using statistical software. These skills are basic to the systematic approach in designing, implementing, and evaluating a health communication program.
GCHB 7070. Social Impact of HIV/AIDS. (3 Credits)
The goal of this course is to provide students with the skills to critically reflect on current strategies to stem the epidemic through a sociological approach to understanding epidemiological patterns. Students will participate in group work and individual assignments that apply concepts discussed in class. The course format combines presentations and small group activities to highlight the complexities of the epidemic and equip students with the skills, resources, and agency to become active participants in the global response.

GCHB 7100. Public Health Policy and Pract. (3 Credits)
This course introduces students to the broad context of public health practice, including the mission, core functions, structure, policy role, program activities, cultural competency, ethics, and collaborative endeavors of public health agencies, as well as the value conflicts inherent in public health leadership works at the local, state, national, and global levels through non-profits and governmental agencies.

GCHB 7120. Monitoring and Evaluation of Maternal. (3 Credits)
This course focuses on the monitoring and evaluation of HIV/AIDS program. The course is intended to: (1) provide an introduction to HIV/AIDS prevention, care and treatment programs; (2) strengthen skills in the application of tools for global- and national-level monitoring of the HIV epidemic and response; (3) provide a foundation for monitoring and evaluating specific HIV/AIDS programmatic areas (prevention, testing and counseling, treatment, community and home-based care, tuberculosis/AIDS integration, orphans and vulnerable children, key populations, and behavior change communication); and (4) demonstrate how M&E findings are used to prioritize options for improving the national HIV/AIDS response.

GCHB 7140. Monitoring/evaluation of HIV/AIDS Programs. (3 Credits)
This course focuses on the monitoring and evaluation of HIV/AIDS program. The course is intended to: (1) provide an introduction to HIV/AIDS prevention, care and treatment programs; (2) strengthen skills in the application of tools for global- and national-level monitoring of the HIV epidemic and response; (3) provide a foundation for monitoring and evaluating specific HIV/AIDS programmatic areas (prevention, testing and counseling, treatment, community and home-based care, tuberculosis/AIDS integration, orphans and vulnerable children, key populations, and behavior change communication); and (4) demonstrate how M&E findings are used to prioritize options for improving the national HIV/AIDS response.

GCHB 7160. HIV Service in Hard2Reach Pop. (2 Credits)
In the context of health sciences, sex workers, people who inject drugs, men who have sex with men, transgender persons, migrants, homeless persons, youth living on the streets and other stigmatized and vulnerable populations, are at higher risk for HIV, TB, hepatitis, and other infections. Measuring the behavioral and biological risks affecting these populations is essential to creating effective prevention programs, allocating funding and modeling future epidemic scenarios. Respondent driven sampling (RDS) is a highly robust and effective method to recruit samples of ‘hard-to-reach’ populations that are connected through social networks. This course will provide participants with practical and relevant up-to-date information about the methodological and theoretical issues and analytical concerns from one of RDS’s world-leading practitioner. It will draw on a variety of lectures, presentations of actual field research, hands-on analysis and practical experience in designing surveys using RDS.

GCHB 7200. Development Issues: Theory and Measurement. (3 Credits)
This course critically reviews major theories, concepts and debates about social, human and economic development in the developing world. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. We compare and contrast major development theories: economic growth, modernization, dependency, neoliberalism, sustainable development, human development, and human rights approaches. Then we address contemporary, critical perspectives that are reshaping development practice: the Capabilities Approach, Human Rights, and Post-Development thought. These challenge notions of: poverty, participation, gender, culture, technology, globalization, and sustainability, foreign aid, and development actors/institutions. Insights from critical research on development agencies and projects show how theories, worldviews and assumptions translate into real "development" programs and projects that have often unexpected, unintended outcomes.

GCHB 7210. Survey Analysis in Family Planning. (3 Credits)
This course is intended for advanced Masters students and doctoral students. The course will introduce students to a number of key concepts and measures used in the monitoring and evaluation of family planning and reproductive health programs. Students will gain an understanding of a variety of reproductive health and health service indicators, data sources and their strengths and limitations. This course also provides basic hands-on quantitative skills that are essential in conducting monitoring and evaluation exercises in family planning and reproductive health programs. Students will learn how to use the STATA statistical software package to manage and analyze survey data and to construct reproductive health indicators. Students will also learn to interpret and present quantitative data, using graphs and tables, in ways that are suitable for scientific manuscripts.

GCHB 7220. Community Organization. (3 Credits)
This course emphasizes community organization as a major approach to social change and community participation in addressing health problems. The course will explore concepts relevant to community practice. We will discuss methods for identifying and analyzing community health problems, their causes and solutions. We will examine roles of community residents, public health practitioners, and others in improving and degrading community health. The course stresses a theoretical foundation and application of community organization skills with an emphasis on community assessment, group process for partnership development and evaluation of community-level programs. Common strategies for community-level change will be discussed in the context of case study reviews.

GCHB 7250. Evidence Based Master's Social and Behavioral Sciences. (3 Credits)
The purpose of this course is to train students in how to collect and analyze data on social phenomena in a rigorous and scientific manner through 1) inquiry and research design, 2) data collection, and 3) data analysis. Topics will include focus groups and in-depth interviewing, transcribing and reporting, survey design and modes of collection, descriptive statistics and quantitative methods. Students will learn the basic concepts and techniques that are used in social science research. Above all else, this course will prepare students to better understand the limits and potential of social science research, to understand the content of future classes in the social and behavioral sciences, and to perform your own inquiries into social and behavioral phenomena.
GCHB 7260. Social Marketing. (3 Credits)
This introductory course provides an overview of the concepts and strategies used in social marketing and public information campaigns in the U.S. and other countries. The course outlines basic principles and methods followed by social marketers and provides a framework for carrying out social marketing. Contributions of commercial marketing will be discussed and real-world applications of the approach will be integrated into the course.

GCHB 7280. Qual Mthds: Basic Foundations. (2 Credits)
Qualitative methods can be highly useful in the conduct of community-based population health research and evaluation. This course, part of a two-course sequence, will provide introductory classroom and field-based learning experience in qualitative methods research and evaluation. Students will receive foundational training in the design, implementation, analysis, and synthesis of qualitative methods. Emphasis will be given to the appropriate uses of commonly-used methods in community-based health research and evaluation. This course is for graduate students in the SPHTM.

GCHB 7290. Qual Mthds II - Theory and Mth. (2 Credits)
This course builds on Qualitative Methods I to provide students hands-on experience conducting a qualitative rapid assessment on a topic of their choice and to complete a qualitative research proposal. In addition to enhancing in-depth interviewing and textual data management skills, students will be exposed to theories of qualitative research, social network research, and the use of formal methods in rapid assessment research, as well as the digital tools that are used to facilitate this research. Class time will be divided into lecture, discussion, computer lab, and fieldwork. The course is designed to permit the student to use the skills and knowledge developed in the two courses to produce a final report of substance on a health-related topic.

GCHB 7510. MCH: Life Course Perspective. (3 Credits)
In this course, students are taught to use a life-course perspective to approach important issues of public health. Over the semester, basic principles of human development, from preconception to end of life, are explored and examined through the conceptual framework provided by life course theory. Particularly, students will learn about the mechanisms, timing, and dynamics of health as a developmental process, which can inform development of early interventions. In addition to providing a conceptual framework for understanding public health issues, the course will illustrate the application of this framework to gain practical insight into maternal and child health.

GCHB 7800. Intro to Population Studies. (3 Credits)
This course introduces students to key concepts and measures; major theoretical perspectives and central debates; empirical material on population size, distribution, and trends; and basic methodological tools used in the field of demography, the study of population processes. There is no prerequisite for the course, but much of the material is quantitative in nature and so students considering taking the course should be comfortable performing computations and comfortable with basic algebra. Familiarity with a spreadsheet package such as Excel will be helpful for completing the homework problem set assignments.

GCHB 7950. Dietetic Internship Pt 1. (6 Credits)
Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in Southeast Louisiana.

GCHB 7960. Dietetic Internship II. (6 Credits)
Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in Southeast Louisiana.

GCHB 7990. Master’s Independent Study. (1-3 Credits)
Masters students and advisors select a topic for independent study and develop learning objectives and the expected written final product.

GCHB 8200. Evaluation Theory. (3 Credits)
This course presents the theory of evaluation, and the theoretical assumptions that underlie evaluation organized around the five components that Shadish, Cook, and Leviton consider to be important in evaluation theory: theories of knowledge, value, use, social programming, and practice. The course is a seminar course that will focus on the key figures in the field and exemplary evaluations. This is an active learning course applying evaluation principles. Students will be required to participate actively in class discussions and write critiques of evaluator’s work.

GCHB 8250. Advanced Research Mthds in GH. (3 Credits)
This course is intended for upper-level masters students interested in applied research methods and doctoral students working towards their dissertations. The focus is on providing skills for conducting program, impact or other forms of evaluation using econometric methods to analyze health, population, and nutrition data. Of particular focus will be analyses of population-based household surveys using the Stata 9.0 statistical software package. Key topics that will be covered are: research methods and designs, linear regression models with their assumptions and limitations, limited dependent variable models (logit, probit, tobit, multinomial logit), instrumental variables and two-stage least squares, sample selection and censored regression models, multilevel models, propensity score matching, applications of program evaluations, and time-series analysis with pooled and longitudinal data.

GCHB 8750. Soc Determ of Hlth I: Concep. (3 Credits)
There are four overarching objectives for this course: 1). To synthesize knowledge about the empirical etiologic relationship between social determinants and health outcomes. 2). To hypothesize causal chains linking social determinants to health outcomes through the application of relevant social theories. 3). To examine and critique various approaches to addressing the social determinants of health. 4). To plan an investigation of at least one social determinant of health within research.

GCHB 8760. Social Determinants of Hlth II. (3 Credits)
This course prepares students for practical applied research on the social determinants of health. The first half of the course will focus on 1) measurement of key constructs 2) common study designs. The second half of the course will focus on 1) common biases and limitations to social determinants research and methods to address limitations and 2) analytic strategies and interpretation. Students will gain hands-on experience in analyzing and interpreting data. Students will also review and critique empirical applications in the public health field. By the completion of the course, the student will have the skills necessary to design, analyze and present data from a range of studies that consider social determinants of health.
Global Environmental Hlth Sci (GEHS)

GEHS 6030. Survey of Environ Hlth. (3 Credits)
This course is designed as a survey course which introduces students to basic environmental health topics and it fulfills the school core requirement. The course focuses on environmental factors impacting human health and the environment. Sources of these factors, methods of identification, recognition, evaluation and regulatory framework control are discussed. Factors might include health hazards associated with contaminated water, food and air, vectors of disease, exposure to toxic chemicals, environmental justice, regulations, and safety in the workplace.

GEHS 6110. Glob Clim Chg Iss Ph Pol. (3 Credits)
The objective of the course is to provide students with a thorough understanding of global climate change phenomenon, the public health issues associated with it, and the role of policy and governance in tackling this problem. In line with this objective, the course examines the scientific, political and socioeconomic factors influencing public health policy development, adaptation and compliance in response to the global climate change problem. The course also analyzes the current policy and governance intervention models, and sheds light on direction for the future.

GEHS 6150. Occupational Health Services. (2 Credits)

GEHS 6220. Elem Hlth Safety & Trn Ev. (2 Credits)
This course addresses a systems approach to developing and evaluating health and safety training programs. Principles and techniques are presented for effectively assessing training needs, developing learning objectives, designing training programs, identifying and developing training evaluation measures and designing evaluation studies. Practical experience with the topics is encouraged by case studies and class exercises involving health and safety training program development and evaluation. Computer-based training issues are emphasized.

GEHS 6300. Radiological Health. (3 Credits)
This course is designed as an introductory course in health physics, medical uses and university uses of ionizing radiation. The course includes radiation protection for both workers and general public. The course is designed to meet the needs Industrial Hygienists. Topics include nuclear reaction terminology, the interaction of alpha particles, electrons, and photons with matter, basic instrumentation for radiation protection, and the use of Poisson counting statistics, radiation medicine issues including radiation epidemiology, internal dissymmetry, use of the LLNL code Hotspot for dispersion calculations, and various advanced topics, including nuclear weapons effects.

GEHS 6320. Workplace Wellness. (3 Credits)
Health, as it relates to the workplace, is created by two major forces; what employees bring with them into the workplace (e.g. personal resources, health practices, beliefs and attitudes) and the impact of the workplace on employees (e.g. organization of work in both a physical and psychological sense). Health promotion focuses on the elements that make up a healthy workplace and includes the physical environment, health practices and social environment & personal resources. This course focuses on the total well-being of individuals and groups within a corporate and community context. It emphasizes a holistic approach to achieving workplace, community, and personal wellness.

Global Development (GDEV)

GDEV 7990. Independent Study. (1-6 Credits)
Directed Research for Global Development.

GDEV 9990. Dissertation Research. (0 Credits)
Research topics for Global Development PhD students.
GEHS 6420. Global Food Safety and PH. (3 Credits)
This course is designed for students who are interested in local, national, and international food safety. Food resources, production, biological, chemical and radiological contaminants are discussed. Focus will be on health effects resulting from exposure to contaminated food. Sanitary regulations/codes addressing food safety including inspection of food establishments, investigation of food outbreak diseases will also be discussed. Genetically modified foods will also be addressed. Site visit(s) to food establishments could be arranged (when possible) with Louisiana Sanitarian Services.

GEHS 6430. Disaster and Emer Communicatio. (3 Credits)
The course is a fast-paced, interactive course that focuses on the essential knowledge and tools needed to navigate the harsh realities of communicating to the public, media, and stakeholders during an intense public emergency, including terrorism. The course content will meet the crisis communication training needs of distinct groups (e.g., public health professionals, medical and health professionals, emergency response officials, community and civic leaders, the private business sector and volunteer organizations) at the community, regional and national level.

GEHS 6510. Water Quality Management. (3 Credits)
The course presents the basic concepts concerning policy, evaluation, and implementation of pertinent water quality management issues. Topics of focus include: water quality standards and criteria; principles of water quality management; regulatory considerations; immunological aspects; eutrophication; ecotoxicology; diffuse pollution and global aspects of sustainable water quality control strategies.

GEHS 6540. Occupational Health. (3 Credits)
This course targets mid-career professionals who work in occupational health and safety programs. The course addresses the occupational medicine aspects of health and safety programs including the leading occupational disease hazards, their evaluation and control. Concepts of exposure in the workplace and related evaluation and control by engineering and physical health hazards such as noise, heat, and radiation are included. The course uses an interactive format and case studies.

GEHS 6550. Envir Health Management. (3 Credits)
This course explains the fundamentals of environmental health and how they fit into the larger context of public health security. It highlights the elementary science of environmental exposure of humans to toxic chemicals and microbes, and in this way provides a context and basis for preventative policy and management responses to issues, policy development processes, policy tools and environmental laws-their weaknesses and strengths. It also introduces students to environmental management systems and practices. Students are given case-study based assignments to encourage their skill development in applied environmental health management.

GEHS 6560. Env Health Microbiology. (3 Credits)
This course is designed to provide understanding about microbial pathogens of public health concern and the role of the environment, including water, waste, air and food, in the transmission of infectious diseases. We will explore specific pathogens that cause environmentally transmitted diseases, their detection using both conventional and advanced molecular methods, their prevention and control by technological and other measures, and how the health risks posed by these pathogens are assessed. This course focuses on emerging issues of pathogens in the environment at both local and global levels.

GEHS 6590. Air Pollution I. (3 Credits)

GEHS 6600. Principles of Toxicology. (3 Credits)
This course focuses on the fundamentals of toxicology and the mechanisms by which environmental and occupational chemical agents affect human health. The principles and mechanisms will be approached in three areas: General principles: Route of exposure; dose response; absorption, distribution, storage, metabolism and excretion; Effects on target organs: liver, kidney, blood, respiratory system and nervous system; and Application of the principles of toxicology using: solvents, pesticides and metals. At the end of this course, the student will be able to apply the principles of toxicology for compounds found in the environment and workplace.

GEHS 6610. Toxicology of Envir Agnt. (3 Credits)
The classes of toxicants and their actions are studied in detail in Toxicology of Environmental Agents. Mechanisms and targets of the general classes of toxicants are emphasized. Students are expected to demonstrate ability to use and interpret the current toxicological literature in this course.

GEHS 6620. Phy Agents & Erg Haz/Workplace. (3 Credits)
This courses addresses occupational exposures and health effects of physical agents. The course covers methods for evaluation and control of exposure to ultraviolet, infra-red, laser, microwave irradiation, noise, heat, and abnormal pressures in detail.

GEHS 6700. Principles of Safety. (2 Credits)
This course is designed to give the student an introduction in the field of safety and prevention management. Broad areas and topics that are covered are management and accountability, policy development and evaluation, hazard identification, job safety analysis, safety training, applied engineering principles (slips, falls, cuts, electrocution, material handling, excavations, confined spaces crane use), emergency operations planning and social-behavioral aspects of safety.

GEHS 6720. Principles Indus Hygiene. (3 Credits)
This course provides the student with an introduction into the field of Industrial Hygiene. Topics covered include an overview and historical perspective of Industrial Hygiene, anatomy and physiology of the skin and lungs, occupational diseases and inhalation toxicology, chemical agents, biohazards, ergonomics, indoor air quality, ventilation systems, lab safety, personal protective equipment, Hazard Communication and other OSHA standards. Examples from case studies work experience will be discussed. The course also allows for discussion of topics of interest to the class.

GEHS 6900. Pub Hlth Threat Suriname. (3 Credits)
The course examines key public health issues affecting the health of Suriname’s ecosystem and its population. Through a series of lectures and fieldtrips, students will learn about the role of the ecosystem as a vital component of community health. Special area of focus will be the medicinal characteristics of plants. The course examines the risks posed by environmental contamination, specifically those risks related to mercury released from some small-scale gold mining operations. Students will employ community-based participatory research strategies to assess, manage, and communicate those risks. The course will also examine the leading causes of morbidity and mortality in Suriname.
GEHS 6910. Environmental Asp of Dis. (3 Credits)
This course examines the fundamentals of the environmental health and consequence management infrastructure through the lens of a disaster situation. Environmental health challenges that arise during emergencies are explored and operational models unique to disasters are developed.

GEHS 6920. Env Mon/Samp & Analy in a Disa. (3 Credits)
This course is designed to provide students with necessary knowledge and tools for sampling and monitoring of the environment following a disaster such as floods, hurricanes, earthquakes, explosions etc.. During this course, students will also be exposed to field sampling and become familiar with laboratory instruments used for chemical, biological and physical sample analysis.

GEHS 6930. Pop Issues During Disast. (3 Credits)
The United States is among other global communities that attempt to prepare its citizens for potential mass casualty events such as natural disasters, terrorism, or a pandemic flu outbreak. This course introduces disaster theory and overviews the United States' National Response Framework. Core population health issues that present during the management of disasters are examined. Developing preparedness at the local level is emphasized. Fundamental concepts of emergency management and leadership are discussed.

GEHS 6950. Psych/Soc Asp Disaster. (3 Credits)
The course covers the theoretical development, history, and empirical studies of the psychosocial dynamics and sequelae of disasters. Characteristics of environmental health disasters, reactions and risk factors, as well as trends in disaster mental health are examined. Emphasis is placed on inclusion of psychosocial considerations in the planning, preparation, and very early intervention phases of a disaster. Vulnerable populations are of particular interest in highly interactive case-based learning through reflection labs for application in situations such as natural disaster, environmental health crises, pandemic illness, or threats to national security. Baseline resilience planning is required of all students planning to work in disaster or emergency response fields.

GEHS 6960. Public Health Law. (3 Credits)
Population-based preventative health intervention is a major focus of public health. Public health law speaks to the legal aspects of delivering this intervention to the society. This course introduces students to the functions and outcomes of public health protection and practice. It covers a variety of topics such as the public health powers of the federal, state and local governments; civil liberties in matters such as quarantine, isolation and mandated medical testing; access to healthcare; liability of healthcare workers; and international law on the duties and rights of countries to control the spread of infectious diseases.

GEHS 7100. Community Resilence PH Discrse. (3 Credits)
This course examines community resilience (CR) in terms of a community’s ability to absorb, recover from, and adapt to natural, technological, and man-made disasters. Community resilience is analyzed across four major dimensions of environmental, social, political, and economic factors. Students are expected to integrate and discuss the intersecting nature of the four dimensions in articulating and writing about their knowledge of CR. The primary focus is that of being able to locate and analyze CR indicators in collaboration with EM personnel, community citizens, and other leaders in emergency planning, preparedness, response and recovery efforts.

GEHS 7110. Industrial Ven & Chem Haz Cont. (3 Credits)
Fundamentals of design and operation of ventilation systems as a means for controlling airborne toxic materials in the workplace are discussed. Basic airflow, dilution ventilation, hood design, duct design, and balancing, fans, air cleaners, and testing of ventilation systems are discussed in detail. Emphasis is on design principles for local exhaust systems. Students are expected to complete a design project.

GEHS 7230. Fundmtls of Prjt Mgmt for ES&H. (3 Credits)
This course focuses on management of environmental health and safety risks, as well as measurement and evaluation of industrial hygiene and safety performance. Specific course topics include environmental and hazardous materials management, emergency planning and response, crisis communication, accident investigation, the development and interpretation of risk assessments, risk perception and communication, economics and risk/benefit analysis, comparative risk assessment, laws and regulations pertaining to risk assessment, and management and the design of risk management plans. Report writing and interpretation are emphasized.

GEHS 7240. Applying Sysm Thking to EH&S. (3 Credits)
This course complements and supplements GEHS 7230, Fundamentals of Project Management for EH&S. It is an introduction to methods of systematically integrating health and safety programs into standard management systems used by organizations. Topics emphasized include leadership, strategic planning, project management, management of multidisciplinary teams, regulatory affairs management, voluntary standards systems, professional ethics, labor relations, and “selling” health and safety initiatives to all levels of the organization and the public. Systems thinking is emphasized throughout the course. No prerequisites required.

GEHS 7260. Fin Aspects Env Hlth Saf. (3 Credits)
GEHS 7270. Practic Applictions in EHS Rsrh. (3 Credits)
This course is designed to provide students an approach to the conceptualization, design, and operational logistics for planning and implementing studies and responses to environmental health problems and field studies. The course will focus on applied public health problems and situations that may challenge an environmental health professional in determining studies that can be implemented. The course is applicable to environmental health students focusing on epidemiology, health education, environmental sciences, or other field application of environmental public health practice. Students are expected to develop and present a study proposal applicable to their specific area of environmental health. The methods described are the conceptual approach to problem solving in environmental health practice. Problems discussed will apply to many environmental health issues including environmental assessment and health studies.

GEHS 7310. Occ Laws and Compliance. (2 Credits)
This course is designed to introduce the most important EHS management systems for multinational companies from the US and other countries. The course introduces students to ISO-harmonized management systems. Students gain skills in making the transition from traditional numeric specifications of governmental command-and-control regulations to ISO-harmonizing auditing systems, involving root cause analyses of system requirements.

GEHS 7430. Survey of Methds in EHS. (3 Credits)
Utilizing a practice-oriented case-study approach, students will apply public health skills and techniques such as environmental mapping, sampling, and analysis to investigate, evaluate, analyze, and resolve realistic environmental public health issues.
GEHS 7500. Air Samp & Analysis. (3 Credits)
Principles and techniques for evaluating exposure to airborne contaminants are presented in lectures, and practiced in two-hour laboratory sessions per week. Topics covered include air flow measurement, generation of controlled test atmospheres, total and respirable dust sampling, determination of particle size distribution, optical and electron microscopy, sampling of gases and vapors, and chemicals.

GEHS 7620. Health Risk Assessment. (3 Credits)
Principles of quantitative human health risk assessment. This course develops the qualitative and quantitative skills necessary to evaluate the probability of health effects from exposure to environmental contaminants. Basic concepts of qualitative and quantitative risk assessment are demonstrated with practical case studies. Emphasis placed on hazard identification, dose-response evaluation, exposure assessment, and risk characterization. Integration of risk assessment with risk management and communicating risks to the public are discussed. Regulatory aspects of risk assessment in the promulgation of environmental standards are presented.

GEHS 7750. Environmental Policy. (3 Credits)
GEHS 7750 introduces students to the concepts of public health policy with an emphasis on environmental health. The course describes the relationship among public science, policy, and practice and demonstrates the application of this relationship through a series of real cases in environmental health laws, polices, regulations and statutes in the context of public health. Through "hands-on" experience, students examine the policy implications of contemporary environmental public health problems.

GEHS 7910. Env. Dis Resp Plan & Imp. (3 Credits)
This is an elective course that teaches students how to identify the critical public health system infrastructure that is likely to be affected during and following a natural and human made disaster. Environmental health issues can arise in the wake of a disaster. Systematic planning and post disaster implementation of the plan can be effective in mitigating the problems that arose in the face of these disasters. This is an advanced course designed to be the culminating course in the Disaster Management Track integrating previous courses within the track. The course is aimed at advancing the student's knowledge of disaster management gained through 600 level courses to the actual application of those principles using real life, frontline scenarios.

GEHS 7950. Psych/Soc Intrv Dis or Crisis. (3 Credits)
The course covers the history, development, and application of both brief solution-focused and crisis intervention within the context of biopsychosocial resolution in healthy human development and social functioning. Emphasis is placed on practical application of techniques in situations such as natural disaster, death, traumatic injury or illness, PTSD, ATSD, violent crime, terrorism, suicide, chronic physical and mental conditions, and severe family dysfunction. The clinical-community approach is demonstrated through case-based learning and simulations.

GEHS 7990. Master's Independent Study. (1-3 Credits)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

GEHS 8850. Meth in Toxicological Reseach. (3 Credits)
This course is made available for students pursuing doctoral studies. A suitable research problem is identified by the student after consultation with the mentor. This should be done prior to starting the course. Modern experimental techniques are used. Research methods are discussed, demonstrated, and then carried out by the student. The student prepares a research project report to successfully complete the course. Ideally this report will be published as a manuscript.

GEHS 8860. Genetic Molecular Toxicology. (3 Credits)
Genetic and Molecular Toxicology is a doctoral level course that addresses the causes and effects of alterations to the hereditary material and the elucidation of fundamental mechanisms of toxicity. Spontaneous and chemically induced mutations are covered in depth in this course. The roles of cellular and genetic regulation in the induction of responses to DNA damage are explored. Merits of various experimental systems for the detection and analysis of DNA damage and mutations are examined. Effects of mutations, polymorphisms, and epigenetic factors on human disease (cancers, aging, and other chronic diseases) and health maintenance are discussed in this course.

GEHS 8990. Doctoral Independent Study. (1-3 Credits)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

GEHS 9970. Dissertation. (0 Credits)
Doctoral students who have defended their prospectus and are engaged in research.

GEHS 9990. Dissertation Research. (2 Credits)
Doctoral students who have completed course work but not defended their prospectus.

Global Finance (GFIN)
GFIN 7010. Corporate Finance. (2-3 Credits)
GFIN 7020. Intl Financial Managemnt. (1-3 Credits)
GFIN 7030. Investments. (3 Credits)
GFIN 7040. Fixed Income Analytics. (3 Credits)
GFIN 7050. Options, Futures & Deriv. (3 Credits)
GFIN 7060. Valuation & Finc Enterpr. (3 Credits)
GFIN 7110. Financial Institutes & Markets. (3 Credits)
GFIN 7120. Cases in Financial Management. (3 Credits)
GFIN 7130. Financial Law & Regulation. (3 Credits)
GFIN 7140. Portfolio Management. (3 Credits)

Global Health (GHCP)
GHCP 6030. Pers Glob Hlth & Soc Jus. (3 Credits)
Global Health Mgmt & Policy (GHSD)

GHSD 6010. Comparative Health Systems. (2 Credits)
GHSD 6050. Health Systems Concepts. (3 Credits)
GHSD 6120. Foundations of Management. (2 Credits)
GHSD 6140. Leadership for Clin Improve. (3 Credits)
GHSD 6170. Qual Mgmt in Health Care. (3 Credits)
GHSD 6190. Eth Conc of Hlth Care Managers. (2 Credits)
GHSD 6200. Intro to Healthcare Analytics. (3 Credits)
GHSD 6210. Health Law and Regulation. (3 Credits)
GHSD 6270. Monitoring for Prgrm Mgmt in GH. (3 Credits)
GHSD 6320. Managerial Communications. (2 Credits)
GHSD 6360. Human Resource Management. (3 Credits)
GHSD 6380. Organizational Behavior. (3 Credits)
GHSD 6450. Health Economics. (3 Credits)
GHSD 6490. Pol Options Med Prod and Tech. (2 Credits)
GHSD 6500. Intro to Healthcare Analytics. (3 Credits)
GHSD 6540. Mgr Acct. for Hlth Care Mgrs. (2 Credits)
GHSD 6570. Quantitative Decision Models. (3 Credits)
GHSD 6600. Hlth Sys Strenghtening Fmly Pl. (2 Credits)
GHSD 6700. Information Systems. (3 Credits)
GHSD 6890. Health Mkt Analysis. (3 Credits)
GHSD 6910. Ldrshp and Prfsnlsm in Hlthcre. (2 Credits)
GHSD 6980. Hlth Sys China: Applied Persp. (3 Credits)
GHSD 7170. Strategic Mgmt & Plan for Hlth. (3 Credits)
GHSD 7330. Negotiation Analysis. (2 Credits)
GHSD 7580. Financial Management. (3 Credits)
GHSD 7660. Health Policy Analysis. (3 Credits)
GHSD 7740. Econ. Eval. and Modeling. (3 Credits)
GHSD 7990. Independent Study. (3 Credits)
GHSD 8050. Doctoral Seminar. (0 Credits)
GHSD 8350. Policy Analysis Natural Experi. (3 Credits)
GHSD 8990. Doctoral Independent Study. (1-3 Credits)
GHSD 9970. Dissertation. (0 Credits)
GHSD 9990. Dissertation Research. (2 Credits)

Greek (GREK)

GREK 1010. Elementary Greek. (4 Credits)
The study of ancient Greek language offers students an exciting opportunity to gain a nuanced sense of how language works as well as develop the skills to read Homer, Plato, the New Testament, etc. without the filter of translation. Designed to get students reading Attic Greek with facility, this course follows a grammar-based approach that moves students from learning the alphabet to reading real Greek as quickly as possible. This course requires no language background.

GREK 1020. Intermediate Greek. (4 Credits)
This course is a continuation of GREK 1010 in which students will continue to acquire greater facility in reading unabridged passages of ancient Greek. Prerequisite: GREK 1010 or equivalent.

GREK 1290. Semester Abroad. (1-20 Credits)
Study abroad course in ancient Greek language.

GREK 1940. Transfer Coursework. (3 Credits)
For transfer of credit in Ancient Greek language. Department approval required.

GREK 2030. Attic Prose. (4 Credits)
This course focuses on reading selections from a range of prose authors, e.g., Plato, Herodotus, Xenophon. In addition to improving their proficiency in reading Greek, students develop further familiarity with prose styles and begin to acquire skills in literary, historical, or philosophical analysis. Prerequisite: GREK 1020 or equivalent.

GREK 2390. Semester Abroad. (1-20 Credits)
Study abroad in ancient Greek language. Department approval required.

GREK 2940. Transfer Coursework. (0 Credits)
For transfer of credit in Ancient Greek language. Department approval required.

GREK 3070. Select Authors. (3 Credits)
This course focuses on reading selections from a range of authors in prose and/or poetry. In addition to improving their proficiency in reading Greek, students develop further familiarity with prose styles and begin to acquire skills in literary, historical, or philosophical analysis. Prerequisite: GREK 2030 or equivalent.

GREK 3910. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

GREK 3920. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

GREK 3940. Transfer Coursework. (20 Credits)
For transfer of credit in Ancient Greek language. Department approval required.

GREK 4030. Greek Tragedy. (3 Credits)
This course offers students the opportunity to study Athenian tragedy through an in-depth study of the work of Aeschylus, Sophocles, and/or Euripides. Seminars will usually focus on a single author and work, but in some instances will investigate important themes across multiple works to give students a nuanced understanding of Athenian tragedy in comparative perspective.
GREK 4040. Greek Comedy. (3 Credits)
Comedy of the fifth century B.C.E., known as Old Comedy, focused on political issues, while Greek comedy of the fourth century B.C.E., known as New Comedy, focused on domestic entanglements. Eleven plays of Aristophanes survive from Old Comedy, and large fragments of seven plays by Menander survive from New Comedy. Students will study one or more of these plays at the discretion of the instructor.

GREK 4050. Plato. (3 Credits)
In this course students will study one or more works of Plato to gain a sense of his style and argumentation, as well as his place in ancient literary, cultural, political, and/or philosophical traditions. Work(s) read will be chosen at the discretion of the instructor.

GREK 4060. Greek Historians. (3 Credits)
This course offers students an in-depth study of one or more major figures in the Greek historiographical tradition, e.g., Herodotus, Thucydides, Xenophon.

GREK 4070. Greek Lyric Poetry. (3 Credits)
Greek Lyric includes a wide range of non-hexameter poetry composed throughout the ancient Greek world in a variety of genres and dialects from the 7th century onward. This category of poetry includes laments and celebrations for every occasion from war to love. Major authors include Alcman, Sappho, Theognis, Solon, and Pindar.

GREK 4080. Greek Orators. (3 Credits)
Greek orators of the fifth and fourth centuries B.C.E. wrote speeches for the law courts, for political assemblies, and for display. Readings for this course will be selected from the speeches of Gorgias, Antiphon, Andocides, Lysias, Isokrates, Demosthenes and Aischines.

GREK 4090. Greek Epic Poetry. (3 Credits)
Readings in Greek epic poetry, typically Homer or Hesiod, but other authors may be included, depending upon the desires and needs of the students enrolled.

GREK 4110. Special Authors. (3 Credits)
Readings from ancient Greek authors not covered in other courses.

GREK 4910. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

GREK 4920. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

GREK 4990. Honors Thesis. (3 Credits)
Course reserved for students writing an honors thesis for a major in Greek. Requires approval of the department and an appropriate faculty director.

GREK 5000. Honors Thesis. (4 Credits)
Course reserved for students writing an honors thesis for a major in Greek. Requires approval of the department and an appropriate faculty director.

GREK 5190. Semester Abroad. (1-20 Credits)
Study abroad course in ancient Greek language. Requires department approval.

GREK 5370. Washington Semester. (1-20 Credits)
For transfer of credit. Department approval required.

GREK 5380. Junior Year Abroad. (1-20 Credits)
Study abroad course in ancient Greek language. Requires department approval.

GREK 5390. Junior Year Abroad. (1-20 Credits)
Study abroad course in ancient Greek language. Requires department approval.

GREK 5940. Transfer Coursework. (3 Credits)
For transfer of credit in Ancient Greek language. Department approval required.

GREK 6030. Greek Tragedy. (3 Credits)
This course offers students the opportunity to study Athenian tragedy through an in-depth study of the work of Aeschylus, Sophocles, and/or Euripides. Seminars will usually focus on a single author and work, but in some instances will investigate important themes across multiple works to give students a nuanced understanding of Athenian tragedy in comparative perspective.

GREK 6040. Greek Comedy. (3 Credits)
Comedy of the fifth century B.C.E., known as Old Comedy, focused on political issues, while Greek comedy of the fourth century B.C.E., known as New Comedy, focused on domestic entanglements. Eleven plays of Aristophanes survive from Old Comedy, and large fragments of seven plays by Menander survive from New Comedy. Several comedies of Aristophanes and selected fragments of Menander will be read in this course in the original Greek.

GREK 6050. Plato. (3 Credits)
In this course students will study one or more works of Plato to gain a sense of his style and argumentation, as well as his place in ancient literary, cultural, political, and/or philosophical traditions. Work(s) read will be chosen at the discretion of the instructor.

GREK 6060. Greek Historians. (3 Credits)
This course offers students an in-depth study of one or more major figures in the Greek historiographical tradition, e.g., Herodotus, Thucydides, Xenophon.

GREK 6070. Greek Lyric Poetry. (3 Credits)
Greek Lyric includes a wide range of non-hexameter poetry composed throughout the ancient Greek world in a variety of genres and dialects from the 7th century onward. This category of poetry includes laments and celebrations for every occasion from war to love. Major authors include Alcman, Sappho, Theognis, Solon, and Pindar.

GREK 6080. Greek Orators. (3 Credits)
Greek orators of the fifth and fourth centuries B.C.E. wrote speeches for the law courts, for political assemblies, and for display. Readings for this course will be selected from the speeches of Gorgias, Antiphon, Andocides, Lysias, Isokrates, Demosthenes and Aischines.

GREK 6090. Greek Epic Poetry. (3 Credits)
Readings in Greek epic poetry, typically Homer or Hesiod, but other authors may be included, depending upon the desires and needs of the students enrolled.

GREK 6110. Special Authors. (3 Credits)
Readings from ancient Greek authors not covered in other courses.

GREK 6700. Greek Lyric Poetry. (3 Credits)
Greek Lyric includes a wide range of non-hexameter poetry composed throughout the ancient Greek world in a variety of genres and dialects from the 7th century onward. This category of poetry includes laments and celebrations for every occasion from war to love. Major authors include Alcman, Sappho, Theognis, Solon, and Pindar.

GREK 6800. Greek Orators. (3 Credits)
Greek orators of the fifth and fourth centuries B.C.E. wrote speeches for the law courts, for political assemblies, and for display. Readings for this course will be selected from the speeches of Gorgias, Antiphon, Andocides, Lysias, Isokrates, Demosthenes and Aischines.

GREK 6910. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.
Haitian Creole (HACR)

HACR 1010. Elementary Haitian Creole I. (4 Credits)
Designed for students with little or no knowledge of Haitian Creole, this class introduces students to the language and the culture of the creole speech community of the francophone Caribbean region, with emphasis on the Haitian speech community. Students will acquire competencies in Haitian Creole that prepare them for more advanced studies in Haitian language and culture. The course emphasizes the development of multiple language skills (listening, speaking, reading, writing, as well as interacting).

HACR 1020. Elementary Haitian Creole II. (4 Credits)
This class is intended for students who have taken HACR 1010 (Elementary Haitian Creole I) or who have already acquired competencies in Haitian Creole (e.g. high school, junior college, or exposure to Creole at home or abroad). Students will be exposed to more complex linguistic forms and longer texts. They will develop skills to participate in conversation related to real events in Haiti, and they will improve their ability to work on longer writing assignments. Communicative contexts and grammatical guides are introduced in class through a variety of activities, and acquisition is reinforced by interactive use of new structures and vocabulary.

HACR 2030. Intermediate Haitian Creole. (4 Credits)
This class is designed for students who have already taken two semesters of Haitian Creole or who have been exposed to the language. The main objective is to develop ease, fluidity, and efficiency in oral and written expression. Emphasis is put on reading, writing, listening, speaking, and interacting. The class will provide a broad introduction to Haitian culture and literature through the study of excerpts from novels, poems, and songs. We will review and deepen selected grammatical structures in close coordination with topics and activities taught in class.

HACR 2810. Special Projects. (3 Credits)
This course will provide students with a broader knowledge of Haitian language and culture. Emphasis will be placed on research, essays, and discussion.

HACR 2820. Special Projects. (3 Credits)
This course will provide students with a broader knowledge of Haitian language and culture. Emphasis will be placed on research, essays, and discussion.
HPAM 6120. Foundations of Management. (2 Credits)

HPAM 6140. Leadership for Clin Improve. (3 Credits)
The course offers students the knowledge, skills, and personal mastery tools that are a prerequisite to assuming leadership positions in the delivery of health services that improve the health status of the individuals and populations. Building on the perspective of clinical education and practice, the student begins his or her leadership journey, integrating and implementing the key structures and processes leading to clinical process improvement and the improvement of health outcomes. By grounding fundamental principles of organizational learning in experimental activities, this course enhances the student’s mastery of the core competencies: setting direction, enrolling participation, quality measurement and improvement, personal and team learning, effective health care design, clinical change and organizational design.

HPAM 6170. Qual Mgmt in Health Care. (3 Credits)
This course introduces students to the concept of continuous process improvement and to the discipline of healthcare quality management. This practical course also introduces the tools to examine, evaluate, and implement the key structures and processes of quality management programs in health care organizations. An integrative approach to improvement and organizational learning is taken, combining topics and methods from diverse improvement approaches in the development of an organization-wide commitment to continuous improvement. Through case analysis and experiential learning, the course emphasizes practical applications that prepare the participants to use the theory and techniques of quality management in situations with complex clinical and managerial implications. Course topics include measurement systems, quality improvement tools, and the design of programs for change management.

HPAM 6190. Eth Conc of Hlth Care Managers. (2 Credits)
This course introduces students to ethical problems in the context of health care management. Special emphasis will be placed on managerial dimensions of the discipline as well as bioethical applications. The course is organized by three principal components. The first addresses professional codes of ethics and how they relate to personal and professional integrity. The second addresses corporate ethics including duties to patients and stakeholders, social responsibility, and disclosure. The final section addresses issues traditionally associated with bioethics and medical treatment decision-making. Each of these components are grounded in analysis of ethical principles related to healthcare.

HPAM 6200. Intro to Healthcare Analytics. (3 Credits)
Vast amounts of diagnostic, procedural, pharmacy, administrative and financial data are collated and generated within the health care system. To support the financial health, operational efficiency and quality of care, stakeholders must transform this data into actionable information to support decision-making. Students in this introductory graduate-level course will utilize industry standard analytical tools, particularly Microsoft Excel© to analyze large institutional data commonly found in health care.

HPAM 6210. Health Law and Regulation. (3 Credits)
This course is a graduate-level course that introduces students to a wide range of topics in the area of health law and regulation including a number of relevant statutes. Students learn to recognize potential legal problems in various health care settings, identify the issues and rights that are implicated, and propose solutions or plans of action. They also learn to differentiate between legal problems and problems which can more appropriately be solved in other ways. There is an emphasis on formulating analyses clearly, both orally and in writing.

HPAM 6270. Monitrring for Prgrm Mgmt in GH. (3 Credits)
This course provides students with an introduction to program monitoring, a widely-valued skill set for managing and tracking results in public health programs in both the domestic and international context. Focus will be placed on programs across a wide spectrum of public health activities, including those related to behavior change, health services utilization, health education and communication, population-based services, primary and secondary prevention, and capacity building. Students will learn to develop a conceptual framework, write goals and measurable objectives, develop appropriate indicators and work with health information systems. This course is designed for students that (1) intend to work primarily in program design and implementation, or (2) wish to master these introductory concepts as a building block to further evaluation coursework.

HPAM 6320. Managerial Communications. (2 Credits)
The purpose of Managerial Communications is to develop the written and oral communication skills that students will need as leaders in healthcare-related organizations. To function effectively in complex professional environments, leaders must understand and use different communication behaviors and strategies to accomplish organizational objectives. This course will provide both the underlying concepts and the skill-building exercises to allow the student to build, improve, and perfect their oral and written communications.

HPAM 6360. Human Resource Management. (3 Credits)
This course combines Organizational Behavior and HR Management theory and practices for managers of health care organizations. By integrating the content areas of both subjects, this course allows students to learn organizational theory and then to apply it to human resource issues. Broad topical areas include psychological and cultural processes affecting recruitment and selection, factors influencing training and development, the scientific method as applied to health care organizations, theories and practices influencing employee performance, effective management theory and practice, engaging and involving employees in organizational processes, employee well-being, and managing change.

HPAM 6380. Organizational Behavior. (3 Credits)
HPAM 6450. Health Economics. (3 Credits)
This course introduces basic economic concepts and analytical tools used to address questions concerning the efficient and effective production of health and health services in the context of a market economy. The course emphasizes the application of economic tools of analysis to the management of health-related organizations and to health policy development. Students will study current research on the health care industry and the ways in which economic analysis is employed in the development of public policy on issues related to population health and healthcare.
**HPAM 6490. Pol Options Med Prod and Tech. (2 Credits)**
The aim of the course is to give participants insight into and understanding of current developments affecting pharmaceutical policy making today. The course also aims to give participants a better understanding of the theories and methods available for analyzing the effects of policy interventions.

**HPAM 6500. Intro to Health Care Acct.. (2 Credits)**
Introduction to Health Care Accounting is an applied financial accounting course. Principles of financial accounting are developed and used to examine the difficult strategic and operational decisions existing for health care providers. The general objective of this course is to provide the health care decision maker with the financial accounting theory, concepts, and tools necessary to make better financial management decisions as well as enable the student to make sound judgments regarding financial analyses performed by others.

**HPAM 6540. Mgr Acct. for Hlth Care Mgrs. (2 Credits)**
This class is designed to expose students to managerial accounting within healthcare organizations. The course will cover fixed and variable costs, cost allocation, price setting strategies, budgeting, and revenue cycle management.

**HPAM 6550. Dynamics of Pay Sys Pol & Func. (3 Credits)**
This course introduces students to the ways providers of health care services have been, are, and will be paid for the services by private-sector payers and public-sector programs. Knowledge of economic concepts and of financial/managerial accounting will be used to analyze public policy issues as well as implementation and reporting issues. Topics include (1) the macro-economic environment within which current payment systems have evolved and continue to evolve; (2) payment mechanisms for institutionally based care, both acute and sub-acute, and for ambulatory care over a range of settings; (3) regulatory processes determining payment for services in entitlement programs; (4) the policy objectives furthered or impeded by public-sector and private-sector payment mechanisms; and (5) analysis of provider responses to payment systems incentives.

**HPAM 6570. Quantitative Decision Models. (3 Credits)**
This course encompasses a body of knowledge, a set of quantitative skills, and an orientation towards managerial situations which provide managers greater insight and analytic opportunities for improving the managerial process. Focuses on the systematic planning, direction, and control of the organizational processes that turn resources such as labor, equipment, and materials into services and the quantitative analysis that supports these decisions. In this environment, the processes involve allocation, scheduling, and procedural decisions that result in the effective and efficient utilization of resources for the delivery of health care services.

**HPAM 6760. Hlth Sys Strenghtening Fmly Pl. (2 Credits)**
The concept of health systems strengthening is fundamental to the delivery of health services in the developing world. The WHO framework outlines six building blocks for health systems; governance, health financing, service delivery, human resources, commodities management, and health information systems. Through this course, students will master these concepts as they apply to the "re-emerging area" of international family planning. Whereas the concepts of health systems strengthening generalize to other health topics, the focus on family planning will allow students to gain in-depth knowledge and experience in using key tools relevant to this field. This course will be especially useful to students interested in managing social development programs in the international context, especially in the area of reproductive health.

**HPAM 6780. Information Systems. (3 Credits)**
This course is designed to introduce the health administration student to the rapidly evolving discipline of health informatics in the complex and diverse world of healthcare. The course will review the history, current applications, and the potential future of information, information management and information technology, including: data acquisition, storage and processing; information systems (clinical and administrative); standards; security; decision support; and an understanding of medical/health informatics methods and principles.

**HPAM 6890. Health Mkt Analysis. (3 Credits)**
Health Market Analysis introduces students to the concepts of market analysis, marketing, strategic planning, and research presentation management; all of which are vital to successful health care organizations. This course integrates knowledge of marketing, statistics and planning. The course also incorporates understanding of the health care environment in the United States and its effect on the development, presentation and use of a strategic plan. This integration is accomplished through the use of cases and the performance of a strategic assessment and plan for a health care delivery organization.

**HPAM 6910. Ldrshp and Prfsnlsm in Hlthcre. (2 Credits)**
Administrative Internship (I) combines didactic and field sessions to introduce students to the operational management of public and private components of the health care delivery system. Students will be exposed to the planning, delivery, and financing of health services in organizations including acute care hospitals, long-term care facilities, multi-institutional systems, not-for-profit entities and others. Furthermore, students may have contact with individual patients and patient information during this experience and appropriate professional confidentiality is required.

**HPAM 6920. Ldershp, Imprvmnt, and Innovtn. (3 Credits)**
Within the context that the healthcare ecosystem is undergoing a profound transformation towards a new consumer-driven market, often with increasingly constrained resources, this course offers students an open learning and design space to foster positive healthcare businesses through human-cantered design of the work of care, while improving patient experience, health outcomes, workforce engagement, and revenue. This leadership focus is on successfully reaching key performance metrics and goals through innovation and improvement, while restoring humanity to healthcare.
HPAM 6940. Business Trends, Models & Pmt. (3 Credits)
This course offers physician leaders an introduction to strategic thinking within a business planning framework using a case-based and experience based analysis of environmental trends, business models and payment systems. The course helps the student understand and prepare for the continuously changing health care business environment in the US and prepares the student for future strategic planning responsibilities.

HPAM 6980. Hlth Sys China: Applied Persp. (3 Credits)
This course introduces students to various aspects (epidemiology, social, economic, cultural) of China’s healthcare system. The course will be delivered in China so that the materials learned in the classroom can be observed in the real world through field visits and field observations. Health reform strategies of China in recent years will be critically examined through directed readings, seminar lectures, and a number of sites including primary care centers, tertiary hospitals, public health entities, and research organizations. Financing of health care and system for paying the providers will also be evaluated and analyzed.

HPAM 7170. Strategic Mgmt & Plan for Hlth. (3 Credits)
Strategic Management of Health Care Organizations will introduce you to strategic thinking, strategic planning and strategic management, which are vital to successful health care organizations. This course integrates students’ knowledge of management, marketing, organizational behavior, human resources, finance, accounting, health policy, and economics. The course also incorporates your grasp of the health care environment in the United States and its effects on the development of a strategic plan. Integration is accomplished through the use of cases and the performance of a strategic assessment and plan for a health care related organization.

HPAM 7330. Negotiation Analysis. (2 Credits)
Strategic Management of Health Care Organizations will introduce you to strategic thinking, strategic planning and strategic management, which are vital to successful health care organizations. This course integrates students’ knowledge of management.

HPAM 7580. Financial Management. (3 Credits)
This is a course on financial management focused on making good decisions at the institutional level about investments/divestments (primarily real assets) and about the financing choices (raising and servicing capital).

HPAM 7660. Health Policy Analysis. (3 Credits)
The primary aim of this elective course is to present an overview of health policy in American government, its scope, dynamics, and conceptual and practical dilemmas. It is designed to acquaint students with major issues involved in formulating, implementing, and assessing patterns of decisions established by government. Because the study of policy is essentially interdisciplinary, readings for the course have been drawn from several fields, including sociology, political science, and economics. Specific areas of consideration will be addressed during the seminar through analysis and discussion of the functions of state and local government and various stakeholder groups that attempt to influence governmental action.

HPAM 7740. Econ. Eval. and Modeling. (3 Credits)
This course introduces economics concepts and modeling tools applied to economic evaluation in health care. Topics include: cost analysis, effectiveness measures, cost-effectiveness, cost-utility analysis, and cost-benefit analysis. The course will use case studies to illustrate the use of economic evaluation. Students will develop skills in software to build decision tree models, and Markov models for economic evaluation. There are no prerequisites but the students should be familiar with basic geometry, algebra and statistics.

HPAM 7990. Master's Independent Study. (3 Credits)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

HPAM 8050. Doctoral Seminar. (0 Credits)
This seminar will complement formal academic coursework with discussion on topics related to professionalization, research process, collaboration, cutting edge global health topics, teaching pedagogy, and other domains which merit discussion within the department. Doctoral students will work with faculty sponsors each semester to organize regular panels, lectures, brown-bag seminars, reading club, and similar activities as needed to facilitate learning around themes of writing grant proposals, co-authorship, and publication of results. Students will be expected to make formal presentations. Doctoral students are expected to attend events regularly each semester. Students will be assessed and given feedback via self-report, peer evaluation, and faculty observation. The class meets weekly over eight weeks, or biweekly over both fall and spring semesters.

HPAM 8310. Org Theory And Assessment. (3 Credits)
HPAM 8350. Policy Analysis Natural Experi. (3 Credits)
This course is intended for doctoral students interested in policy analysis. It will focus on when to apply the various econometric methods to panel data. Discussion will focus on how each technique is applied in practice. Techniques will include differences-in-differences, synthetic controls, regression discontinuity, and quantile regression.

HPAM 8410. Cost Benefit/Effective Analysis. (3 Credits)
The purpose of the course is to introduce techniques of economic evaluation applied to health interventions and clinical decision making. Topics covered include: cost analysis, effectiveness measures, cost-effectiveness, utility measures and cost-utility analysis, benefits of health interventions and cost-benefit analysis. The course will discuss a number of case studies in clinical health economics to illustrate the use of economic evaluation techniques in the health sector. There are no prerequisites for the course but each student should be familiar with basic geometry, algebra and statistics.

HPAM 8770. Health Services Rsrch Mthds. (3 Credits)
This course develops theoretical knowledge and applied skills in designing and conducting research in health systems. You will utilize and build upon knowledge gained in prerequisite courses as you learn to carry out each step of the research process. You will study textbooks, and articles, present reports to the class in a seminar setting, and complete a number of assignments with contribute to the experience of research design and analysis. You will develop and understanding of factors which, unless planned and accounted for, sometimes result in serious flaws in the research project.

HPAM 8990. Doctoral Independent Study. (1-3 Credits)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final product.
HPAM 9970. Dissertation. (0 Credits)
Doctoral candidates who have defended their prospectus and are engaged in research.

HPAM 9990. Dissertation Research. (2 Credits)
Doctoral students who have completed course work but not defended their prospectus.

Health Systems Management (HSMG)

HSMG 6110. Foundations of Management. (3 Credits)
HSMG 6340. Group Behavior in Organizations. (1 Credit)
HSMG 6820. Aging, Health & Built Environment. (3 Credits)
HSMG 7330. Negotiations in Health Care. (2 Credits)

Hebrew (HBRW)

HBRW 1010. Elementary Hebrew I. (4 Credits)
An introduction to the Hebrew language.

HBRW 1020. Elementary Hebrew II. (4 Credits)
A continuation of Hebrew 1010.

HBRW 1100. Readings in Hebrew. (1 Credit)
This course allows students with a background in Hebrew to read texts from their current JWST class in the original language.

HBRW 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.

HBRW 1940. Transfer Coursework. (0 Credits)
Transfer Coursework.

HBRW 2030. Intermediate Hebrew I. (4 Credits)
An introduction to Hebrew prose and poetry. A continuation of 1020 with emphasis on reading and Hebrew conversation.

HBRW 2130. Intermediate Hebrew II. (3 Credits)
A continuation of Hebrew 2030 with an emphasis on reading and discussion of texts in Hebrew.

HBRW 2140. Reading in Hebrew. (1 Credit)
This course allows students with a background in Hebrew to read texts from their current JWST class in the original language. Texts read will vary according to the concurrent course. For example, a student enrolled in JWST 4110 Rabbinic Judaism would read.

HBRW 2230. Biblical Hebrew I. (3 Credits)
This course will involve reading various texts of the Hebrew Bible (Old Testament) and the study of biblical Hebrew.

HBRW 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

HBRW 2940. Transfer Coursework. (0 Credits)
Transfer Coursework.

HBRW 2990. Foreign Language Exempt. (0 Credits)
Foreign Language Exempt.

HBRW 3100. Advanced Hebrew I. (3 Credits)
An advanced class for students interested in pursuing further Hebrew studies. Class will read and discuss modern Hebrew literature as well as study advanced grammar and syntax.

HBRW 3110. Advanced Hebrew II. (3 Credits)
A continuation of Hebrew 3100 with emphasis on deepening and expanding oral, aural, reading and writing skills in modern conversational Hebrew making extensive use of content and culture to develop language skills.

HBRW 3230. Biblical Hebrew II. (3 Credits)
This course is a continuation of Hebrew 2230 Biblical Hebrew I and involves reading various texts from the Hebrew Bible. Biblical Hebrew grammar will be reviewed as appropriate.

HBRW 4910. Independent Study. (1-3 Credits)
Independent Study.

HBRW 4920. Independent Study. (1-4 Credits)
Independent Study.

HBRW 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

HBRW 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

HBRW 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

HBRW 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.

History (HIST)

HIST 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 1520. Pain & Torture Through History. (3 Credits)
A seminar course for first year students designed to introduce college level reading, discussion and writing. The UN Convention against Torture and Other Cruel and Inhuman or Degrading Treatment or Punishment in 1987 unequivocally banned the use of torture. Nevertheless torture still occurs, even in the 130 countries that ratified the agreement. There is a great deal of controversy about what constitutes torture and some claim that it is justified in special situations like the War on Terror. This course will examine the goals and methods of torture through history, as it moved from a focus of inflicting pain to the use of psychological torture and sensory deprivation. We will explore how to study pain in history - does pain exist as an entity; unravel the changing relationships between the state, law, and torture; look at the torturers themselves - who they are, how they learn the techniques, and the effects on them. We will also consider what it says about us when we pursue “enhanced” quasi-torture interrogation techniques.
HIST 1750. Disasters in History. (3 Credits)
Disasters have taken many forms in human history, from earthquakes, fires, tsunamis and hurricanes to famine and epidemic disease. Nor should we forget manmade tragedies such as the terrorist attacks on 9/11 or the devastation produced by a combination of human and technological failures, such as the explosions at Chernobyl and Bhopal or the more recent BP oil spill just off of our own coast. Disasters are an important focus for historical inquiry for quite varied reasons. This is a unique course. It will be team-taught by 12 professors. Each professor will teach a 1-week unit on a historical disaster related to their area of specialization. In addition to an excellent learning experience, you will get to sample the teaching of more than half of the faculty members in the History Department.

HIST 1760. Eating & Drinking in History. (3 Credits)
Eating and Drinking are part of our everyday lives and experiences, and in that respect, these processes can seem natural rather than historical. However, if we stop and think about it, the politics, economics, and culture of food production and consumption have shaped communities and cultures in specific, and often divergent, ways. In this course, we will take the overarching rubric of eating and drinking to explore the multiple ways in which studying food can illuminate our understanding of the past. This course will include units on food, war, and hunger; commodity chains and trade; cultural relationships with alcohol; and labor and food production in the pre-industrial, industrial and post-industrial era. This is a team taught class taught by the History faculty. Each professor will teach a 1-week unit on eating and drinking related to their area of specialization.

HIST 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HIST 1911. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HIST 1912. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 2940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.

HIST 3210. Visual History & Filmmaking. (3 Credits)
In this course students will explore the relationship between history and documentary filmmaking through parallel practices: the critical analysis of historical documentaries and the creation of short historical documentaries as members of small production teams. We will explore questions of narrative form, visual and aural evidence, expertise and authority, and the ethics of representation. Collaboration will also be a central theme of this course since students will have to work together to determine their research subject, carry out research, shoot video, and edit together the final cut.

HIST 3880. Writing Intensive. (1 Credit)
Writing Intensive. For description, consult department.

HIST 3890. Service Learning: HIST 3910. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HIST 3910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 3911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 3920. Special Offerings: History. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 4004. Mkts Money Trde Prelndst Econ. (3 Credits)
This course takes a comparative approach to major issues in the economies of imperial Rome, and the Early Modern European overseas empires. The topics include an introduction to the main features of the these two pre-industrial macro-economies, and then a series of topics that are of interest to both students of history and business majors. Students will also gain knowledge of the sources and historical methods for the study of these economies, many of which differ from those of the modern era. Stress is on analysis and writing, and so the ability of a student to assimilate and synthesize data into coherent essays.

HIST 4560. Internship & Independent Study. (1-3 Credits)
Students will complete a 60-70 hour internship with a community partner. In addition, the student will work with a faculty member in the History Department who will advise the student and provide pertinent academic course work to complement the student’s experiential learning. Pre-requisites: Approval of instructor.

HIST 4570. Internship & Public Hist Sem. (1-3 Credits)
What is public history? What do public historians do? What does history look like outside of the classroom? What are the public debates about the telling of history, and what are the consequences? This is a hands-on course which requires both an internship and seminar participation. Students will have an internship with a community partner and intern for 60-70 hours for the course of the semester. In addition, we will have regular seminar meetings as well as guest lectures and field trips. This course does have a Co-Requisite for service learning – it is SRVC 4890.

HIST 4880. Writing Intensive: HIST 4920. (1 Credit)
Writing Intensive. For description, consult department.

HIST 4881. Writing Intensive: HIST 4920. (1 Credit)
Writing Intensive. For description, consult department.

HIST 4910. Special Topics. (1-3 Credits)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student’s program will vary, but all will involve some combination of readings, oral reports, and written work.

HIST 4920. Independent Study. (1-4 Credits)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student’s program will vary, but all will involve some combination of readings, oral reports, and written work.
HIST 4990. Honors Thesis. (3 Credits)
Intensive reading, research, and writing in a selected field of history. Students should discuss their honors thesis with a prospective director during the semester prior to that in which they take 4990.

HIST 5000. Honors Thesis. (3-4 Credits)
Intensive reading, research, and writing in a selected field of history. Students should discuss their honors thesis with a prospective director during the semester prior to that in which they take 4990.

HIST 6660. Photography & Historical Persp. (3 Credits)
This class aims to explore the relationship between historical memory and photographic practice.

HIST 6910. Special Offerings: History. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HIST 7001. Seminar in Historical Practice. (3 Credits)
This course serves as an introduction for History graduate students to historical practice and the Department of History.

HIST 7003. Historiography & Methods I. (3 Credits)
Historiography tutorial in the major field of study for M.A. and Ph.D. students in History.

HIST 7005. Historiography & Methods II. (3 Credits)
Historiography tutorial in the minor field of study for M.A. and Ph.D. students in History.

HIST 7006. Intermediate Hist. Writing. (3 Credits)
Required writing course for doctoral students leading to a substantive dissertation prospectus.

HIST 7007. Advanced Hist. Writing. (3 Credits)
Required writing course for doctoral students leading to a substantive dissertation prospectus.

HIST 7008. Prof. Deve. and Documentation. (3 Credits)
Required course for doctoral students leading to the creation of a successful doctoral portfolio.

HIST 7210. Visual History & Filmmaking. (3 Credits)
In this course students will explore the relationship between history and documentary filmmaking through parallel practices: the critical analysis of historical documentaries and the creation of short historical documentaries as members of small production teams.

HIST 7900. Directed Readings. (1-3 Credits)
Focused readings and weekly meetings with a qualified instructor, tutorial-style.

HIST 7901. Directed Readings. (1-3 Credits)
Focused readings and weekly meetings with a qualified instructor, tutorial-style.

HIST 7910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HIST 7920. Independent Study. (3 Credits)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student's program will vary, but all will involve some combination of readings, oral reports, and written work.

HIST 7930. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HIST 9980. Master's Research. (0 Credits)
Master's Research. Consult Department.

HIST 9990. Dissertation Research. (0 Credits)
Dissertation Research. Consult Department.

History (PAHS)

PAHS 2910. Special Topics. (3 Credits)
Special topics in history.

PAHS 2911. Special Topics. (3 Credits)
Special topic in history.

PAHS 3830. Special Topics. (3 Credits)
Special topics in history.

PAHS 3930. Special Topics. (3 Credits)
Special topics in history.

PAHS 4010. Special Topics- History. (3 Credits)
Special topics in history.

History-Africa (HISB)

HISB 1140. Freshman Seminar-Africa. (3 Credits)
Freshman seminar. For description, consult the department.

HISB 1290. Semester Abroad. (1-20 Credits)
Semester abroad. For description, consult the department.

HISB 1300. African Hist To 1800. (3 Credits)
This course examines selected topics in the history of sub-Saharan Africa from antiquity to the period immediately preceding colonial conquest. It provides an overview of historical developments in particular regions, considers the implications of Africa as a unit of analysis, and provides a point of departure for more specialized courses in African history.

HISB 1310. Africa Since 1800. (3 Credits)
This course considers the history of sub-Saharan Africa under colonialism and after: the responses of people to governments very different from those they had previously, changes in African societies, the challenges of the postcolonial period. Topics covered include gender relations, peasant agriculture, wage labor, politics, and development.

HISB 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISB 1940. Transfer Credit. (3 Credits)
Transfer credit. Consult the department.
HISB 2120. History of Western Africa. (3 Credits)
This course is a historical introduction to the themes and events in western and northern Africa from prehistoric times and the peopling of Africa through the advent of Islam; North and West African empires and states in the medieval period; the arrival and departure of European colonial powers; and the re-emergence of independent African states. We will trace topical themes through case studies, exploring the political, cultural, social aspects and the inter-regional dynamics of Saharan Africa.

HISB 2130. History of Southern Africa. (3 Credits)
This course examines southern African history from 1652 to the present. It explores the particular political and cultural patterns which arose in the region as a result of contact and conflict between indigenous African societies and European settler communities.

HISB 2140. History of Eastern Africa. (3 Credits)
This course provides an historical survey of eastern Africa which examines the role of bantu migrations, the rise of state-building in the 17th and 18th centuries and a primary emphasis on the 19th and 20th centuries. The course highlights the social, cultural and economic dynamics of both African and settler societies as it explores the historical processes of slavery, migrations in the region, the imposition of colonialism, nationalism and the rise of the independent states of Kenya, Tanzania, Uganda, Ethiopia, Eritrea, Somalia, Rwanda and Burundi. We will use primary sources written or created by Africans and others to explore the developments that affected the region in recent history. This course devotes equal time to lecture and discussion.

HISB 2880. Writing Intensive: HISB 3910. (1 Credit)
Writing Intensive. For description, consult department.

HISB 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 3000. Historical Methods:HISB 3250. (1 Credit)
Historical Methods Lab. For description, consult the department.

HISB 3240. Human Rights/Genocide-Africa. (3 Credits)
The notions of human rights and “genocide” are modern constructions of the twentieth century. What is defined as genocide in the present was simply a good military tactic in previous centuries. Likewise.

HISB 3250. Archiving Africa. (3,4 Credits)
This is an advanced course in historical methods that uses a service-learning component to enhance student understanding of historical materials, archives and how these connect with the larger community. In this course, students will focus in particular on materials related to African history found in New Orleans archives, allowing students to develop an understanding of the historical links between the local community and the continent of Africa. Moreover, students will consider the methodologies used to preserve the various histories of Africa and consider how these methods can be used for other under-represented communities, such as found in New Orleans.

HISB 3880. Writing Intensive: HISB 3910. (1 Credit)
Writing Intensive. For description, consult department.

HISB 3890. Service Learning: HISB 3250. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISB 3910. Special Topics. (1-4 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 4210. Hist of Development in Africa. (3 Credits)
This course explores the concept of "development" as it was brought to Africa by Europeans in the 19th century and how Africans have responded until the 21st century.

HISB 4250. The Atlantic Slave Trade. (3 Credits)
An exploration of the cultural, economic, and social history of the African slave trade into the Americas from the sixteenth to the nineteenth centuries. Emphasis is on the nature of this forced migration as a unique process of cultural interaction and cultural change.

HISB 4880. Writing Practicum. (1 Credit)
Writing Practicum. For description, consult department.

HISB 4890. Service Learning: HISB 4250. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISB 4910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 6070. Gender in African History. (4 Credits)
This seminar will consider the question of how recent forms of gender theory might be applied to African societies. Readings will include Foucauldian, psychoanalytic, and political theory, as well as historical and ethnographic studies of particular societies.

HISB 6110. Slavery/Emancipation in Africa. (4 Credits)
This course focuses on the legacy of colonialism for key political concepts such as citizenship and freedom. We will consider the construction of categories of difference like race, gender, and ethnicity and look at their changing meaning in the context of colonialism, slave emancipation, and freedom struggles in Africa and elsewhere in the colonial world.

HISB 6880. Writing Practicum: HISB 6070. (1 Credit)
Writing Practicum. For description, consult department.

HISB 6910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 6981. Service 20-hours: HISB 7910. (0 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 7910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

History-Ancient & Med Europe (HISA)

HISA 1020. Barbarian West. (3 Credits)
A survey of the period from the fall of Rome to the establishment of feudal kingdoms.
HISA 1030. Medieval Europe 1100-1450. (3 Credits)
A survey of the period in which Western Europe became the center of medieval civilization.

HISA 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISA 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISA 2000. Cities Empires and Gods. (3 Credits)
This survey course introduces the early civilizations and religious traditions of the Near East and India that are the institutional and cultural basis of the Middle East today. The course begins with the first, literate, urban civilizations of the Tigris-Euphrates, Nile, and Indus. Stress is on the institutions of ancient kingships and the religious traditions of Mesopotamia, Egypt, the Hebrews, Persia (Zoroastrianism and Manichaeism), and Early India (Hinduism, Buddhism, and Jainism).

HISA 2001. Warring States of Greece. (3 Credits)
This lecture course introduces the achievements of Greek civilization from its origins on Crete in the Bronze Age (2800-1400 B.C.) down to the conquest of the Greek world by the Romans. Greek civilization is the foundation of Western civilization. The intense inter-city rivalries shaped political thought with its stress on the consent of citizens and rule of law. Artistic and literary achievements stressing the human condition, and inquiry based on scientific reasoning and analysis of cause and effect. Stress is on the Archaic (750-480 B.C.), Classical (480-323 B.C.), and Early Hellenistic Ages (323-200 B.C.)

HISA 2002. Rome the Imperial Republic. (3 Credits)
This lecture course introduces the political and cultural achievements of the Roman Republic, and Rome’s enduring legacy to Western political thought. Emphasis is on the evolution of the Roman Republic’s political institutions, the Roman conquest of the Mediterranean world, the Hellenization of Roman society, the emergence of a Mediterranean economy, the demise of the Republic in the Roman Revolution, and the legacy of the Republic to the Western tradition.

HISA 2020. The High Roman Empire. (3 Credits)
This lecture course explains the political, institutional, and cultural achievements of the Roman Empire that are the foundations of Western civilization. Emphasis is on transformation of the Roman Republic into the monarchy of the Principate by Augustus (27 B.C.-14 A.D.), the imperial army and frontier policies, economic growth, and social mobility under Roman rule, the crisis of the third century (235-305), the rise of Christianity, and the creation of the Christian monarchy by Constantine (306-337)

HISA 2030. Byz & Early Med Civilization. (3 Credits)
This course covers the transformation of the late Roman world into the Christian civilization of the Byzantine Empire and early Medieval West. Emphasis is on changes in late Roman state and society; the barbarian invasions and fall of the Western Roman Empire, the failure to restore the Roman order by Justinian (527-565), the emergence of the Middle Byzantine state and Orthodox tradition, the inversion of Eastern Europe, the impact of the Crusades, and the Byzantine transmission of the Classical heritage to Western Europe.

HISA 2310. Medieval England. (3 Credits)
A survey of the political, social, and intellectual development of England from the Anglo-Saxon period to 1485.

HISA 2350. Medieval Italy. (3 Credits)
A survey of the political, social, and cultural developments in Italy from the eleventh century to the early fifteenth century, with special attention to the development of institution and culture in the city-states of central and northern Italy.

HISA 2910. Special Topics. (1-3 Credits)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.

HISA 3000. Historical Methods.. (1 Credit)
Historical Methods Lab. For description, consult the department.

HISA 3020. Anatolian Civilization. (3 Credits)
Interdisciplinary seminar on the study of the history, historical geology, and cultural achievements of Anatolia (modern Turkey). Anatolia has acted as the cultural bridge between Europe and the Near East. Stress is on the achievements of Hittite civilization, the Iron Age civilizations, the impact of Hellenic civilization, the Roman and Byzantine empires, Turkish Muslim civilization under the Seljuks and Ottomans, and the Turkish Republic.

HISA 3070. Topics Medieval & Renais Hist. (3 Credits)
A reading seminar designed to explore in depth some aspect of late medieval history that is of interest to students and instructor.

HISA 3100. Spec Topics Greek Hist. (3 Credits)
Readings and discussion of select topics in classical Greek history: Homer and the Trojan War; The Birth of City-States in Greece and the Near East (1000-500 B.C.E.); Athenian Empire (480-404 B.C.E.); Sparta and Macedon in the Age of Hegemonies (404-323 B.C.E.); or Greek Cities Leagues, and Macedonian Kings (323-133 B.C.E.)

HISA 3110. Spec Topics Roman Hist. (3 Credits)
Readings and discussion of select topics in Roman history. The Making of Roman Italy (509-264 B.C.E.); The Punic Wars (264-146 B.C.E.); Roman Revolution (133-27 B.C.E.); Rome and the Jews (167 B.C.E.- 135 C.E.); or Money, Market, and Trade from Antiquities to the middle ages.

HISA 3170. Medieval Spain. (3 Credits)
Readings, discussion, and essays examine the sweep of Iberian history from the late Roman empire until the early 16th century, with particular attention to the Visigothic monarchy, the society and culture of Islamic al-Andalus, the reconquest and development of the Christian kingdoms of Castile-León, Portugal, and Aragon, and the interaction of Christians, Jews, and Muslims in peninsular society. The development of a distinctive Castilian culture, later transplanted in large part to Spanish America, will be studied through close attention to legal codes, domestic arrangements, military organization, the Inquisition, and the classics of medieval Castilian literature.

HISA 3230. Great Capts Alexander-Patton. (3 Credits)
Interdisciplinary colloquium on how the careers of great commanders have altered warfare and society. Stress is on changes in political, economic, and social institutions that stood behind these careers as well as the impact of innovations in technology, tactics, and strategy. Commanders include Alexander the Great, Hannibal, Scipio Africanus, Belisarius, Gustavus Adolphus, Frederick the Great, and Napoleon.
HISA 3250. Jews, Christians, Muslims. (3 Credits)
This seminar explores the relationships between the three Abrahamic religions during the Middle Ages. It examines the experience of Jews as minorities in both Christian and Muslim territories, encounters between Christians and Muslims both violent and peaceful in the Mediterranean and in Europe, and the ways in which each community was shaped by its encounters with the others.

HISA 3880. Writing Intensive: HISA 3230. (1 Credit)
Writing Intensive. For description, consult department.

HISA 3881. Writing Intensive: HISA 3110. (1 Credit)
Writing Intensive. For description, consult department.

HISA 3910. Special Topics. (1-3 Credits)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.

HISA 3970. Spec offr: Ancient Med. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HISA 4140. The Crusades 1095-1291. (3 Credits)
This course deals with the evolution of a distinct civilization in Scandinavia on the eve of the Viking Age (790-1100) and its impact on early Medieval civilization. Through archaeology, coins, the sagas and verse of Iceland, the course examines how Viking raids transformed states and societies across Europe and how the Scandinavians were assimilated into Latin Christendom from the eleventh through thirteenth centuries.

HISA 4150. The Age of the Vikings. (3,4 Credits)
This course deals with the evolution of a distinct civilization in Scandinavia on the eve of the Viking Age (790-1100) and its impact on early Medieval civilization. Through archaeology, coins, the sagas and verse of Iceland, the course examines how Viking raids transformed states and societies across Europe and how the Scandinavians were assimilated into Latin Christendom from the eleventh through thirteenth centuries.

HISA 4190. Special Topics: Mediev+Ancient. (3 Credits)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.

HISA 4910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISA 5000. Select Topics Greek History. (3 Credits)
Research seminar on select topics of Greek History: Archaic Greece (750-480 B.C.E.); Athenian Constitutional History; Alexander the Great; Greeks, Macedonians, and Persians: Birth of the Hellenistic World (600-250 B.C.E.); or Greeks in Iran and India (500 B.C.E.- 200 C.E.)

HISA 6060. Later Medieval Spain. (3,4 Credits)
Examines the political, religious, social, and cultural history of the Iberian Peninsula from the rise of the Caliphate of Cordoba in the tenth century through the reign of the Catholic Monarchs Isabel of Castile (1479-1504) and Ferdinand of Aragon (1479-1516). Among other topics, readings and discussion will address: the evolution of Islamic and Christian polities, and their centuries-long military confrontation (the ‘Reconquest’); convivencia, or the interaction of Christians, Muslims, and Jews within medieval peninsular societies, and the reflections of this coexistence in culture, commerce and law; the partial political unification of Spain under the Catholic Monarchs; mounting religious and ethnic tensions within the Christian states, the rise of the Spanish Inquisition, expulsions of Jews and Muslims, and the imposition of Christian orthodoxy.

HISA 6090. Sem Sel Topics Byzan Hist. (3,4 Credits)
Research seminar on select topics in Byzantine history: The Age of Justinian (518-565); The Byzantine Dark Age (610-1025); or Byzantium and the Crusades (1025-1204).

HISA 6190. Special Topics: Mediev+Ancient. (3 Credits)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.

HISA 6230. Medieval Cities. (3 Credits)
This course explores the cities of medieval Europe, particularly in the high and late medieval period (roughly 1100-1500), and the ways in which urban space shaped the social, political, and cultural experience of medieval city-dwellers. Themes for readings and discussions include the idea of the city; sacred space and civic religious culture; governments, their institutions and physical sites; commerce and guilds; the gendering of urban space; and poverty and disease.

HISA 6250. Medieval Religious Culture. (3 Credits)
This seminar explores a variety of aspects of medieval religious beliefs and practices, raising questions about the specific character of medieval religious culture and about how historians study it. Themes addressed include the cult of the saints; monastic life and intellectual culture; gender and models of sanctity; art and religious meaning; relations between majorities and minorities; and popular religion.

HISA 6270. Women&Gender Middle Ages. (3 Credits)
This seminar addresses the construction of gendered identities in the Middle Ages, and on the experience of medieval women and men in relation to those identities. Seminar readings and discussions explore topics such as changes in attitudes towards women’s authority during the Middle Ages; the experience of religious women and the meaning of female imagery in religious writings; women’s opportunities and experiences in politics and the economy; the lives and writings of illustrious medieval women; and the relationship between medieval conceptions of femininity and masculinity, and their articulation of gender differences in medieval literature and science.

HISA 6880. Writing Intensive: HISA 6000. (1 Credit)
Writing Intensive. For description, consult department.

HISA 6881. Writing Intensive: HISA 6250. (1 Credit)
Writing Intensive. For description, consult department.

HISA 6910. Special Topics. (1-3 Credits)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.
HISC 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 1940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.

HISC 2010. History of China to 1800. (3 Credits)
This survey course introduces the main themes in Chinese history from Neolithic times down to the end of the pre-modern era (marked, both by tradition and for sake of convenience, at 1800 CE). Key topics include the exploration of the religious, moral, and social beliefs of early China as well as the assessment of the significance of the institutions of state and family, which have left such a striking imprint on the whole of Chinese history. This course is intended for those with little or no prior study of Chinese history; by the end of the semester, students should have a rounded perspective on the diversity as well as the essential continuities of Chinese culture in its formative stages.

HISC 2020. History of China since 1800. (3 Credits)
This survey course introduces the main themes in Chinese history from the height of the Qing dynasty to the end of the twentieth century. The first half of the course explores the political, social, economic, and cultural trends of the late imperial era. The second half of the course examines twentieth-century China, from the turbulent years of the Republic period to the traumatic events of the Cultural Revolution and beyond. This course is intended for those with little or no prior study of Chinese history.

HISC 2120. History of Modern India. (3 Credits)
This is an introductory survey of the major cultural, social, political thought, traditions, and institutions of the Indian subcontinent or South Asia from 1500 to the present. No prior knowledge of the area or the culture is assumed or expected from the students.

HISC 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 2940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.

HISC 3000. Historical Methods: HISC 3910. (1 Credit)
Historical Methods Lab. For description, consult the department.

HISC 3880. Writing Intensive. (1 Credit)
Writing Intensive. For description, consult department.

HISC 3910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 3970. Special Topics - Asia. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 4910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 6110. Women in East Asian History. (3 Credits)
Historically, women in East Asia had to negotiate with a highly patriarchal and Confucian world. This course aims at exploring the lives of women in East Asia, hoping to gain a further understanding of the challenges they faced under traditional Confucian regimes as well as the modernizing states of the 19th and 20th centuries. Special attention will be placed on the roles of personal agency and state power in shaping female lives and identity.

HISC 6120. Women In China & Japan. (3 Credits)
This course examines women's history and gender relations in both traditional and modern China and Japan. Themes to be explored include the constantly evolving roles of women in the family and as workers, artists, writers, and revolutionaries.

HISC 6210. The PRC: China under Communism. (3 Credits)
In 1949, as Mao Zedong declared the founding of the People's Republic of China, the Chinese people were once again under a united government, ending decades of civil strife and foreign aggression. Yet the year 1949 represented only the military victory of the CCP, and in the following decades the new rulers of China would attempt to recreate state and society on a previously unimaginable scale. This course explores the dramatic years following the establishment of the PRC and follows the mass campaigns and political upheavals that marked Chinese history under the rule of the Communist Party. Attention will be given to both mass movements in the countryside and events that largely affected urban dwellers and intellectuals. Overall, this course aims at understanding the large-scale structural changes of the revolutionary era of 1949 to 1976 and its aftermath, as well as what these changes meant for the lives of individual Chinese citizens.

HISC 6310. China Revolution 1900-1949. (3 Credits)
China's twentieth century was irrevocably and profoundly marked by the Chinese Revolution. But how are historians to define the Chinese Revolution, both in setting its temporal boundaries and interpreting the meaning behind the event? Is it possible to determine the causes of the Revolution, or to elucidate why it took the path that it did? What did the Revolution mean for different social groups, as well as the individual? This course, an intensive reading seminar, is designed to address these issues by engaging a wide range of scholarship. Key topics include the legacy of the Republican Era, the rise of the Chinese Communist Party, land reform, and the impact of the revolutionary era on the lives of women.

HISC 6410. Empire and Rebellion in China. (3 Credits)
During the Ming and Qing dynasties, Chinese emperors faced the enormous challenge of maintaining control over a vast and populous polity. This seminar will explore the methods utilized in the late imperial age to control the populace. These methods-most notably the state, legal, and family systems-were never fully effective in enforcing the will of dynastic rulers. As such, we will also investigate the possibilities for resistance against imperial rule and the Confucian worldview. While control and resistance will be the main themes for this seminar, other topics such as the roles of the environment and identity in history will add to our understanding of the late imperial age. Please note that this is a reading and writing intensive course that will rely heavily on the peer-review process.
HISC 6510. Imperialism in East Asia. (3 Credits)
Despite a continuing debate over the exact definition of imperialism, there is no doubt that this phenomenon looms large in the history of modern East Asia. This course explores unequal power relations between nation-states, not only between Europe and Asia, but within East Asia itself. Please note that this is an intensive seminar, with equal emphasis on reading, writing, and in-class discussion.

HISC 6610. Seminar on Modern Japan. (3 Credits)
Japan's rapid transformation from a traditional agrarian society to a modern nation-state has been one of the most intensely studied and debated topics in the historiography of Asia. This course explores the continuities and contrasts in Japanese history from the late Shogunate period to the disasters of the Pacific War; particular emphasis will be placed on how Japan came to be defined as a modern nation. Please note that this is a reading and writing intensive course that will utilize both peer-collaboration and peer-review.

HISC 6680. Writing Intensive: HISC 6410. (1 Credit)
Writing Intensive. For description, consult department.

HISC 6910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 7910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

History-Latin Amer & Caribbean (HISL)

HISL 1140. Freshman Seminar-Lat Amr. (3 Credits)
Freshman Seminar in Latin American History.

HISL 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 1710. Intro Latin American Hist. (3 Credits)
Main currents of Latin American civilization from the European conquest to the present, with special attention to the historical background of present controversies.

HISL 1720. Intro Caribbean History. (3 Credits)
This course provides a survey introduction to the history of the Caribbean basin including the island territories located in the Caribbean Sea as well as those Atlantic islands and regions of mainland Central and South America which have shared similar historical experience with the Caribbean basin. The course covers the period from the mid-fifteenth century immediately before European arrival up to the present day. Major themes will include European conquest and colonialism, African enslavement, East Asian immigration, the development of multi-ethnic societies, U.S. relations with the Caribbean region, and the role of tourism in recent Caribbean history.

HISL 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 2100. Latin Am Independence Movement. (3 Credits)
Independence movements swept the Americas in an age of radical social and political transformations. New ideas about individual rights, democracy, the public sphere, and equality shaped debates across the region. This class explores how issues of race, gender, and religion influence these debates and the development of these new nations.

HISL 2110. Colonial Latin America. (3 Credits)
The year 1492 marked a major watershed in global history, as Europeans began a process of colonial expansion in the Americas that would continue for several centuries. This course explores the long and complex colonial history of Latin America that began in 1492 and ended in most of the region in the 1810s and 1820s. Main themes include the long processes of material and spiritual conquest, indigenous resistance and accommodation, the Columbian Exchange of plants, animals, and diseases; the creation of colonial economies of extraction and regional articulation; the rise of mixed-race societies; and the development of colonial institutions of church and state. The course also treats the expansion of slavery and the transatlantic slave trade, along with the rise of resistance movements and frontier challenges to colonial rule. We end with the responses to new crown demands in the eighteenth century and the collective struggle for independence that began in 1808.

HISL 2120. Making the Modern Caribbean. (3 Credits)

HISL 2760. Colonial Mexico. (3 Credits)
Social, intellectual, and institutional history of colonial Mexico.

HISL 2770. Modern Mexico. (3 Credits)
Political, economic, and social history of Mexico during the national period.

HISL 2790. Central America. (3 Credits)
The history of Central America since 1800 with particular attention to the establishment of political independence, economic colonialism, the transfer of hegemony over the region from Europe to North America, problems of chronic political and social instability, and popular revolutions in the 20th century.

HISL 2810. Colonial Brazil. (3 Credits)
Brazilian colonial history from 1500 to 1822. Emphasis on major economic, social, and political developments in the context of the Portuguese Empire. Contrasts and similarities with other imperial systems receive particular attention.

HISL 2820. Modern Brazil. (3 Credits)
Brazilian history from 1822, including the first and second empires and the republic. Attention is given to the liquidation of slavery, the replacement of imperial values by the establishment of the republic, and the military question.

HISL 2830. The Andean Nations. (3 Credits)
A survey of the development of South America’s Andean region beginning with the Inca Empire, through the establishment of the viceroyalty of New Castile and emphasizing the modern nations of Chile, Peru, and Bolivia.

HISL 2840. History of Argentina. (3 Credits)
Political, economic, and social history of Argentina from 1516 to the present.
HISL 2850. Central America Radicals. (3 Credits)
Central Americans have engaged in some of the most important radical and democratic movements of the 20th century. Especially after the triumph of the Nicaraguan revolution in 1979, Central America became the news story of the 1980s. Radical movements and civil wars in Guatemala and El Salvador intensified over this decade. While some saw these battles as the “twilight struggle” of the so-called Cold War between the United States and the Soviet Union, a battle over a supposed Soviet beachhead in “our backyard,” these events have a much longer legacy, dating at least to the late-nineteenth century and involving domestic issues as much as international ones.

HISL 2880. Writing Intensive: HISL 2912. (1 Credit)
Writing Intensive. For description, consult department.

HISL 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISL 2911. Special topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 2912. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 2913. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 2914. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 3000. Historical Methods: HISL 3910. (1 Credit)
Historical Methods Lab. For description, consult the department.

HISL 3100. Explorers, Liars and Travelers. (3 Credits)
This course focuses on teaching historical methods-the tools we use, as historians, to interpret and represent the past. Travelers provide an excellent and accessible body of historical sources across a wide range of time and places. But traveling is also a great metaphor for being a historian: like travelers, we lack perfect knowledge, we have questionable cultural understanding, and we try to make sense of the world we live in. This course has a required co-requisite Methods Lab.

HISL 3200. History of Voodoo. (3 Credits)
Using works of anthropology, folklore, history, and literature, this course examines the history of voodoo in both New Orleans and Haiti, as well as the history of similar religions such as Brazilian candomble, Cuban santeria and Trinidadian orisha worship. Students will explore the development of these religious systems from slavery to the present day.

HISL 3361. Slave Rebellions. (3 Credits)
The white supremacist who attacked Emmanuel AME church in Charleston studied slave rebellions. Why? How important were slave uprisings in the history of slavery? What do we really know about them? What should we know?

HISL 3390. The Cuban Revolution. (3 Credits)
This course explores the histories, myths, and memories of the Cuban Revolution of 1959, from Fidel Castro to the Miami expatriate communities.

HISL 3710. Colonial Latin America. (3 Credits)
Readings and research on topics in the Hispanic period aimed at developing an understanding of Latin American society and institutions as they developed from the 16th to the 19th century.

HISL 3720. Mod Lat Amer. & Carib.. (3 Credits)
Selected topics in Latin American and Caribbean history from 1800 to the present. Religion in Latin America; Dictators; Evita.

HISL 3721. Mod Lat Amer. & Carib.. (3 Credits)
Selected topics in Latin American and Caribbean history from 1800 to the present. Religion in Latin America; Dictators; Evita.

HISL 3750. Caribbean Slavery. (3 Credits)

HISL 3800. Caribbean Revolutions. (3 Credits)
Weekly readings and discussions of popular revolutions in the Caribbean region. Some attention is paid to the revolutionary tradition in Middle America before concentrating on the 20th-century revolutions there. In a search for common factors, attention is devoted not only to countries where significant revolutions have occurred already, such as Guatemala, Cuba, and Nicaragua, but also to others where revolutionary potential exists.

HISL 3880. Writing Intensive: HISL 3910. (1 Credit)
Writing Intensive. For description, consult department.

HISL 3910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISL 3911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 3912. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 3913. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 3914. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 3950. Spec offering: Lat Amer. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HISL 4630. Sex/Gender Colonial Latin Amer. (3 Credits)
This course examines conquest and colonialism through the lens of gender and sexuality. It looks at the relationships that emerged among indigenous, African, and mestizo populations and how systems of beliefs about sex, gender, and sexuality facilitated the practice of empire.

HISL 4740. Caribbean Cultural History. (3 Credits)
This course explores the development of distinctive cultural forms and patterns in the Caribbean basin from the arrival of Europeans at the end of the 15th century up to the present day. Emphasis will be placed on understanding the diverse origins and particular social contexts from which different aspects of Caribbean culture have developed.
HISL 4780. Women in Latin Am History. (3 Credits)
An exploration of the pivotal role Latin American women have played in the area’s historical development. Attention is given to how women acquired and exercised power in a male-dominated society and how class, race, sex and sex roles, and traditions have influenced and shaped women’s roles.

HISL 4840. Piracy in the Americas to 1750. (3 Credits)
Who were the “golden age” pirates and who were their main victims? What tactics did pirates use and what was done to stop them? How was piracy related to imperial expansion and resistance to it? How did the golden age pirates come to be lasting iconic cultural figures? Piracy in the Americas traces the rise and fall of sea predators in the Atlantic and Pacific Oceans from the 16th to 18th centuries.

HISL 4880. Writing Intensive: HISL 4740. (1 Credit)
Writing Intensive. For description, consult department.

HISL 4910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISL 4911. Special topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 6600. Peasants, Rebellion & the State. (3 Credits)
This seminar explores the history of peasants, rebellions and revolution in modern Latin America. Attention will focus on peasant desires and motivations as Latin America has become increasingly urban and states have grown in size and strength.

HISL 6610. Latin American Modernity. (3,4 Credits)
This class explores the history of modernity, modernization and underdevelopment in Latin America since the 19th century. Key themes will include labor and industrialization; urbanization and the middle class; citizenship and ethnicity; and state formation.

HISL 6740. Latin American Social Hist. (3 Credits)
A specific topic is chosen each year. The course has dealt with slavery, race relations, and social revolutions in previous years. Future topics include the history of the peasantry and peasant movements in Latin America and the development of the Latin American urban working class. Lectures, readings and discussions.

HISL 6750. Africans In The Americas. (3 Credits)
This seminar will explore the dispersion and fate of African peoples and their descendants in the United States, the Caribbean, and Central and South America with a view to developing an understanding of African-American culture as a diverse regional phenomenon rather than one confined to the United States.

HISL 6780. Caribbean Hist: Major Themes. (3,4 Credits)
A historiographical course focusing on major texts, major themes, and major trends in the historical literature of the Caribbean, including the island territories along with Belize and the Guianas.

HISL 6850. U.S.- Latin American Relations. (3 Credits)
Traces the diplomatic, economic, and cultural relations between the United States and Latin America from the American Revolution to the present. This course seeks to demonstrate the interrelated roles of diplomacy, commerce, and inter-American cultural relations throughout the 19th and 20th centuries.

HISL 6870. Race & Nation in Latin America. (3 Credits)
HISL 6880. Writing Intensive: HISL 6910. (1 Credit)
Writing Intensive. For description, consult department.

HISL 6881. Writing Intensive: HISL 6740. (1 Credit)
Writing Intensive. For description, consult department.

HISL 6910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISL 6911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 7610. Seminar-Comp Hist of Americas. (3 Credits)
This graduate seminar approaches a range of issues of comparative interest in the Americas while also exploring questions around the frameworks of comparative history, Atlantic World history, the African Diaspora, and transnational history.

HISL 7620. The City in Latin America. (3 Credits)
This seminar explores the forces, mechanisms, and intellectual currents that define “the city” in Latin America past & present. It also introduces students to various theoretical and methodological ways of approaching urban Latin America.

HISL 7710. Seminar In Mexico. (3 Credits)
Seminar In Mexico.

HISL 7720. Sem Modern Lat America. (3 Credits)
Seminar in Modern Latin America.

HISL 7750. Sem In Central America. (3 Credits)
Seminar In Central America.

HISL 7830. Historiography Col Lat America. (3 Credits)
This advanced seminar traces major trends in colonial Latin American historiography.

HISL 7840. Historiography Mod Lat Am. (3 Credits)
This course traces major trends in scholarship on modern Latin American history.

HISL 7910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

History-Middle East & N Africa (HISM)

HISM 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISM 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.
This course surveys the rise and expansion of Islam and the Muslim polities and societies between ca. 600-1400. It covers political developments as well as the emergence and development of Islamic culture and thought.

This course is a survey of modern Middle Eastern history. It starts with an evaluation of the Ottoman and Safavid empires, the two largest early modern political entities in the area. It then proceeds by discussing the nineteenth-century reform movements, the impact of the dismantlement of the Ottoman Empire and the First World War on the region, the post-1945 developments, the rise and development of Arab nationalism and political Islam, the Israeli-Palestinian conflict, the Iranian Revolution, the Gulf War and the most recent US intervention in Iraq. The aim of the course is to provide students with a solid grasp of historical events and political processes, as well as a detailed knowledge of important intellectual and cultural developments.

Courses offered by visiting professors or permanent faculty. For description, consult the department.

Transfer coursework. Consult the department.

Historical Methods Lab. For description, consult the department.

This seminar traces the course of the Arab-Israeli conflict from the rise of Zionism, through the various Arab-Israeli wars, and up to the recent peace negotiations. Emphasis is on presenting the perspectives of all the parties to the Arab-Israeli conflict, and placing it in the context of the history of the Middle East as a whole.

Writing intensive. For description, consult department.

Courses offered by visiting professors or permanent faculty. For description, consult the department.

Courses offered by visiting professors or permanent faculty. For description, consult the department.

Readings and research on the society, economy, and politics of the Middle East and North Africa since the 16th century.

This seminar concentrates on the crucial role that nationalism and religion played in the history of the Modern Middle East during the period between the late nineteenth century and the present day. It explores the general questions of how the "nation" came to dominate both political thought and political reality in the region and how various nationalist movements and ideologies have imagined and constructed national identities. The seminar also critically considers how religions have contributed to and/or challenged these complex processes. Students will read secondary monographs on various Middle Eastern contexts and become familiar with key historical debates on nationalism and religion. The discussions will not only focus on the intellectual and political elites but we will also examine how non-elite individuals and groups influenced nation-building processes.

This seminar introduces students to the past and present of modern Turkey. We will explore the complex processes of the disintegration of the Ottoman Empire in the aftermath of World War I, the formation of a secular, republican Turkish nation-state, and its dramatic socio-political transformation since the 1950s in response to domestic, regional, and international challenges. We will also discuss how religion has contributed to and/or challenged these processes and how these processes have affected ethno-religious minorities, gender, and class relations.

This seminar is on the history of the late Ottoman Empire. It addresses the complex social and political transformations that the empire went through in the nineteenth- and twentieth centuries. Over the semester we will travel along the long arc of the late Ottoman history, observing the many overlapping identities that shaped it. More specifically, the subjects we will discuss include the changing relationship between the Ottoman state and society, ethno-national and religious conflicts, political revolutions and their far-reaching implications, women, Ottoman cities and the countryside. We will also examine the dynamics of the empire's disintegration into independent nation states in the aftermath of World War I and the legacy that the Ottomans left behind.

This seminar addresses how the emergence of modern states in the Middle East reshaped various aspects of the region's politics, economy, social relations, and culture to create distinct adaptations to modernity. It provides an opportunity for in-depth exploration of the last two centuries of the Middle East through the formation of modern state institutions and practices. Temporally, the course moves from the late 1700s to the first half of the twentieth century. Geographically, the area includes the region from Egypt to Iran, the Balkans to Arabia and Eastern Anatolia, in short, those regions under the dominion of the Ottoman and Qajar Empires and successive nation states.

Writing intensive. For description, consult department.

Courses offered by visiting professors or permanent faculty. For description, consult the department.

Courses offered by visiting professors or permanent faculty. For description, consult the department.
HISE 1510. Napoleon in Russia 1812. (3 Credits)
This seminar is a close study of Napoleon's invasion of Russia in 1812, the impact it had upon the Russian empire, and the place that it came to occupy in Russia's historical memory. The seminar, which meets twice per week, emphasizes the timely reading of assigned readings and active participation in class discussions.

HISE 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISE 1940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.

HISE 2160. Europe in the 18th Century. (3 Credits)
Examines developments in human ecology and power, critiques of tradition from diverse groups, and efforts to implement novel models, both cosmopolitan and nationalistic, for a rational and just society.

HISE 2170. Europe in the 19th Century. (3 Credits)
Explores the quest for popular and national security in an age of radically shifting material circumstances deeply influenced by concepts of political and social equality.

HISE 2210. Modern Germany. (3 Credits)
A survey of the political, social, and economic development of Germany from the revolution of 1848 to the aftermath of the Second World War. Topics include unification, Bismarkian Germany, the Weimar Republic, and the Third Reich.

HISE 2230. France since 1789. (3 Credits)
A survey of French history since 1789, with particular attention to social, cultural, political change. Among other topics, we will examine political upheaval, imperialism, class dynamics, changing gender roles, and questions of French identity in the modern era.

HISE 2240. Rus Rulers & Tyrants, 900-1825. (3 Credits)
Political, social, and economic developments in Russia from the earliest times to the mid-19th century. Kievian and Muscovite background, reforms of Peter the Great, and the effects of westernization.

HISE 2250. Russia Since 1825- Present. (3 Credits)
This lecture course covers the last decades of the Tsarist regime, the Russian revolution of 1917, the Soviet Regime from Lenin and Stalin, the collapse of the Soviet Regime in 1991, and the Putin era.

HISE 2310. Medieval England. (3 Credits)
A survey of the political, social, and intellectual development of England from the Anglo-Saxon period to 1485.

HISE 2320. Early Modern England. (3 Credits)
A survey of the political, social, economic, and cultural development of England from the founding of the Tudor dynasty to the rebellion of the American colonies (1485-1776). Topics include the Reformation, the civil war, relations with Scotland and Ireland, political thought, crime and riot, education, and domestic industry.

HISE 2410. Spain, 1369-1716. (3 Credits)
Surveys the course of Spanish history from the completion of the medieval Reconquest and the rise of the Trastamara dynasty in the fourteenth century until the end of Habsburg Spain in the early eighteenth century, with particular attention to state formation and the role of Spain as a great European power in the sixteenth and seventeenth centuries. Besides politics, the course examines central topics in the social, religious and cultural history of late medieval and early modern Spain.

HISE 2420. The Age of Reformation. (3 Credits)
Surveys the transformation of Western Christendom (c. 1400-1700), with emphasis on: late medieval religious practice; discontent and reform currents within the Church; the Protestant Reformations of Luther, Zwingli, Calvin, anabaptists, and others; and Catholic response and Counter-Reformation.

HISE 2500. Memories of Violence 20th Cent. (3 Credits)
Among the many instances of violent and traumatic collective experiences in 20th century Europe, this class will focus on three particular case studies, the Holocaust in Germany, the bombing of Guernica in Spain, and the siege of Sarajevo during the Bosnian War. These cases are not chosen at random, but for their ability to shape how we narrate individual and collective responses to most traumatic experiences of state imposed violence in 20th century Europe.

HISE 2890. Service Learning: HISE 2170. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISE 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISE 2911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISE 2940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.

HISE 3000. Historical Methods: HISE 3190. (1 Credit)
Historical Methods Lab. For description, consult the department.

HISE 3190. The Spanish Civil War. (3 Credits)
The Civil War of 1936-39 considered both as the watershed of modern Spanish history and as an event of major international significance. Readings and discussion focus on the causes and course of the conflict, and on its consequences down to the present.

HISE 3220. WWII In French Film. (3 Credits)
This seminar examines the representation of the era of Nazi occupation and the Vichy Regime (1940-44) in films produced between the 1940s and the 2000s. We will focus on depictions of daily life, the politics of collaboration and resistance, and the French role in the Holocaust.

HISE 3250. Russian History II. (3 Credits)
This seminar provides an overview and analysis of the Second World War on the Eastern front. The Nazi invasion of the Soviet Union on June 22, 1941, inaugurated one of the bloodiest wars in history. The Soviet victory following devastating defeats and losses at the war's outset, was indispensable to the overall Allied victory. The Soviet victory was won at enormous cost, whether in human lives lost or in the physical devastation of the country. The victory also transformed the Soviet Union into a superpower and left the Soviet Union in control of much of Eastern Europe. The course requires reading, discussion, and the writing of a research paper.
HISE 3260. Putin's Russia. (3 Credits)
The period between the collapse of the Soviet Union in 1991 and the present in Russia has witnessed dramatic changes in every dimension of Russian life, from political ideology and institutions to the transformation of economy, society, and broader culture. This seminar seeks to illuminate the nature of these transformative changes, focusing particular attention on Vladimir Putin's rise to power, the character of his rule, and the reasons for his popularity in Russia. The reasons for the growth in popular as well as state hostility to the West and Western culture forms a particularly important part of the course.

HISE 3270. Lit/Soc In Russ To 1917. (3 Credits)
An exploration of the central role that writers and literature played in the culture and society of nineteenth and early twentieth-century Russia. Readings include selected novels, poetry, critical essays, and memoirs as well as secondary historical literature. The course focuses upon the role of literature in Russian society and the relationship between literary representations and history.

HISE 3280. Lit/Soc In Russ To 1991. (3 Credits)
An exploration of the role that literature and writers played in the history and culture of the Soviet Union from its inception to its collapse in 1991. Readings include selected novels, poetry, and memoirs as well as secondary historical literature. The course focuses on the relationship between writers and the state and society in the Soviet period and the relationship between literary representations and history.

HISE 3290. Origins WWII 1919-1939. (3 Credits)
European international affairs from the treaty of Versailles to Hitler's invasion of Poland, emphasizing the diplomatic, political, and military forces that contributed to the outbreak of the Second World War.

HISE 3300. Death Disease Destitution. (3 Credits)
Death, Disease, Destitution and Despair in Early Modern Europe. Readings, discussion, and a research paper examining the experience of and social reaction to illness, insanity, poverty, and death in Western Europe.

HISE 3311. Gardens Parks and Green Spaces. (3,4 Credits)
This course examines the creation of gardens, parks and public space in Europe and the Americas from 1500 to the present day. We will study not just the historical evolution, technology or art form of gardens and parks but we will also explore what they mean to people.

HISE 3390. Europe Since 1939. (3 Credits)
A survey of European history since the outbreak of the Second World War, covering all major states. Topics will include the war and its aftermath, the division of the continent in the Cold War, the development of welfare states and socialist systems, the emergence of the idea of a united European community, and the collapse of Communism in eastern Europe.

HISE 3513. Hist of Jews in Russ 1772-2000. (3 Credits)
This course studies the history of the Jews in Russia from the First Partition of Poland in 1772 until the beginning of the twenty-first century. The course examines the evolution of that Jewish community itself and the issues that divided that community.

HISE 3880. Writing Intensive: HISE 3010. (1 Credit)
Writing Intensive. For description, consult department.

HISE 3881. Writing Intensive: HISE 3311. (1 Credit)
Writing Intensive. For description, consult department.
HISE 6330. Imperial Spain 1469-1659. (3,4 Credits)
Examines the rise and decline of Spanish power in Europe and the Atlantic world and the internal development of the Spanish kingdoms from unification under Fernando and Isabel through the reigns of Charles V and Philip II to the end of the Habsburg dynasty. Besides politics and diplomacy, reading and discussions will address religious practice and the Spanish Inquisition, the art and literature of the Golden Age, and the cult of honor with its consequences for social structure, economic life and gender relations.

HISE 6350. Crime/Punish Hanov Engln. (3,4 Credits)
This in depth seminar focuses on crime, punishment and the justice system in eighteenth-century England. We will investigate such topics as the rise of defense lawyers, the goals of punishment and the development of a system of police. Students will also make use of a digitized data base, theoldbaileyonline, which contains the transcripts of trials held at the Old Bailey courthouse in London to write a research paper.

HISE 6370. Seminar Early Mod EngInd. (3 Credits)
Readings, discussion, and research paper will focus on a selected topic of English history between 1485 and 1789. Topics will include Religion and Society and Georginan England, 1714-1783.

HISE 6380. Sem Mod British History. (4 Credits)
Readings, discussion, and a research paper focusing on one of the following periods of modern British history: Britain in the Age of Revolution, 1760-1850; The Victorian Era, 1830-1900; Britain in the Age of World War, 1900-1945. On occasion, the seminar might focus on a topic rather than a period.

HISE 6420. Readings In Holocaust. (3 Credits)
Examines the origins and development of the Nazi Final Solution; the experience of the victims, perpetrators, rescuers, and bystanders; and the relationship between history and memory.

HISE 6510. The Russian Revolution:1900-24. (3,4 Credits)
The course explores the origins and nature of the Russian revolutions of 1905 and 1917. It focuses equal attention upon the policies of the tsarist regime and the various social movements, political parties, and ideologies that arose in opposition to that regime. The reasons for the Bolshevik victory in October 1917 and the character of the early Bolshevik regime from 1917 through the Civil War are problems the course addresses. The contentious debates historians have conducted on almost every aspect of the revolution are an important part of the course's readings and discussions.

HISE 6511. Stalin's Russia, 1924-1953. (3,4 Credits)
This seminar addresses four major questions: 1) What was the nature of the political, social, and cultural system that came into existence under Stalin and how did that system evolve during his lifetime? 2) What was the scope and nature of political repression and state terror under Stalin? Given the reality of state terror, how can we explain the genuine enthusiasm that the regime was able to mobilize for so many of its initiatives? 3) What was the Soviet experience during World War II, and how did the war affect Soviet society and politics? 4) What was the range of experiences that ordinary individuals and families encountered in their private lives during the Stalin era? A major question throughout the course is the character of Stalin's personal rule and the extent of his responsibility for the major developments under his leadership.

HISE 6512. Stalins Shadow: Soviet 1953-91. (3 Credits)
This course examines the evolution of the Soviet Union from Stalin's death until its collapse in 1991. Its primary focus is on the important changes that occurred in the political, cultural, and social spheres within the Soviet Union itself and in the stances that the Soviet Union adopted toward the rest of the world. The initial changes, which contemporaries described as the thaw, witnessed a liberalization that culminated in an explicit denunciation of many of Stalin's policies. The course concludes with an inquiry into the Gorbachev reforms of glasnost and perestroika, which culminated in the collapse of the Soviet Union in 1991.

HISE 6520. Immigr & Identity in France. (3 Credits)
This seminar will explore the history of immigration to France since the late 19th century and attendant debates over national identity, secularism, and race. We will examine colonial and postcolonial migration, the rise of xenophobic extremist political parties, minority activism, and controversies over the place of Islam in French society.

HISE 6600. Photography & Historical Imagi. (3 Credits)
This class aims to explore the relationship between historical memory and photographic practice.

HISE 6601. Jewish Life & Culture Ctr Euro. (3 Credits)
This course explores the many facets of Jewish life and culture in Germany and other Central European nations. We will focus on the relationship of various Jewish communities with their Gentile neighbors, local and state authorities and trace the course and success of the Haskalah movement (the Jewish enlightenment). We will be particularly sensitive to the daily life experience of women in their struggles to find a voice and acceptance as women and as Jews, as well as the dramatic rise of a Jewish middle class in the realm of science, finance and industry.

HISE 6610. Postwar Cultures: Divided Cont. (3 Credits)
This course explores the many ways daily practices and political ideologies have intersected in the lives of ordinary European citizens in the era of the Iron Curtain.

HISE 6880. Writing Intensive: HISE 6910. (1 Credit)
Writing Intensive. For description, consult department.

HISE 6881. Writing Intensive: HISE 6910. (1 Credit)
Writing Intensive. For description, consult department.

HISE 6882. Writing Intensive: HISE 6910. (1 Credit)
Writing Intensive. For description, consult department.

HISE 6883. Writing Intensive: HISE 6910. (1 Credit)
Writing Intensive. For description, consult department.

HISE 6884. Writing Intensive: HISE 6520. (1 Credit)
Writing Intensive. For description, consult department.

HISE 6910. Spec offerings: European. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HISE 6911. Spec offerings: European. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HISE 6912. Spec offering: European. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.
HISU 1410. US Hist - Colonization to 1865. (3 Credits)
An analysis of the major forces and events that shaped American history from its beginnings through the Civil War.

HISU 1420. US Hist 1865 To The Present. (3 Credits)
An analysis of the forces and events that shaped American history from the Civil War to the present.

HISU 1500. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 1800. Early New Orleans. (3 Credits)
This course explores the history of New Orleans during the colonial and early national periods, when the city was a crossroads of the Atlantic World that linked Africa, the Americas, and Europe. It locates the city’s past in a transnational Atlantic context that reaches back to the fifteenth century and concludes with the emergence of New Orleans as a major American city in the early nineteenth century.

HISU 1910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 2100. History of Medicine in the US. (3 Credits)
Students in this course will study the social dimensions of medicine, disease, and health in U.S. history. We will examine how ordinary people were affected by pandemics, advances in medical technologies, and changing ideas about health care. Students will consider how ideas about medicine have been shaped by economic, military, political, and social transformations in U.S. history.

HISU 2200. History of Digital Revolution. (3 Credits)
This course will explore the history of the digital revolution from the 1830s to the present. It will begin with Ada Lovelace and the conception of a general-purpose computer, and it will culminate with the creation of social networks and the sharing economy. Special attention will be paid to the three great inventions that combined to create the digital age: the computer, the microchip, and the internet. The themes will include the importance of collaboration in innovation, the need to connect the humanities and the sciences, and how networked digital technology disrupts traditional hierarchies. In that context, we will look at what makes a successful digital business.

HISU 2300. American Environ History. (3 Credits)
A survey of American environmental history from 1491 to the present, focused on how politics, culture, and the economy have changed the way people interact with the world around them over time. Topics include Native America, capitalism, colonialism, democracy, the industrial revolution, wilderness, race, class, gender, justice, and climate change.

HISU 2400. Women & Gender US Hist to 1865. (3 Credits)
This course introduces students to the history of women in North America from 1400 to 1865. Over the course of the semester, we will examine how women were affected by and also influenced historical change. We will consider whether key events and issues, including European colonization, the American Revolution, slavery, and the Civil War look differently when we integrate women into the historical narrative. We will study how women’s interactions with work, religious practices, and family life were influenced by race, class and ethnicity. One of the guiding questions of the course will be: how has gender-understood as the meanings attached to being male and female-changed over time?

HISU 2410. Women & Gender Since 1861. (3 Credits)
This course examines U.S. history from 1861 to the present using the history of women and gender as the primary analysis. This course will be framed around a consideration of how the history of women intersects with ideas about human rights. We will explore how transformations in American laws, politics, customs, economic and military policies affected and were influenced by women. We will also consider how race, class, region, ethnicity, and age facilitated or prevented women from being able to exercise the full rights and obligations of citizenship.

HISU 2480. Louisiana History. (3 Credits)
A survey of the history of Louisiana from its settlement to the present.

HISU 2510. Atlantic World. (3 Credits)
The Atlantic world has emerged as an important field in early modern western history in the past ten years. It is now especially important for students of United States history to have an opportunity to become familiar with the transnational origins of the nation that are rooted in the Atlantic context. Atlantic world history does not replace traditional colonial history, but is now a necessary complement to it.

HISU 2520. Early America to 1800. (3 Credits)
This course surveys the development of the North American mainland before 1800 with focus on the thirteen British colonies in mainland North America that chose to declare their independence in 1776, and attention to the broader continental and Atlantic contexts in which they were embedded, including colonial Louisiana.

HISU 2610. The Old South. (3 Credits)
Economic, cultural and political history of the South from the settlement of Jamestown through the Civil War. Emphasis is on those factors that made the South a unique section of the nation.

HISU 2620. The New South, 1865-Present. (3 Credits)
An examination of the economic, political, cultural, and intellectual forces that have shaped the American South since the Civil War. Central themes include the rise of sharecropping and tenancy, the struggle for civil rights, the emergence of two-party politics, and the metamorphosis of popular values and social norms triggered by the events of the 1960s. The course will explore the paradox of continued self-conscious regional identity in the face of constant internal change.
HISU 2630. US Foreign Relations Pre-WWII. (3 Credits)
This course will investigate the history of U.S. foreign relations from the early republic until World War II. The class will span more than a century and students will be asked to consider the economic and ideological objectives embedded in U.S. foreign relations and the growth of the United States as a world power. Topics will include: the Mexican-American war, westward expansion, U.S.-Hawaii relations, the War of 1898, U.S. interventions in the Caribbean, late 19th and early 20th century immigration, World War I, and World War II. In addition, this course will consider representations of the world in domestic culture by examining the histories of world fairs, tourism, travel literature, and missionaries.

HISU 2640. US Foreign Rltns Since WWII. (3 Credits)
Foreign relations is front page news every day: the ongoing wars in Iraq and Afghanistan, the threat of terrorism and nuclear proliferation, rising food and oil prices, global warming, debates over human rights practices, and even the Olympics. Although each of these topics has strong contemporary resonance, the United States¿ role in the world has a long and complex history. In this course, we will study U.S. foreign relations from the end of World War II through the present. The course will define U.S. foreign relations broadly and include diplomatic policy makers, military interventions, economic policy, and non-state actors engaged in international relations. Students will learn to analyze opposing historical interpretations, evaluate primary sources, ask analytic questions, and develop arguments.

HISU 2650. US Immigration History. (3 Credits)
In this class students will gain a solid foundation in mid-19th and 20th century immigration in the United States and grapple with the following themes: immigrant community formation, the interplay between immigration and American labor, the changing immigration law, the intersection of immigration and U.S. racial formations, and the prominence of immigrant narratives in American culture. The course will also ask that students grapple with contemporary problems and recognize the historic antecedents and struggles behind today’s current events.

HISU 2670. American Environmental History. (3 Credits)
A survey of American environmental history from 1491 to the present, focused on how politics, culture, and the economy have changed the way people interact with the world around them over time. Topics include Native America, capitalism, colonialism, democracy, the industrial revolution, wilderness, race, class, gender, justice, and climate change.

HISU 2680. Working in America. (3 Credits)
Students will gain a solid foundation in mid-19th and 20th century labor history and analyze the following themes: the rise of corporate capitalism, the development of a labor movement, agricultural, industrial, and service economies, the interplay between immigration and American labor, the decline of labor protections, and the emergence of the ‘gig’ economy. The course will also ask that students grapple with contemporary problems and recognize the historic antecedents and struggles behind today’s current events.

HISU 2690. Intro Afro-American History. (3 Credits)
A survey of the history of people of African descent in the United States from the 17th century to the end of the Civil War. The course will explore the development of a distinct African-American experience within the context of colonial North America and the early United States. Emphasis will be placed on understanding the origins and nature of slavery not simply as a system of forced labor, but as a system of unique cultural relationships.

HISU 2700. Modern African-American. (3 Credits)
This course surveys the history of people of African descent in the United States from the end of the Civil War until the late twentieth century. A central theme of the course will be the varying ways in which African-Americans sought, both successfully and unsuccessfully, to achieve political, social, and economic freedom in the wake of emancipation.

HISU 2890. Service Learning: HISU 2620. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 2891. Service Learning: HISU 2610. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 2910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 2911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2912. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2913. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2915. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2920. Special Topics: Us Hist. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2921. Special Topics-U.S. History. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 2940. Transfer Coursework. (3 Credits)
Transfer coursework. Consult the department.
was and continues to be understood collectively.

We will also consider the strengths and limitations of autobiographical testimony as a form of historical evidence. Class members will read and discuss one book-length autobiography each week.

From the Salem Witchcraft trials to the trial of O. J. Simpson, some sensational legal contests have captured the public imagination and resonated in American history and culture. Why do some trials garner such attention while others, perhaps equally sensational, do not? Clearly, they reflect deeper anxieties and tap into larger themes in American culture. This course will focus on trials like these that have captured the public imagination and ask what these trials reveal about American culture. This course will focus on trials like these that have captured the public imagination and ask what these trials reveal about American culture. This course will focus on trials like these that have captured the public imagination and ask what these trials reveal about American culture.

This methods seminar examines the origins and experience of the large population of free people of color in New Orleans from 1718-1865. Although most Africans and African-descended inhabitants of New Orleans during this period were enslaved, many attained freedom or were born free. In 1800 fully 1/4 of the free people in New Orleans were free people of color. They joined militias, acquired property, ran business, and produced a vibrant body of literature.

An interdepartmental seminar that employs autobiography to explore the relationship between regional culture and individual experience in the 20th-century American South. While recognizing the place of autobiography as a literary genre, the seminar will subordinate the concerns of critical theory to the more immediate task of evaluating the strengths and limitations of autobiographical testimony as a form of historical evidence. Class members will read and discuss one book-length autobiography each week.

This course explores the history and public memory of slavery and the slave trade in New Orleans and southern Louisiana, as well as regions of North American. Some attention will also be paid to the Atlantic slave trade and areas of the Caribbean and Latin America which shared the history of black enslavement. The focus here will be on major themes in slavery history and memory and the challenge of studying and portraying those themes in various public history venues in the present day. The course will also address debates about reparations for slavery and other contemporary public policy questions related to the history of black enslavement. The Service Learning component of the course, when offered, will involve working with local public history agencies in the preparation and presentation of slavery-related materials at their individual venues.

What happened when enslaved Africans, African-Americans and other people of African descent used organized armed resistance to fight the institution of slavery? This course will explore six different slave rebellions in the United States, the Caribbean and Latin America using documents, films and different kinds of history text books. Only in the case of the Haitian Revolution (1791-1804) did a slave rebellion actually succeed. But all slave uprisings left behind fascinating stories—filled with heroism, tragedy, violence; disputed evidence, and angry historical debate. This seminar-style class will delve into all of these questions mostly through weekly readings in both documents and other texts. The class will also focus significantly on questions of historical evidence: What can historians really know, especially when slave rebels themselves left behind relatively few documents? When Methods Practicum is added, this course fulfills Methods Requirement of the History Major.

This reading seminar will explore the impact of Hurricane Katrina on New Orleans through the lens of popular memory. Readings will be drawn primarily from first-hand accounts of the storm. These memoirs, personal narratives, and biographies can enrich our understanding of human experience and social issues and provide insights into the larger social, economic, and cultural forces that shaped how individuals experienced the tragedy. We will also consider how individuals experienced those forces differently depending on such factors as race, gender, and class. Through careful readings of the texts, we will examine the extent to which the speakers live. We will also consider the use of first-hand accounts as historical sources and the benefits and pitfalls inherent in these sources. Other readings explore how Katrina was and continues to be understood collectively.

This course surveys the history of African-American religious institutions, leaders, and beliefs from slavery to the present. The course examines the diversity of African-American religious expressions within the larger context of black social and political life. Topics include the transmission of African culture to the New World, slave religion, independent black churches, race relations, black nationalism, as well as gender and class, social reform and everyday resistance.
HISU 3541. Reproductive Health in the US. (3 Credits)
This course will explore the history of reproductive health in the United States from the seventeenth century to the present. Students will read scholarly books and articles, memoirs, and films about Americans' encounters with gynecology, midwifery and obstetrics, birth control devices, abortion, and reproductive technologies. Additionally, students will have opportunities to engage with guest lecturers who study reproductive health issues in the United States and around the world. Students will learn about the history of voluntary and coercive sterilization programs, the history of gynecological and obstetrical care, legal and illegal birth control and abortion practices, and the mobilization of the anti-abortion and pro-choice movements.

HISU 3640. The Vietnam War. (3 Credits)
Although in the United States, the US conflict in Vietnam is most commonly referred to as the Vietnam War, in Vietnam, it is known as the American War. In this class, we will study the history of the war in Vietnam and the United States through primary sources and US historians' debates over the Cold War and decolonization. We will be reading works by both US and Vietnamese authors, including policy makers, military personnel, anti-war activists, and immigrants. In addition, students will learn to analyze opposing historical interpretations, evaluate primary sources, ask analytic questions, and develop arguments.

HISU 3642. US War in Vietnam. (3 Credits)
Although in the United States, the US conflict in Vietnam is most commonly referred to as the Vietnam War, in Vietnam, it is known as the American War. In this class, we will study the history of the war in Vietnam and the United States through primary sources and US historians' debates over the Cold War and decolonization. We will be reading works by both US and Vietnamese authors, including policy makers, military personnel, anti-war activists, and immigrants. In addition, students will learn to analyze opposing historical interpretations, evaluate primary sources, ask analytic questions, and develop arguments.

HISU 3776. What is an American?. (3,4 Credits)
What does it mean to be an American? This course explores a substantial part of the long, complicated, and interesting history of answers that Americans have given this question over time. Does American have a national identity uniquely its own, or is it best understood as a container of diverse identites defined by separate ethnic and racial groups?

HISU 3830. The Fifties. (3 Credits)
This course examines the intersection between the Cold War, domestic politics, and cultural change in America during the decade of the 1950s. Topics will include McCarthyism, conformity and rebellion, youth culture, the beginnings of the civil rights movement, the rise of television, and the transformation of the American family.

HISU 3880. Writing Intensive: HISU 3910. (1 Credit)
Writing Intensive. For description, consult department.

HISU 3881. Writing Intensive: HISU 3911. (1 Credit)
Writing Intensive. For description, consult department.

HISU 3890. Service Learning: HISU 3100. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 3891. Service Learning: HISU 3910. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 3910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 3911. Special Topics. (1-4 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3912. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3913. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3914. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3915. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3930. Spec offr: United States. (3 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

HISU 3937. Special Topics U.S. History. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 3940. Special Topics US History. (3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.
HISU 4430. History of American Religion. (3 Credits)
This lecture course surveys the development of the many different religious traditions in the United States from the seventeenth through the twentieth centuries. The diverse origins of America’s early settlers and the guarantees of religious freedom embedded in the Constitution encouraged the development in the United States of the most religiously diverse society in the Western world. We will explore that diversity and also seek commonalities between religious movements and their impact on the larger society. In such a survey, the emphasis will necessarily be on those formal religious movements that have made a major impact on American culture, but the importance of less mainline groups and popular belief will also be discussed. The course is non-denominational, non-creedal, and taught as cultural/intellectual/social history.

HISU 4500. Civil War & Reconstruction. (3 Credits)
The course treats military, political and economic developments during the American Civil War, and examines the postwar consequences of emancipation for Southern and American history.

HISU 4580. Slavery & Freedom Antebellum S. (3 Credits)
The course surveys the colonial origins of American racial attitudes; African adaptations to bondage; the historical evolution of plantation slavery as a social institution, labor system, and method of racial control; the nature of white antislavery sentiment; the content and meaning of proslavery ideology; and the status of free blacks in slave society.

HISU 4694. Creation of Jazz in NOLA. (3 Credits)
This course explores the cultural dynamics associated with the origins of jazz in New Orleans and related historiography.

HISU 4880. Writing Intensive: HISU 4500. (1 Credit)
Writing Intensive. For description, consult department.

HISU 4881. Writing Intensive: HISU 4580. (1 Credit)
Writing Intensive. For description, consult department.

HISU 4910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 6260. New Directions in Womens Hist. (3 Credits)
Until recently, most historians paid little attention to social relationships, race, or to the experiences of the poor. Beginning in the 1960s, scholars began to question the assumption that rituals, customs, and social practices were fixed or experienced the same by everyone. By inserting women into their analysis of U.S. history, historians quickly determined that our understanding of key historical events, economic change, and social customs was incomplete and often failed to capture the lived experiences of most Americans. Historians of women and gender have reimagined the ways we might think about the past, causing us to reconsider assumptions about labor, sex, and politics. In this course, you join the enterprise committed to enlarging our sense of what it has meant to live in or engage with the United States by investigating the experiences of women and men.

HISU 6270. American Disasters. (3,4 Credits)
A seminar on the political, cultural, and environmental history of disasters in modern America. Topics include race, class, gender, capitalism, democracy, justice, risk, flood control, terrorism, nuclear power, climate change, fate, free will, structure, and agency.

HISU 6420. American Revolutions. (3 Credits)
The American War of Independence was one of many revolutionary movements that rocked the Atlantic world between 1760 and the 1820s. This course familiarizes students with the major interpretations of the American revolution and situates it within the larger spasm of freedom struggles that characterized the period, including Caribbean slave rebellions and the Latin American wars of independence.

HISU 6510. Recent US 1945 To Presnt. (3 Credits)
U.S. domestic history and role in world affairs from 1945 to the present. Topics include the Cold War at home; the Vietnam War; politics and protest in the turbulent 60’s; the civil rights and women’s movements; and the presidency from Truman to Clinton.

HISU 6540. African-American Culture. (3 Credits)
An exploration of the formation of distinctive African-American cultural forms in the United States from the years of African enslavement up to the present day. The course will embrace a broad definition of culture to include religion and other community institutions, folklore and folk belief, various leisure activities as well as more obvious cultural manifestations such as music and the arts.

HISU 6560. Rise and Fall Plantation South. (3,4 Credits)
This reading and research seminar will explore major topics in the social, cultural, economic, and political history of the plantation South. The course will begin with the origins of the plantation system in the colonial era to its eventual decline in the 20th century. We will consider regional variations tied to the production of export crops including tobacco, rice, cotton, and sugar. Major themes will include issues of race and class, changing labor systems, comparative history, and the impact of the planting system on the region’s history.

HISU 6580. Prophets, Sects, & Cults. (3 Credits)
Prophet or charlatan? True faith or madness? What separates a cult from any other religious movement? How do new religious movements arise? Why do some fail while others succeed? These questions have surrounded American religious movements from the colonial era to the present.

HISU 6590. US Legal Hist 1865-1975. (3 Credits)
This reading and research seminar will explore major topics in social, cultural, economic, and political history of the plantation South. The course will begin with the origins of the plantation system in the colonial era to its eventual decline in the 20th century. We will consider regional variations tied to the production of export crops including tobacco, rice, cotton, and sugar. Major themes will include issues of race and class, changing labor systems, comparative history, and the impact of the planting system on the region's history.

HISU 6630. U S Labor and Migration. (3 Credits)
This course is an advanced seminar on the relationships between labor, capital, and migrant populations to (and within) the United States in the twentieth century. Globalization and migration are not new phenomenon. This course will begin in the late nineteenth century and explore the role of labor, industrial capitalism, and markets in the early twentieth century. It will challenge students to recognize the antecedents to today’s immigration debates and consider continuities as well as changes in the US economy.
HISU 6750. Africans In The Americas. (3 Credits)
This seminar will explore the dispersion and fate of African peoples and their descendants in the United States, the Caribbean, and Central and South America with a view to developing an understanding of African-American culture as a diverse regional phenomenon rather than one confined to the United States.

HISU 6840. United States Empire. (3 Credits)
What is an empire, who defines it, and does the United States have one? This class will begin by studying sites of formal US control of overseas territories, namely Cuba, Puerto Rico, and the Philippines. It will then consider definitions of economic and cultural empire, particularly after the end of World War II. The course aims to provide students with several case studies in the early twentieth century and to ask students to ponder their legacies in the present.

HISU 6850. U.S. Latin American Relations. (3 Credits)
Traces the diplomatic, economic, and cultural relations between the United States and Latin America from the American Revolution to the present. This course seeks to demonstrate the interrelated roles of diplomacy, commerce, and inter-American cultural relations throughout the 19th and 20th centuries.

HISU 6880. Writing Intensive: HISU 6630. (1 Credit)
Writing intensive. For description, consult department.

HISU 6881. Writing Intensive: HISU 6911. (1 Credit)
Writing intensive. For description, consult department.

HISU 6882. Writing Intensive: HISU 6913. (1 Credit)
Writing intensive. For description, consult department.

HISU 6886. Writing Intensive: HISU 6943. (1 Credit)
Writing intensive. For description, consult department.

HISU 6890. Service Learning: HISU 6560. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 6891. Service Learning: HISU 6944. (1 Credit)
Academic Service Learning is an educational experience based upon a collaborative partnership between the university and the community. For Service Learning, see the Schedule of Classes. For description, consult department.

HISU 6910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 6911. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 6912. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 6913. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISU 7450. Seminar in Amer Political Hist. (3 Credits)
This is a graduate-level course aimed at graduate students who will be teaching and researching in 20th century U.S. history. The course involves substantial reading in secondary sources, and its goal is to provide a foundation in 20th century political history and new trends in the historiography.

HISU 7470. Seminar in Colonial Louisiana. (3 Credits)
Seminar in Colonial Louisiana.

HISU 7510. Seminar in 20th Century U.S.. (3 Credits)
Seminar in 20th Century U.S.

HISU 7550. Seminar Cultural Hist U.S.. (3 Credits)
Seminar Cultural Hist U.S.

HISU 7570. Seminar U.S. Diplomatic Hist. (3 Credits)
Seminar U.S. Diplomatic Hist.

HISU 7610. Seminar Comparative Hist Amers. (3 Credits)
Seminar Comparative Hist Amers.

HISU 7620. Seminar in Southern History. (3 Credits)
This pro-seminar offers a comprehensive exploration of the scholarship on the Atlantic world and is designed to expose graduate students to the major currents, themes and problems in the field.

HISU 7910. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

Homeland Security (HMLS)

HMLS 1940. Transfer Credit. (3 Credits)
Transfer credit.

HMLS 2750. Homeland Security Challenge. (3 Credits)
The evolution of homeland security as a concept, and a legal framework, a redirection of national policies and priorities is described. The political, economic, and practical issues of implementation are examined. An overview of the history of the terrorist threat and U.S. responses and an introduction to fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System is provided. The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attacks is described.

HMLS 2940. Transfer Credit. (3 Credits)
Transfer credit.

HMLS 3150. Health and Medical Issues. (3 Credits)
A study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to crisis including biological, radiological, nuclear events and emergencies are described. Methods for integrating medical, public health, and psychological processes into emergency management programs are discussed.
HMLS 3200. Domestic & Intl Terrorsm. (3 Credits)
This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, international and domestic security threats, and the goals, motivational factors, targets, and tactics of terrorist organizations. The student will learn techniques for evaluating an organization's vulnerability to attacks that involve chemical, biological, explosive, radioactive weapons or sabotage. Students will learn the current models, roles, and responsibilities of local, state, and federal agencies in counter-terrorism investigations.

HMLS 3250. Emergency Management. (3 Credits)
This course will examine core elements of emergency management in the context of the science, law, medicine, and economics that confront 21st Century leaders in business and government. Case studies, including that of Hurricane Katrina, will serve as the focus for readings, class discussion and policy research to improve this vital function of government. Key consideration will be given to asymmetrical problems presented to emergency managers, the established authorities and programs, their effectiveness and how to improve them.

HMLS 3500. Intelligence Rsrch &Anlys. (3 Credits)
This course is designed to give students an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. It focuses on the effects intelligence exercises on decision making, particularly, but not exclusively, in the realm of national security and military policy. It uses case studies to illustrate enduring issues or problems in the study of intelligence.

HMLS 3550. Human Intel & Counter Intel. (3 Credits)
This course will examine the history of HUMINT and CI within the United States Intelligence Community (USIC) as well as the HUMINT and CI activities of key allies and adversaries. The course will be divided into thirds. The first portion will focus on the structure and functions of intelligence apparatuses throughout the world. In the second portion students will take an in-depth examination of numerous important case studies of successful HUMINT and CI operations. In the final section students will participate in a mock intelligence operation and class discussions regarding the ethics and future of human-based espionage.

HMLS 3555. History & Role of Intell Comm. (3 Credits)
This course will focus on key periods in the development of the modern US intelligence community. (1) Revolution to World War One, (2) World War Two, (3) the post World War Two reorganization, (4) the post-Cold War Period, and (5) post 9/11 reforms. Additionally, the different intelligence disciplines and major intelligence agencies will be examined.

HMLS 3600. Critical Infrastructure. (3 Credits)
This course introduces participants to the Critical Infrastructure Protection (CIP) process to secure the effective protection of the people, physical entities, and critical information systems. This course will introduce a time-efficient and resource-restrained practice that ensures the protection of only those infrastructures upon which survivability, continuity of operations, and mission success depend. The CIP course will guide leaders in the theories of physical protection and conducting vulnerability assessments of critical infrastructures. This course will also introduce the critical sectors currently identified by the United States Department of Homeland Security and how disruption of these sectors affects civilians and the economy.

HMLS 3700. Transport & Border Secur. (3 Credits)
This course provides a student with an analysis of issues that concern the protection of the borders of the United States and U.S. policies regarding the safety of the U.S. transportation system. The course analyses the changes in security arrangements from pre to post 9-11 policies, relative to border and transportation security, with a synthesis of the impact of the formation of the U.S. Department of Homeland Security and on the issues concerning internal CONUS security relative to these two security concerns.

HMLS 3910. Special Topics. (1-3 Credits)
Special Topics in Homeland Security Studies.

HMLS 3911. Special Topics. (1-3 Credits)
Special Topics in Homeland Security Studies.

HMLS 3920. Emergency Planning & Exercises. (3 Credits)
HMLS 3930. Sports Security Management. (3 Credits)
This course provides an overview of security planning, risk assessment methodologies, and emergency response considerations for sport and special events. Students will learn how to identify threats and vulnerabilities, analyze and mitigate risk, and harden events and venues through security countermeasure proposals and emergency response/recovery initiatives.

HMLS 4500. Intelligence Analysis. (3 Credits)
This course presents an in-depth analysis of the methods used by terrorist organizations to finance global operations and the investigative techniques used to counter such measures. The means used by terrorist organizations to generate, transfer, and spend terrorist funding will be analyzed. It will also include research of public source, information sharing, and other information that can be used to connect the dots.” During the computer lab portion to this course.

HMLS 4560. Internship. (1-3 Credits)
HMLS 4600. Counter-Terrorism. (3 Credits)
This course will examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

HMLS 4700. Maritime & Border Security. (3 Credits)
This course will examine the role of maritime security in terms of protecting the homeland of the United States and other countries who are members of the International Maritime Organization (IMO). The primary focus will be on the ISPS Code and the Maritime Transportation Security Act.

HMLS 4910. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.

HMLS 4920. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.
HMLS 4990. Practicum. (3 Credits)
The Practicum may include job-related field projects, integrative analyses of professional literature and published research, original research, original research projects, and comprehensive project proposals for adoption by third parties. In all cases, the Practicum is intended to demonstrate an extensive understanding of the topic area selected, the ability to develop an integrative and systemic analysis of a problem, and the ability to identify appropriate solutions and recommendations. A written report documenting all aspects of the project will be presented for faculty approval. This course is only open to Post-Baccalaureate Certificate students and should be taken in the final year of study.

HMLS 6150. Intro to Emergency Management. (3 Credits)
This course will be an advanced examination of modern emergency management concepts, trends nationally and internationally, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of emergency management policy and procedures in the United States and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Additionally, case studies will be examined to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

HMLS 6250. Health & Med Issues Emer Mgmt. (3 Credits)
An advanced study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to a crisis including biological, radiological, nuclear events and emergencies are described. Students will focus on innovative response and recovery including long term public health recovery issues methods for integrating medical, public health, and psychological processes into emergency management.

HMLS 6500. Intell Analysis Critical Think. (3 Credits)
This course is designed to give students an advanced understanding of intelligence-gathering and analysis as it relates to critical thinking; linkages to money laundering, risk management, risk assessment factors, operational concepts and strategic implications. It is a logical follow-on study that further examines the collaborative process of intelligence analysis and will provide homeland security professionals tools, framework and concepts to further develop their leadership skills by understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings while emphasizing the principles of holistic, all-hazards approach to preparedness.

HMLS 6600. Approaches Counter-Terrorism. (3 Credits)
Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

HMLS 7200. Domestic & Intl Terrorism. (3 Credits)
The course will provide insight and analysis into the ideology, structure, financing, and driving forces behind terrorist individuals and groups inside the United States (‘homegrown’) and international (foreign) groups. The course will offer a critical analysis of the governmental response to the ‘war on terrorism’, including contemporary models of counterterrorism. Students will also explore the published works of leading thinkers regarding the concept of terrorism and will discuss and analyze the goals, motivational factors, targets, and tactics of terrorist organizations regardless of ideology. Additionally, students will learn techniques for evaluating vulnerability to all forms of attack, as well as the threat terrorism poses to modern society, while staying abreast of the current roles, and responsibilities of all levels of government agencies in countering terrorism.

HMLS 7300. Maritime & Border Security. (3 Credits)
This course will examine key policy issues and balances that must be addressed in all aspects of Maritime Homeland Security. The current paradigm of security on the world’s waterways and in the ports of the United States is one of overlapping layers of security. Each layer is specific to a particular port, commodity, state government, governmental agency, maritime classification society, and other maritime agencies, shipping routes, intermodal transportation nodes and shipping methods and end user requirements. It is this intricate and overlapping series of security measures that provides protection and security within the maritime transportation infrastructure against a wide variety of threats.

HMLS 7500. Intelligence Research. (3 Credits)
This course presents students with an analysis of how intelligence is collected and processed and how the resulting estimates contribute to the formation of national policy and homeland security. This course examines the collaborative process of intelligence analysis and is designed to provide students the tools, framework and concepts required to develop leadership skills through understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings within the framework of the principles of all hazards preparedness. Students will gain an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. Case studies will be employed to illustrate enduring issues or problems in the study of intelligence.

HMLS 7501. Independent Study. (1-3 Credits)
Independent study in Homeland Security Studies.
HMLS 7600. Critical Infrastr. Protection. (3 Credits)
This course closely examines the Critical Infrastructure Protection process to secure the effective protection of people, physical entities, and critical information and support systems in the event of natural disasters, and accidental or intentional man-made incidents of major destruction. The course will provide an analysis of a time-efficient and resource-restrained practice that ensures the protection of those critical infrastructures upon which survivability, continuity of operations, and mission success depend. The course will guide students in the theories of physical protection and conducting vulnerability assessments of critical infrastructure elements. We will examine the critical sectors identified by the United States Department of Homeland Security and how disruption of these sectors could affect the civil population and the national economy.

HMLS 7601. Special Topic. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7602. Special Topic. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7700. Transportatn & Border Security. (3 Credits)
This course closely examines the complexities of protecting the borders of the United States and ensuring the safety and security of the U.S. transportation system, including intermodal connections. Fundamentally, the course considers the relationship between security and the need to maintain supply chain flow and how certain strategic approaches can buy down risk. The course also analyzes the changes in security arrangements from pre- to post-9/11 policies, relative to border and transportation security, with a synthesis of the organization of the U.S. Department of Homeland Security and national policy processes. In so doing, the course assesses the adequacies of extant national strategies and implementing plans that address the spectrum of policies involving protection, detection, deterrence, defense, recovery and reconstitution of border and transportation systems. Issues concerning border and transportation security are inextricably linked with global security policies affecting the international supply chain and the cross-border transportation of goods and passengers. Therefore, class discussions and readings will examine the international framework and context of border and transportation security policies.

HMLS 7750. The National Challenge. (3 Credits)
The goal of this course is to explore the published works of leading thinkers regarding the evolving nature of Homeland Security and assist students with the tools and resources necessary to gain an understanding of the principles prescribed. Students will learn techniques oriented toward understanding the threats posed to modern society, while staying abreast of the current and future roles and responsibilities of all levels of government agencies in countering threats from the prospective of all hazards preparedness. The political, economic, and practical issues of implementation are thoroughly examined. The course will examine responses to the terrorist threat as well as natural and manmade disasters to include public policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Framework and National Incident Management System. An overview of the history of The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attack is analyzed. This course provides an overview of Terrorism, Homeland Security, and risk assessment methodologies. Students will learn how to identify vulnerabilities, analyze and mitigate risk, and harden critical infrastructure sites through countermeasure proposals. This course also includes an examination of the basic legislation and operations of the U.S. Department of Homeland Security and its role in protecting the United States by detecting, deterring, preventing, and responding to potential threats, current and future.

HMLS 7800. Cyber Threats and Homeland Sec. (3 Credits)
This course takes an in-depth look at cyber threats in relation to personal, organizational, economic and national security. Students will apply their understanding of the variety and nature of cyber threats from the perspective of a cybersecurity manager by gaining an understanding of the commercial and national security cross-threats posed by hackers. This includes studying the impact and relationship of digital espionage, cyber war, cyber terrorism, computer hacking, viruses, communications eavesdropping, forgery, and disruption to information flow to the enterprise. The course also covers legal challenges to national policies for securing cyberspace and their relationship to, and impact on, privacy and civil liberties.

HMLS 7801. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7802. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7803. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7804. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.

HMLS 7805. Special Topics. (3 Credits)
Special Topics in Homeland Security Studies.
HRDV 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for HRDV discipline in BSLS Programs (2000 Level).

HRDV 3330. Intro To Human Resources. (3 Credits)
This class is an introduction to organizational, legal, and psychological frameworks governing modern Human Resources Administration. This course provides an overview of the Human Resources function and the Human Resources department's role in furthering both employee and organizational goals.

HRDV 3450. Professional Interviewing. (3 Credits)
This course teaches the art of interviewing individuals in various situations. Potential interviewees will include victims, witnesses, suspects, job applicants, and children. Emphasis will be placed on the interviewing process with the intent to reveal deceit, expose untruthfulness and corroborate truthfulness. The interviewing process will be learned from the beginning stages whereby the interviewer determines the objectives of the interview and establishes a rapport with the interviewee. When necessary and warranted, techniques for inducing stress and discomfort will be explored and potential responses to stress will be discussed.

HRDV 3520. Compensation & Benefits. (3 Credits)
This is a comprehensive analysis of the purpose, structure, and effectiveness of compensation systems. Topics include legal issues, job design, job analysis, job evaluation, pay systems, incentives, psychological and motivational aspects of pay, executive compensation and compensation plan administration. Benefits are addressed at a basic level.

HRDV 3650. Plan, Recruit & Selection HR. (3 Credits)
This course addresses the strategic, legal and administrative issues associated with recruitment and selection of employees, including an assessment of staffing needs. The psychological aspects of Human Resources flow systems are emphasized. Career issues are examined from the point of view of the employee and the organization. The coordination of Human Resources planning and organizational competitive strategy is covered.

HRDV 3700. Perf Appraisal & Productivity. (3 Credits)
This course includes developing and implementing performance appraisal systems appropriate for the organization's competitive strategy. Students are introduced to productivity-enhancing work designs such as Total Quality Management, teams, empowerment, and Business Process Reengineering.

HRDV 3920. Employment & Labor Law. (3 Credits)
The Federal laws surrounding employment and their impact on Human Resource policies and practices are addressed in this class. These include the Equal Employment Opportunity Act, the Family and Medical Leave Act, Americans with Disabilities Act, Occupational Safety and Health Act, the National Labor Relations Act, and many others.

HRDV 4910. Independent Study. (1-3 Credits)
Independent Study in the BSHR discipline for the BSLS Programs.

Humanities - Interdisciplinary (HUMA)

HUMA 1500. Humanities. (4 Credits)
Course designated for transfer credit.
Immunology (IMMU)

IMMU 1111. Immunology Summer Course. (1 Credit)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

IMMU 2001. Immunology. (1 Credit)
The Immunology course is designed to provide a basis of terminology relevant to the basic concepts of immunology. It commences with the important components (cell, tissues; antibodies; immunoglobulin) involved in host defense against infectious agents. Introductory lectures serve to describe and differentiate between natural defense (innate) mechanisms and adaptive immunity mediated by functional B and T lymphocytes and their products. Subsequently, cellular interactions, especially the differentiation of helper T cells subsets and the production of relevant cytokines, will be described. This will include the mechanisms of T cell activation and regulation. Finally, clinical immunology will be discussed: autoimmunity and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders.

Individual Study (ISTU)

ISTU 5010. Independent Study. (1-6 Credits)
ISTU 6010. Directed Study. (1-6 Credits)

Information Systems (INFO)

INFO 1010. Intro to Business Computing. (1.5 Credits)
The goal of INFO 1010 is to ensure that all business minors have the computing skills necessary to support subsequent courses in their college careers and to prepare students for internships in the business world. The course focuses on teaching students to use the Microsoft Excel application programs needed to ultimately pass the Microsoft Office certification test for Excel. The certification tests are given as part of the coursework. Students who arrive on campus with the Microsoft Certified Application Specialist Certification for Excel 2010 may waive this course requirement; please consult with the course instructor to apply for a waiver.

Interdepartmental Research (GINT)

GINT 7980. Research. (1-6 Credits)

Interdiscip Newcomb-Tulane Col (INTU)

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

INTU 1010. Special Topics. (4 Credits)
INTU 1011. Special Topics. (4 Credits)
INTU 1890. Service Learning: INTU 1000. (1 Credit)
INTU 2000. Seeking Knowledge. (3 Credits)
This course will examine questions around the central theme, how do researchers in a particular discipline know when they have reached a conclusion, as a means to understand academic disciplines' perspectives and methods of research. Studying this question will enable Newcomb Scholars to examine how research questions of various academic disciplines are developed, how a study is set up/established and executed, and how researchers reach a conclusion. Scholars will also be exposed to research methods (qualitative and quantitative) and types of studies (case studies, historical, ethnographic, action research, to name a few). Newcomb Scholars have the opportunity to establish connections with faculty mentors in their fields or related fields.

INTU 3000. Women Leading Change. (3 Credits)
INTU 3010. Global Culture Awareness. (1 Credit)
INTU 3020. Cross Cultural Engagement. (1 Credit)
INTU 3030. Post Study Abroad Re-Entry. (1 Credit)
INTU 3880. Writing Intensive: INTU 3000. (1 Credit)
INTU 3890. Service Learning: INTU 3000. (1 Credit)
INTU 3891. Service Learning: INTU 3030. (1 Credit)
INTU 3910. Special Topics. (3 Credits)
INTU 3920. Special Topics. (3 Credits)
INTU 4000. Newcomb Research Seminar. (3 Credits)
This course is designed to provide support and resources from the professor for students in the Newcomb Scholars Program to complete their independent research project. In this course, Newcomb Scholars will incorporate what they have researched and written in the previous seminars, finalize their research question, determine the appropriate research methods, and begin to answer that question in a comprehensive and systematic way that would be recognized by the relevant scholarly community as constituting original and important research. Each Scholar is expected to understand the work that has previously been done in her field and find a place for her research in that body of knowledge. Students will use their skills of analysis, criticism, and synthesis to address or respond to any relevant issues in their fields of study. Each student will present their research project at a campus conference in the Spring semester.

INTU 4310. LSAT Review. (1 Credit)
INTU 4340. MCAT Review. (1 Credit)
INTU 4560. Study Abroad Internship. (1-4 Credits)
INTU 5380. Junior Year Abroad. (1-6 Credits)
INTU 7000. Year of Service Fall. (12 Credits)
INTU 7010. Year of Service Spring. (12 Credits)
**Interdiscip Studies - Graduate (INTD)**

INTD 6010. Responsible Conduct of Research. (0 Credits)
INTD 7010. Community Engagement I. (1 Credit)
INTD 7020. Sem in Comm Engagement II. (1 Credit)
INTD 7030. Capstone Sem Comm Engagement. (1 Credit)
INTD 7070. Community Engaged Scholarship. (0 Credits)
INTD 7990. Independent Study. (1-9 Credits)
INTD 9980. Master's Research. (0 Credits)
INTD 9990. Dissertation Research. (0 Credits)

**International Business (INBS)**

INBS 3100. International Business. (3 Credits)
This course deals with the management of global expansion and strategies of firms. To be successful in global business ventures, managers must be prepared to acknowledge and experience the complexities of operating in an international context. This task requires understanding how the world political and economic systems operate and knowing how the unique challenges of different business cultures and institutions affect the development and implementation of business strategies. This course introduces the student to some special business cases set in an international context: managing human resources, international finance, global operations, international team building and leadership, and business strategy.

INBS 4100. Intl Business Practices. (1-4 Credits)
INBS 4100 introduces students to international business practices as experienced in the context of a specific region or country. The course gives students international business exposure and a unique cultural experience with an opportunity to encounter, first-hand, a global business environment. The location, content, and schedule for this course vary each year. Approval from the Area Coordinator for Legal Studies, Business, and Business Communications required.

INBS 4200. Intl Business Environment. (1-4 Credits)
INBS 4200 provides students with an understanding of the international environment in which businesses must operate. The course examines business practices abroad, patterns of international interdependence, international finance, global operations, and/or the effect of culture on conducting business internationally. The goal is to improve students' critical, analytical, and creative thinking skills in international business operations. Approval from the Area Coordinator for Legal Studies, Business, and Business Communications required.

INBS 6610. Latin Amer Busn Environ. (3 Credits)
INBS 7000. Bus Modeling and Marketing. (3 Credits)
INBS 7100. Healthcare in Cent America. (3 Credits)

**International Health (INHL)**

INHL 6010. Soc Networks & Spread HIV. (2 Credits)

**Internship (INTR)**

INTR 1990. LAS Internship. (1 Credit)
INTR 1991. LAS Internship. (1 Credit)
INTR 2990. Las Fall 2005. (20 Credits)
INTR 5380. Study Abroad. (1-20 Credits)
INTR 5390. Internship. (1-20 Credits)

**Intl Development (INDV)**

INDV 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

**Intl Development (IDEV)**

IDEV 1890. Service Learning: IDEV 1010. (1 Credit)
IDEV 1891. Service Learning: IDEV 1010. (1 Credit)
IDEV 2940. Transfer Coursework. (3 Credits)
IDEV 3200. Appr To Sustained Devlpm. (3 Credits)
This course gives insight into how to make development more sustainable, durable, compatible with nature, the needs of current and future generations, and, in particular, the essential needs of the world’s poor. Keeping in mind that the definition of sustainability is heavily dependent on local contexts and concerns, the course provides several approaches to understanding sustainable development. These include: governance at global, national, and local levels, the resource curse hypothesis, sustainable and durable peace, international aid and debt structures, and a gender lens. The assignments take the students through a process of developing a policy for a current problem in a developing country of their choice.

IDEV 3300. Social Entrepreneur & Develop.. (3 Credits)
IDEV 3890. Service Learning: IDEV 3200. (1 Credit)
IDEV 3891. Service Learning: IDEV 3300. (1 Credit)
IDEV 3940. Transfer Coursework. (3 Credits)
IDEV 4220. Humn Aspect Disastr/Emer. (3 Credits)
The course will be administered in Geneva in partnership with the International Center for Health and Migration (ICMH). It will focus primarily on disaster relief and reconstruction. Individual lessons will address a variety of subtopics such as rapid assessment, psycho-social health, reproductive health, monitoring and evaluation, relief organizations, GIS, and communicable diseases.

IDEV 4230. Food Aid/Security Humani. (3 Credits)
This course explores the dynamics of the use of food aid, the largest single component of humanitarian emergencies. The course will review policies that guide the use of food aid, as principal controversies surrounding the use of food aid in emergency and transition settings. It will also explore assessment techniques used to gauge the vulnerability of affected populations and their needs for food based interventions, and explore the food aid management system and its logistics.
IDEV 4280. Urban Res to Climate Change. (3,4 Credits)
This course will explore the concept of resilience in urban communities in the context of the growing challenges presented by global climatic change. Using a multidisciplinary approach, students will address the political, economic, and environmental issues that urban populations will face with the increase of natural disasters and the decrease of available natural resources. Using case studies from around the world, students will explore pragmatic solutions and urban planning techniques to address current and future challenges.

IDEV 4300. Identity and Development. (3 Credits)
A principal concern of many development theorists and practitioners today is the need to recognize differences. That means, fundamentally, respecting differences in identity and how one’s identity or identities, such as gender, ethnicity, family structure, national origin, political affiliation, race, and religion play out in daily practice. The first section of the course provides historical and theoretical context for current discussions of identity as they relate to, affect and shape current international development theory and practice. The second section of the course examines cross-cutting issues where identity concerns intersect, with an emphasis on current trends and challenges, such as migration, violence, and urban change.<br/>

IDEV 4320. Migrants Refugees & Dvpt. (3 Credits)
This course provides students with the opportunity to consider the implications of global population movements; 244 million in 2016, exclusive of internal migrants; and the events they reflect. We examine internal and external migration flows, their political, economic, social, cultural, and environmental causes and consequences. Moreover, we consider whether migrants may be an engine of development, a hindrance, or both. Success stories of migrant integration, upward mobility and thriving businesses go alongside with tales of discrimination, crowded slums and refugee camps where disease is rampant, education is scarce, and youth widen the ranks of the unemployed and revert to crime as a way of living and violence as a means of surviving. Based on migration theories and case studies, this course aims at understanding these patterns and exploring how the pace of migration may be slowed and conditions improved in order for migrant populations to better integrate their new societies and become positive agents of change. <br/>

IDEV 4330. Post-Conflict Development. (3 Credits)
The main objective of this course is to help students understand post-conflict development, in particular the rebalancing of unequal power relations through restorative and retributive justice. Determining the appropriate response to atrocities of gruesome scale, such as genocide and crimes against humanity, is one of the most difficult tasks scholars and policymakers have had to grapple within societies transitioning from conflict. Several case studies and a variety of transitional justice mechanisms are covered in the course, including truth and reconciliation commissions, reparations, ad-hoc criminal tribunals, the International Criminal Court, hybrid courts and domestic courts. The course ends by exposing tensions between the aim of justice and other crucial aims in post-conflict societies, including lasting peace, reconciliation, nation-building, poverty elimination, and gender and refugee issues, in order to familiarize students with the complexities of political development. <br/>

IDEV 4560. Internship. (1-3 Credits)
With the approval from the International Development Studies Program and the Center for Public Service, students can gain unique practical experiences and earn credit by engaging in a service-learning internship course. The internship program provides students the opportunity to bridge academic learning with service in the community. Internships foster professional development, promote practical application of knowledge acquired in the classroom, and encourage civic engagement. This course requires motivation, passion, and enthusiasm.

IDEV 4561. Environment & Development. (3 Credits)
Developing countries face serious environmental challenges. Resource exploitation, rapid industrialization, disadvantageous trade and labor abuses are some of the potential consequences of unbalanced and non-sustainable development. Sustainable human development ensures that environmental stewardship accompanies concomitant progress in economic growth, responsive governance, social justice and healthy of the population. Sustainable development implies that resources are used widely, industrialization occurs without uncontrolled pollution and labor is engaged in production and trade practices that avoid exploitation. Global and local environmental problems and their root causes are discussed. Potential avoidance and mitigation measures are presented which may be implemented to guide a developing economy toward responsible and sustainable development.

IDEV 4570. Internship. (1-3 Credits)
IDEV 4820. Urban Resilience Climate Chang. (3 Credits)
This summer course will explore the concept of resilience in urban communities in the context of the growing challenges presented by global climatic change. Using a multidisciplinary approach, students will address the public health issues that urban populations will face and the increased mobilities they will use as a coping strategies with the increase of natural disasters and the decrease of available natural resources. Using case studies from around the world, students will explore pragmatic solutions and urban planning techniques to address current and future challenges.

IDEV 4880. Writing Practicum: IDEV 4280. (1 Credit)
Writing Practicum: IDEV 4280.

IDEV 4890. Service Learning: IDEV 4950. (1 Credit)
IDEV 4900. Leadership & Mgmt Development. (3 Credits)
"Leadership and Management for Development is a course designed for students who seek careers in International Development, working for international or non-governmental organizations, in the public or private sector, or aiming at starting their own social enterprise. Using a variety of case studies including recent economic and human development projects in Africa, Asia, Latin America and the United States, we explore the challenges of effective decision-making, policy formulation and implementation, as well as monitoring and evaluation, in the context of real world social, political, and financial constraints that regularly arise. Students are introduced to a strategic planning conceptual framework, which they use to create a sound and sustainable development project in the location and under an organization of their choice.

IDEV 4910. Independent Study. (1-3 Credits)
Open to upper-level students with approval of instructor.

IDEV 4920. Independent Study. (1-3 Credits)
Open to upper-level students with approval of instructor.
IDEV 4950. Special Topics. (1-4 Credits)
Courses offered by visiting professors or permanent faculty. For specific offering, see the Schedule of Classes. For description, consult the department.

IDEV 4951. Special Topics. (1-3 Credits)
IDEV 4952. Special Topics. (1-3 Credits)
IDEV 4953. Special Topics. (1-3 Credits)
IDEV 4954. Special Topics. (1-3 Credits)
IDEV 4955. Special Topics. (1-3 Credits)
IDEV 4956. Special Topics. (1-3 Credits)
IDEV 4957. Special Topics. (1-3 Credits)
IDEV 4958. Special Topics. (1-3 Credits)
IDEV 4959. Special Topics. (1-3 Credits)
IDEV 5370. Washington Semester Abroad. (1-20 Credits)
IDEV 5380. Junior Year Abroad. (1-20 Credits)
IDEV 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

IDEV 6100. Intro To Econ Analysis I. (3 Credits)
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.

IDEV 6110. Intro To Quant Analysis. (3 Credits)
IDEV 6120. Intro To Research. (3 Credits)
IDEV 6130. Intermed Quant Research. (3 Credits)
IDEV 6150. Intr Forgn Corrupt Prac. (1 Credit)

IDEV 6220. Humn Aspect Disastr/Emer. (3 Credits)
The course, administered in partnership with the International Center for Health and Migration (ICMH), will focus primarily on disaster relief and reconstruction. Individual lessons will address a variety of subtopics such as rapid assessment, psycho-social health, reproductive health, monitoring and evaluation, relief organizations, GIS, and communicable diseases. This course will consist of lectures, guest lecturers, assignments and field trips.

IDEV 6230. Food Aid/Security Humani. (3 Credits)
Course by instructor approval only. This is a two-week intensive summer course held in Rome, Italy. This course will explore the dynamics of the use of food aid, the largest single component of humanitarian emergencies. The course will review policies that guide the use of food aid, as principal controversies surrounding the use of food aid in emergency and transition settings. The course will also explore assessment techniques used to gauge the vulnerability of affected populations and their needs for food-based interventions. Lastly, the course will explore the food aid management system and its logistics. Field visits will be conducted to the principal UN agencies involved in food aid as well as diplomatic missions that determine food aid policies.

IDEV 6240. Monitoring and Evaluation. (3 Credits)
IDEV 6250. Geographic Info Sys(Gis). (3 Credits)
IDEV 6310. Ethnic Conflict. (3 Credits)
IDEV 6430. Org Leadership & Mgt. (3 Credits)
IDEV 6500. Lrng How To Lrn w/ Tech. (3 Credits)
IDEV 6600. Info & Comm Tech For Dev. (3 Credits)
IDEV 6610. Environment & Development. (3 Credits)
IDEV 6640. Sustainable Human Development. (3 Credits)
IDEV 6670. Intl Pol Econ Relations. (3 Credits)
In this new millennium of rapid change, globalization, and the privatization of international development, we seek to understand how political activity intersects with economic activity and how that nexus impacts the Global South. While the course title reads international political economy, we should acknowledge that global might be a more appropriate term, thereby including increasingly important non-state actors. Students use the concepts and theories of global political economy to analyze aid, trade, investment, development policy, monetary relations, and regional integration in order to understand how the world has worked in the past, is working now, and is likely to work in the future.

IDEV 6680. Dev Theory&Strategy since 1945. (3 Credits)
The purpose of this course is to gain an in-depth understanding of the process of development since the end of World War II as well as how beliefs underlay various approaches, what structures and events influenced those beliefs, how governments and institutions responded, and how differing approaches have succeeded or failed. The following themes are examined decade by decade since the 1950s: development theories and strategies, international context for development, donor policy, regional integration and trends. This is done on a global and regional scale, as well as through the prism of target developing countries selected by the students.
IDEV 6710. Law & Int’L Development. (3 Credits)
IDEV 6900. Special Topics. (1-3 Credits)
IDEV 6901. Special Topics. (1-3 Credits)
IDEV 6902. Special Topics. (1-3 Credits)
IDEV 6903. Special Topics. (1-3 Credits)
IDEV 6905. Special Topics. (1-3 Credits)
IDEV 6906. Special Topics. (1-3 Credits)
IDEV 6907. Special Topics. (1-3 Credits)
IDEV 6908. Special Topics. (1-3 Credits)
IDEV 6909. Special Topics. (1-3 Credits)
IDEV 6910. Special Topics. (1-3 Credits)
IDEV 6911. Special Topics. (1-3 Credits)
IDEV 6912. Special Topics. (1-3 Credits)
IDEV 6913. Special Topics. (1-3 Credits)
IDEV 6914. Special Topics. (1-3 Credits)
IDEV 6915. Special Topics. (1-3 Credits)
IDEV 6916. Special Topics. (1-3 Credits)
IDEV 6917. Special Topics. (1-3 Credits)
IDEV 6918. Special Topics. (1-3 Credits)
IDEV 6919. Special Topics. (1-3 Credits)
IDEV 6920. Special Topics. (1-3 Credits)
IDEV 6921. Special Topics. (1-3 Credits)
IDEV 6922. Special Topics. (1-3 Credits)
IDEV 6923. Special Topics. (1-3 Credits)
IDEV 6924. Special Topics. (1-3 Credits)
IDEV 6925. Law & Development Reading Group. (1 Credit)
IDEV 6926. Special Topics. (1-3 Credits)
IDEV 6927. Special Topics. (1-3 Credits)
IDEV 6980. Special Topics. (1-3 Credits)
IDEV 6990. Special Topics. (1-3 Credits)
IDEV 7980. Independent Study. (1-6 Credits)
IDEV 7990. Independent Study. (1-6 Credits)
IDEV 9980. Master’s Research. (0 Credits)
IDEV 9990. Dissertation Research. (0 Credits)

Intl Studies Intl Business (ISIB)

ISIB 1980. Service Learning: ISIB 1010. (1 Credit)
ISIB 1910. Special Topics. (3 Credits)
This course will prepare Altman Scholars for their Rising Sophomore Study Abroad Experience. Students will enhance their intercultural communication skills, gain knowledge of their host country, and learn about service learning pedagogy.
ISIB 2010. InterCultural Comm and Busin. (3 Credits)
ISIB 2020. Special Topics. (3 Credits)
This course urges students to consider their role in their local environments as they prepare for and embark on their education abroad journey. Together, we will examine the methods available to study abroad students to learn about and exist within the various cultures that comprise our everyday locales. We will also deconstruct the notion of a “global citizen” in order to redefine the many ways that one can become a global citizen in our modern, interconnected world.
ISIB 2890. Service Learning: ISIB 2010. (1 Credit)
ISIB 6010. Approaches to Global Dilemmas. (3,4 Credits)
Utilizing approaches to learning that are theoretical, empirical, and interdisciplinary, this course will assess contemporary global dilemmas in a variety of developing and developed world regions and the corresponding role of the states in combatting political, ecological, economic insecurity. The course is taught by faculty in various social sciences and humanities disciplines.
ISIB 6020. Altman Senior Seminar. (1 Credit)
The course an experiential quasi-independent study that affords graduating seniors an opportunity to critically reflect upon the knowledge and skills gained through the Altman curriculum and their study abroad experiences. Students will assess the “higher level learning” and personal transformation that took place during their junior year abroad experiences. They will also attend scholarly events rooted in liberal arts and business disciplines and utilize the methodological approaches and theoretical content gained through the Altman Program to critically the theoretical and empirical questions presented at these events.
ISIB 6880. Writing Intensive: ISIB 6010. (1 Credit)

Italian (ITAL)

ITAL 1010. Elementary Italian I. (4 Credits)
Development of the skills of speaking, listening, reading, and writing Italian both in the classroom and through audio work.
ITAL 1020. Elementary Italian II. (4 Credits)
A continuation of the objectives presented in Italian I.
ITAL 1030. Elem Ital For Romnc Lang I. (4 Credits)
Same material as ITAL 1010 but designed for students whose previous knowledge of another Romance language or Latin enables them to grasp the principles of Italian grammar and Italian vocabulary more efficiently. Development of the skills of speaking, understanding, reading, and writing Italian, both in the classroom and the language laboratory.
ITAL 1040. Elem Ital Romnc Lang II. (4 Credits)
A continuation of the objectives of Italian for Romance Language Students I, with special emphasis on reading.
ITAL 1280. Junior Semester. (0 Credits)
Junior Semester.
ITAL 1290. Semester Abroad. (1-20 Credits)
Semester abroad.

ITAL 1940. Transfer Coursework. (1-20 Credits)
Transfer Coursework.

ITAL 2030. Intermediate Italian. (4 Credits)
A complete second-year course. Intensive grammar review with readings from standard Italian texts. Comprehension and conversational skills are stressed. Written expression also emphasized.

ITAL 2040. Intermediate Ital Romnc Lang. (4 Credits)
A complete second-year course, covering the same material as ITAL 2030, but designed for students whose previous knowledge of another Romance language or Latin enables them to grasp the principles of Italian grammar and Italian vocabulary more efficiently. Intensive grammar review with readings from standard Italian texts. Comprehension and conversational skills are stressed. Written expression also emphasized.

ITAL 2390. Semester Abroad. (1-20 Credits)
Semester abroad.

ITAL 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ITAL 3000. Intro Italian Lit. (3 Credits)
An introduction to Italian literature, including readings from Dante, Petrarch, Boccaccio, Poliziano, Machiavelli, Ariosto, Castiglione, Goldoni, Manzoni, Pirandello, Calvino, among others.

ITAL 3130. Advanced Convers & Comp. (3 Credits)
The course aims primarily at perfecting the student's speaking and writing ability. Articles taken from newspapers, periodicals, the Internet, etc., serve as a basis for discussion and familiarize students with contemporary Italy. The course presupposes a solid grammatical foundation and any grammar review is given only on an individual basis.

ITAL 3200. Italian for business. (3 Credits)
Italian for Business is a communicative course designed for students who wish to be prepared in professional areas related to international trade and organizations. It focuses on vocabulary, topics, and cultural aspects specific to an Italian-speaking professional environment. It reinforces the skills of listening, speaking, reading, and writing through the practice of simulated professional situations. The first part of the course will place more emphasis on the practice of communicative activities pertaining to professional functions. The second part of the course will place more emphasis on the student's understanding of company structures and operations. Taught in Italian. Prerequisite: Intermediate Italian (ITAL-2030)

ITAL 3250. Italian Lang & Culture. (3 Credits)
The course aims at improving the speaking and writing ability of students while familiarizing them with the development of Italian culture and history from the Middle Ages to the 21st century. Students discuss historical event and answer questions using the grammar and idioms learned in the grammar review. Writing assignments are based on the historical and cultural component of the course.

ITAL 3300. Topics Ital Lit & Cinema. (3 Credits)
Subject varies with instructor. An introductory study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g., Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit provided that a different topic is covered. The course counts for Film Studies credit only when the focus is on cinema.

ITAL 3330. Ital Lit In Translation. (3 Credits)
Subject varies with instructor. A study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g., Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit, provided that a different topic is covered. The course counts for FMST credit only when the focus is on cinema.

ITAL 3890. Service Learning: ITAL 3250. (1 Credit)
Service learning.

ITAL 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

ITAL 4010. Topics 13 & 14 Cent Ital Lit. (3 Credits)
Topics may include the literati of the Medici court, lyric poetry of the Petrarchisti, the drama, the epic poem, political and social treatises.

ITAL 4020. Topics In Ren Lit. (3 Credits)
Topics may include Leopardi, Manzoni, Carducci, Verga, Pascoli, D’Annunzio, Pirandello, Calvino, Pasolini; the avant-garde; contemporary poetry, novel or drama; the history of Italian cinema and special topics in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit provided a different topic is covered.
ITAL 4440. Topics Lit/Cinema Transl. (3,4 Credits)
Subject varies with instructor. An advanced study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g. Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. May be repeated for credit provided that a different topic is covered. Taught in English. Fulfills capstone requirement for FMST when the course is a film topic. For capstone credit, students should also register for FMST 5110 with 0 credits. Notes: May be repeated for credit provided that a different topic is covered.

ITAL 4560. Internship. (1-2 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR.

ITAL 4570. Internship. (1-2 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR.

ITAL 4880. Writing Intensive: ITAL 4020. (1 Credit)
Writing intensive.

ITAL 4881. Writing Intensive: ITAL 4440. (1 Credit)
Writing intensive.

ITAL 4882. Writing Intensive: ITAL 4990. (1 Credit)
Writing Intensive for ITAL 4990.

ITAL 4883. Writing Intensive: ITAL 4440. (1 Credit)
Writing intensive.

ITAL 4890. Service Learning: ITAL 4570. (1 Credit)
Service Learning for ITAL 4570.

ITAL 4891. Service Learning ITAL 4560. (1 Credit)
Service Learning for ITAL 4560.

ITAL 4910. Independent Study. (1-3 Credits)
Independent study.

ITAL 4920. Independent Study. (3 Credits)
Independent study.

ITAL 4990. Honors Thesis. (3 Credits)
Honors Thesis.

ITAL 5000. Honors Thesis. (4 Credits)
Honors Thesis.

ITAL 5190. Semester Abroad. (1-20 Credits)
Semester abroad.

ITAL 5380. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

ITAL 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

ITAL 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.

ITAL 6010. Topics: 13th&14th Cen Lit. (3 Credits)
See ITAL 4010 for description.

ITAL 6020. Topics: Renaissance Lit. (3 Credits)
See ITAL 4020 for description.

ITAL 6040. Topics: 19th&20th Cen Lit. (3 Credits)
See ITAL 4040 for description.

ITAL 6150. Concepts of Lit Crit. (3 Credits)
Theories of literature and their application in practical criticism: textual, historical, structural, thematic, etc. Emphasis on contemporary schools of criticism.

ITAL 6900. Spec Prob In Ital Lit. (3 Credits)
Subject varies. Principally reading and research.

ITAL 6920. Spec Prob In Ital Lang & Lit. (3 Credits)
Subject varies. Principally reading and research.

Italian Studies (ITST)

ITST 1010. Intro Italian Studies. (3 Credits)

ITST 1020. Intro Italian Studies. (3 Credits)

ITST 1030. Intro Italian Studies II. (3 Credits)

ITST 1040. Intro Italian Studies II. (3 Credits)

ITST 2010. Intro Italian Studies. (3 Credits)
Year-long introduction to the central issues and underlying structure of Italian civilization.

ITST 2020. Intro Italian Studies II. (3 Credits)
Year-long introduction to the central issues and underlying structure of Italian civilization.

ITST 2030. Intro Italian Studies. (3 Credits)
Year-long introduction to the central issues and underlying structure of Italian civilization.

ITST 2040. Intro Italian Studies. (3 Credits)
Year-long introduction to the central issues and underlying structure of Italian civilization.

ITST 2940. Transfer Credit. (1-3 Credits)

ITST 3950. Special Topics. (3 Credits)
This course will cover special topics in Italian Studies offered by one of the cooperating departments in the Italian Studies program.

ITST 3960. Special Topics. (3 Credits)
This course will cover special topics in Italian Studies offered by one of the cooperating departments in the Italian Studies program.

ITST 4880. Writing Pract. (1 Credit)
Fulfills the college intensive-writing requirement.

ITST 4910. Independent Study. (3 Credits)

ITST 4920. Independent Study. (3 Credits)

ITST 4950. Special Topics. (3 Credits)
This course will cover special topics in Italian Studies offered by one of the cooperating departments in the Italian Studies program.

ITST 4960. Special Topics. (3 Credits)
This course will cover special topics in Italian Studies offered by one of the cooperating departments in the Italian Studies program.
Japanese Language (ASTJ)

ASTJ 1010. Beginning Japanese I. (4 Credits)
Emphasizes conversational Japanese. Includes study of basic grammar and introduction of hiragana, and katakana.

ASTJ 1020. Beginning Japanese II. (4 Credits)
Emphasizes conversational Japanese based on text in hiragana, katakana, kanji. Includes study of complex grammar and introduction of approximately 100 kanji.

ASTJ 2030. Intermediate Japanese I. (4 Credits)
Conversation, reading, and writing based on text in hiragana, katakana and kanji. Continuation of study of complex grammar and introduction of approximately 100 additional kanji.

ASTJ 2040. Intermediate Japanese II. (4 Credits)
Conversation, reading, and writing based on text in hiragana, katakana, and kanji. Continuation of study of complex grammar and introduction of approximately 150 additional kanji.

ASTJ 3050. Advanced Japanese Speaking I. (3 Credits)
Development of conversational, reading and writing skills in Japanese.

ASTJ 3051. Advanced Japanese Speaking II. (3 Credits)
ASTJ 3051 is a continuation of ASTJ 3050, reinforcing previously learned grammar points, the students will deepen overall knowledge on Japanese culture and society through discussion and reading.

ASTJ 3060. Advanced Japanese Reading II. (3 Credits)
A continuation of objectives in ASTJ 3010, intended to provide an advanced level of skills in Japanese.

ASTJ 4060. Advanced Japanese Comp & Pres. (3 Credits)
This is a fourth-year advanced Japanese composition and presentation course that will help students develop their vocabulary, writing, and oral presentation skills. The students will learn about effective communication strategies in different types of linguistic situations. The course will also expose students to various aspects of Japanese culture and society. Prerequisite: ASTJ 3051 or equivalent.

ASTJ 4070. Adv Jap Comp & Pres II. (3 Credits)
This class is a continuation of its prerequisite, the course "Advanced Japanese Composition and Presentation." It is designed to equip the students with an ability to participate in Japanese conversation, exchange information and express feelings. The course also aims at deepening an understanding and developing appreciation for Japanese tradition as well as for the students’ own culture. Prerequisites: ASTJ 4060 Adv Jap Comp & Pres I.

ASTJ 4910. Independent Study. (1-3 Credits)
Independent study in Asian studies.

ASTJ 5190. Semester Abroad. (1-20 Credits)
Semester abroad in Asian studies.

Jewish Studies (JWST)

JWST 1010. Intro Jewish Civilizatn: Found. (3 Credits)
This course will introduce the student to the variety of religious expression and understanding in the Jewish tradition. The focus of the course is the biblical texts and their interpretations which are relevant to Jewish understandings of issues such as creation, revelation, redemption and community. We will also study the social, literary, historical and cultural influences that helped shape the varieties of Jewish traditions throughout the ages.

JWST 1020. Intro to Jewish Civ:Modern Era. (3 Credits)
This course will introduce the students to the variety of religious expression and understanding in the Jewish tradition in the early modern and modern eras. The focus of the course will begin with biblical texts and then use writings from medieval, early modern, and the modern period to explore how the definitions of Jewishness and conceptions of Jewish belonging change over time. We will also study the social, literary, historical and cultural influences that helped shape the varieties of Jewish traditions across 1,000 years.

JWST 1110. Introduction To Judaism. (3 Credits)
This course provides an overview of Jews and Judaism from religious, historical, and contemporary perspectives, including the study of Jewish practices, rituals, beliefs, and the holiday structure.

JWST 1250. Building Jewish Identity. (3 Credits)
The starting point for our investigation of a distinctively secular Jewish conception of the world will be the fact that roughly on behalf of the American Jewish population possesses a secular non-religious orientation (American Jewish Identity Survey, 2001). How did this non-religious orientation arise amongst what many people consider to be a religious community? We will explore how certain non-religious features, such as shared culture, language, custom, dress, and education played an integral part in the definition of Jews and Judaism from their inception, and the role played by these features in the constitution of variant secular forms of Judaism and secular Jewish orientations in the modern period.

JWST 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.

JWST 1890. Service Learning. (1 Credit)
Service Learning.

JWST 1895. Service Learning: JWST 1250. (1 Credit)
Service Learning component to JWST 1250.

JWST 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

JWST 2100. Intro To Hebrew Bible. (3 Credits)
In this course we will attempt to understand the Hebrew Bible better by examining samples of each of the major genres represented while at the same time placing each within its historical context. We will also focus upon questions of interpretation. By taking a general survey of the ways in which the Hebrew Bible has been read and interpreted in the past we will begin to understand how these ancient texts continue to live and speak to so many.

JWST 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

JWST 2810. Special Topics. (1-3 Credits)
Special topic in Jewish Studies.
This course will explore Jewish life and thought in the modern world. It will be taught by various permanent and visiting Jewish Studies instructors.

**JWST 3101. Special Topics. (3 Credits)**
Special topic in Jewish Studies.

**JWST 3102. Special Topics. (3 Credits)**
Special topic in Jewish Studies.

**JWST 3103. Select Topics. (3 Credits)**
Select topic in Jewish Studies.

**JWST 3104. Select Topics. (3 Credits)**
Select Topic in Jewish Studies.

**JWST 3140. Selected Readings Hebrew Bible. (3 Credits)**
In this course we will read specific books from the Hebrew Bible (in translation). The books read will rotate within three topics: Genesis; The Five Scrolls: Song of Songs, Ruth, Lamentations, Ecclesiastes, and Esther; The Prophets. The aim of this course is to provide the student with the opportunity to read portions of the Hebrew Bible in detail and how they have been read, interpreted, and explained throughout the centuries. The student will also learn to read the texts critically and begin to form his/her own understanding of the text.

**JWST 3150. Second Temple Judaisms. (3 Credits)**
Starting with the return from Babylonia up until the destruction of the Jerusalem Temple in 70 C.E., Judaism was transformed from a local ethnic religious cult to a broad-based, diverse, and often fragmented sectarian religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture, and political contacts. We will study these cultural contracts and conflicts that caused Jews in the Second Commonwealth to develop competing understandings of Judaism.

**JWST 3200. Modern Judaism. (3 Credits)**
This course will explore Jewish life and thought in the modern world.

**JWST 3210. American Judaism. (3 Credits)**
The course examines the nature of religion in modern and contemporary times, using Judaism in America as an example. How did the American Jewish community come into being? Is American about it? What is Judaic, that is, carrying forward aspects of classical Judaism? What is the meaning of the ethnic, social, and cultural traits emergent in contemporary Jewish life? Answers to these questions provide a picture of the character of American Judaism and of the complexities of contemporary religious life.

**JWST 3220. Arab/Israeli Conflict. (3 Credits)**
This seminar traces the course of the Arab-Israeli conflict from the rise of Zionism, through the various Arab-Israeli wars, and up to the recent peace negotiations. Emphasis is on presenting the perspectives of all the parties to the Arab-Israeli conflict, and placing it in the context of the history of the Middle East as a whole.

**JWST 3240. The Historical Jesus. (3 Credits)**
This course portrays Jesus in historical terms.

**JWST 3310. Jewish Latin Amer Expressions. (3 Credits)**
An introduction to the cultural expressions of Jewish communities throughout Latin America.

**JWST 3330. Jewish Music. (3 Credits)**
Survey of Jewish liturgical music from Biblical times to the present, and of Jewish popular, theatre, and folk music. Emphasis on European, Israeli, Sephardic, and American traditions.

**JWST 3340. Early Amer. Jewish Hist.. (3 Credits)**
This class focuses on the period from the earliest Jewish settlers in mid-seventeenth century colonial America through the establishment of viable Jewish communities and institutions by the latter part of the nineteenth century. It covers the so-called Sephardic and Germanic periods of American-Jewish history prior to the wave of Eastern European immigration. Among the themes explored are the tension between Jewish identity and the pressures of assimilation; the transformation of the synagogue; the emergence of Jewish social and cultural institutions; changing religious practices and the rise of Reform Judaism. Events and themes are placed within the broader context of American history.

**JWST 3350. Jewish Middle Ages. (3 Credits)**
An examination of the cultural, political, and intellectual history of Spanish Jewry from the beginnings of Jewish settlement through the early reconquest. Special attention is given to the contributions of Hasdai ibn Shaprut and Samuel Ha-Nagid.

**JWST 3520. Goldn Age Span Jewry II. (3 Credits)**
A study of the transition of Spanish Jewry from Moslem rule to Christian rule. The course includes an analysis of the several disputations of this period as well as the impact of the inquisition and expulsion. Special attention is given to the literature and philosophy of Maimonides, Crescas, and Solomon ibn Adret.

**JWST 3530. Jewish Renaissance to Age Reas. (3 Credits)**
Cromwell’s England, Florence, Vilna, Prague, and Spinoza’s Amsterdam.
Western culture has a double source, the Bible and Greek philosophy, or Jerusalem and Athens. Are the two traditions harmonious or do they stand in some essential tension with each other? While this was an especially vital challenge to thinkers of the Medieval period, it expresses a fundamental question about the relation between revelation and reason. This course will approach that question by examining the response of some important Jewish thinkers in the encounter with the teachings of Plato and Aristotle.

JWST 3600. Women In Hebrew Bible. (3 Credits)
Women play a significant role in the Bible, one that is often at best misunderstood and at worst ignored. In this class we will examine the biblical stories and their historical context in order to understand the role of women in the biblical period as well as the role of the figures within the biblical text. We will also examine modern interpretations of these texts (including feminist readings and creative fiction based upon the biblical text) to see how modern scholars have understood these ancient texts in modern times.

JWST 3740. Israel: Culture, Pol, and Hist. (3,4 Credits)
This course reviews various aspects of Israeli history, politics, society, and culture.

JWST 3750. Jewish ID in Modern Literature. (3 Credits)
In this course we will examine novels, short stories, essays, and other literary works by European Jewish authors and study their literary, cultural and political context. We trace the development of literary forms that provide the basis for a modern Jewish self-consciousness and a sense of cultural identity. We compare the concepts of community and individualism, religious reform, and cultural notions of identity in the writings of authors from Eastern European and Western Europe. We also examine the differences of Jews in Europe in the period before the Holocaust.

JWST 3890. Service Learning JWST 3440. (1 Credit)
Service Learning component to JWST 3440.

JWST 3891. Service Learning. (0 Credits)
Service Learning.

JWST 3931. Special Topics. (3 Credits)
Special Topic in Jewish Studies.

JWST 4110. Rabbinic Judaism. (3 Credits)
This course will focus on the literature and culture of the Rabbinic period (c. 200-600 C.E.). We will concentrate on reading and analyzing primary texts (Midrash, Mishnah and Talmud) as well as studying the historical context and methodological issues. This course will discuss the various literatures’ styles, methods and contents as well as their internal and external cultural influences.

JWST 4150. Women,Judaism,Jewish Cul. (3 Credits)
Women’s roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. Nevertheless, throughout the ages, women have carved out areas for themselves within the Jewish religious, social, and political systems as well as fulfilled the roles prescribed to them. This course will study the women of Jewish history and how they have participated in, developed and shaped Jewish religious, social, and cultural life.

JWST 4210. American Jewish Movements. (3 Credits)
This course will build upon the themes of American Jewish History, JWST 3210, and seek to understand how American Jews balanced their Jewish identity with their desire to be Americans.

JWST 4250. Dead Sea Scrolls. (3 Credits)
It has been just over 50 years since a group of Bedouin shepherds found several clay jars containing ancient scrolls. The documents include copies of the Hebrew Bible, apocryphal works, and sectarian works written to provide order and meaning to the readers lives. But who wrote the scrolls and who were they writing for? This course will investigate these questions and others by focusing on the texts themselves and the archaeological evidence from the site of Khirbet Qumran. Secondary sources will also be consulted and read critically.

JWST 4300. Conflict In Cult & Lit. (3 Credits)
This course will focus on the literary and cultural response to the Israeli-Palestinian conflict since the beginning of the Zionist settlement to our time. We will ask questions such as how each culture, the Israeli and Palestinian, has represented the other? Has each depiction been a unified cultural portraiture or can we identify multifarious delineations? What constitutes national identity and what role have national, religious, racial and gender perspectives played in the construction of the Israeli and Palestinian identities? How has the various formation of the other contributed to the identity creation of each culture? And finally, can we point out significant historical changes in these representations? We will examination of both Palestinian and Israeli experiences as reflected in various texts including fiction, poetry, philosophical and historical treatises, editorials, caricatures, film and the like, all in English translation. Last but not least, we will try to understand both the stable and the changing parameters of national identity on the background of universal intellectual and political movements such as nationalism, multiculturalism, and globalization.

JWST 4310. Jewish Youth and Cultural Chng. (3 Credits)
This course will analyze the modern Jewish experience by focusing on the seminal role of Jews in their teens and twenties, examining how this group has affected social change.

JWST 4350. Rashi, Halevi, Maimonide. (3 Credits)
An exploration of the lives and major works of Judaism’s most significant religious writers of the Jewish Middle Ages. Rashi, the prince of Biblical commentators; Judah Halevi, poet laureate of the Jewish people and author of The Kuzari; Moses Maimonides, the supreme Jewish thinker of all ages, and author of The Guide for the Perplexed.

JWST 4420. Topics Jewish Lit/History. (3 Credits)
In this course we will study the work of one pathbreaking Jewish intellectual studying both his/her oeuvre and intellectual context. Of particular importance is the relationship of the intellectual’s work as part of a dialogue with the works of Jewish and non-Jewish contemporaries. Among our subjects are Heinrich Graetz, Simon Dubnov, Israel Zinberg, Jacob Katz, and Salo Baron.

JWST 4500. The History of Zionism. (3 Credits)
This course aims to teach students about significant historical moments and cultural developments in Zionist history and culture. It will help students acquire knowledge of important approaches to the study of Jewish civilization and the presuppositions underlying them: various analytical techniques employed in the humanities and the social sciences for the study of Jewish civilization, the Jews, and their representation.
JWST 4560. Internship. (1-3 Credits)
Internship.

JWST 4570. Internship. (1,3 Credits)
Internship.

JWST 4610. Bible As Political Theory. (3 Credits)
A study of the Bible from the prospective of political theory, which analyzes the similarities and differences between the political perspectives of classical (Greek and Roman) thinkers those of the Bible.

JWST 4670. Israeli Jewish & Arab Israeli. (3 Credits)
This course explores major themes in Israeli cinema and fiction in the context of the social and historical backdrop of the Arab-Israeli conflict and the painful emergence of a new Jewish-Israeli identity in the shadow of the Holocaust and unremitting warfare. Examining in depth a number of Hebrew and Arabic films, short stories and novels, all in English translation, the course situates them in the evolution of Israeli cinema and fiction. prereq: JWST 3220 Arab-Israeli Conflict

JWST 4811. Special Topics Jewish Studies. (3 Credits)
Special topic in Jewish Studies.

JWST 4812. Special Topics. (3 Credits)
Special topic in Jewish Studies.

JWST 4880. Writing Intensive: JWST 4810. (1 Credit)
Writing intensive component attached to JWST 4810.

JWST 4881. Writing Practicum: JWST 4400. (1 Credit)
Writing practicum attached to JWST 4400.

JWST 4882. Writing Practicum: JWST 4330. (1 Credit)
Writing practicum attached to JWST 4330.

JWST 4890. Service Learning: JWST 4210. (1 Credit)
Service Learning component to JWST 4210.

JWST 4892. Service Learning JWST4420. (1 Credit)
Service Learning component to JWST 4420.

JWST 4893. Service Learning: JWST 4811. (0 Credits)
Service Learning component to JWST 4811.

JWST 4910. Independent Study. (1-4 Credits)
Independent Study.

JWST 4920. Independent Studies. (1-3 Credits)
Independent Studies.

JWST 4990. Honors Thesis. (3 Credits)
Honors Thesis.

JWST 5000. Honors Thesis. (4 Credits)
Honors Thesis.

JWST 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

JWST 5370. Washington Semester. (1-20 Credits)
Washington Semester.

JWST 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

JWST 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

JWST 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.

JWST 6420. Readings In Holocaust. (3 Credits)
Examines the origins and development of the Nazi Final Solution; the experience of the victims, perpetrators, rescuers, and bystanders; and the relationship between history and memory.

JWST 6900. Grad Independent Study. (1-3 Credits)
Graduate Independent Study.

Journalism (JOUR)

JOUR 1940. Transfer Credit. (3 Credits)
Transfer Coursework for JOUR discipline in BSLS Programs (1000 Level).

JOUR 2010. Intro To Journalism. (3 Credits)
This course introduces students to researching, reporting, and writing news stories for print, broadcast, Internet and other media. Through extensive reporting/writing assignments, guest speakers, and quizzes on current events, the course will cover the nature of news, journalistic style, the preparation of manuscripts for publication, the development of leads, interviewing techniques, selection and organization of facts, and the difference between various media styles. The importance of effective interviewing and how companies interact with media via PR will also be discussed.

JOUR 2940. Transfer Credit. (3 Credits)
Transfer Coursework for JOUR discipline in BSLS Programs (2000 Level).

Kinesiology (KINE)

KINE 1400. Intro to Health Sciences. (3 Credits)
This course offers a basic overview of human health. Topics to be addressed include the following: the historical development of public health and ways that health affects daily life; explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and surveillance; explain the manner in which health information and communications can be used to improve health; identify how social and behavioral interventions affect health; explain how policy and law affect health; identify the impact of the environment; describe the manner in which communicable diseases affect health; and, describe the basic organization of health care and public health systems.

KINE 1800. Wellness in Contemporary Am. (3 Credits)
A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness and injury rather than rehabilitative strategies that are implemented after the fact. Content addresses both theoretical and applied perspectives of wellness that should be used in developing personalized exercise programs and healthy lifestyles. Additional topics to be covered include (but are not limited to): strategies for optimal nutrition, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.
KINE 2010. Social Aspects of Health. (3 Credits)
The course is designed to provide students with an overview of the theoretical and empirical bases of social aspects as applied to health sciences, so that students can both apply and communicate this material in the context of their health-related careers. This course explores the social and behavioral connections between health and health-related matters. The challenges/incentives are to promote health through societal and behavioral change.

KINE 2220. Mind/Body Health. (3 Credits)
Health is influenced by physical, intellectual, social, spiritual and emotional determinants. In this course, the interaction of these determinants is explored as they relate to the prevention, onset, and progression of, and recovery from, disease. The aim is to provide an overview of the mind/body connection in relation to overall wellness using established theoretical and applied perspectives, e.g., cognitive behaviorism, psychoneuroimmunology, and guidelines for healthy lifestyles.

KINE 2230. Stress Management. (3 Credits)
This course examines stress from psycho-physiological and behavioral perspectives. It will afford each student the opportunity to experience various strategies used in coping with stress, e.g., self-mastery, meditation, imagery, exercise, nutrition, and cognitive restructuring. Various theories are discussed that serve as the foundation for the understanding of and coping with everyday stressors as well as those that occur unexpectedly.

KINE 2330. Nutrition and Behavior. (3 Credits)
This course is intended to bridge the gap between the theory and practice of nutritional science. Emphasis is given to the basic food constituents and their physiological relationships within the body. Topics will include but not limited to: the fundamental principles of normal nutrition; the interactions between diet and energy expenditure; gender differences; changes in nutrient needs throughout the life cycle; computer-assisted nutritional analyses; and, web-based nutritional sites. Includes the investigation of optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders and senility as they pertain to nutritional practices.

KINE 2910. Independent Study. (1-3 Credits)
Open to students with approval of Program chair. Student can work with a faculty member on an independent project.

KINE 3001. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3002. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3003. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3004. Special Topics. (1-3 Credits)
Special Topics in Kinesiology.

KINE 3110. Exercise & Sport Psychology. (3 Credits)
This course will examine the psychological and social-psychological antecedents and consequences of exercise, physical activity and sports participation. Emphasis will be on theory and research on personality, motivation, arousal, cognition, attributions, leadership, and group dynamics.

KINE 3120. Biomechanics. (4 Credits)
This course is designed to develop an understanding of the application of mechanical principles to human movement and methods of motion analysis.

KINE 3130. Lifespan Motor Development. (3 Credits)
This course is designed to provide the student with a knowledge base in the study of changes in motor behavior across the lifespan, the process that underlie these changes, and factors that affect them.

KINE 3200. The Human Body. (3 Credits)
The understanding of the structure and functional significance of the human body is imperative for each individual to possess. The Human Body course will focus on such structural and functional significance with emphasis on the specific systems of the body, including but not limited to skeletal, muscular, neurological, endocrine, respiratory, reproductive, and integumentary systems. This course will cover an introduction to common illnesses/disease processes/injuries specific to each body system. Exercise, wellness, health, and sports performance will be topics of concentration as they relate to the body and its functions. The Human Body course also concentrates on environmental, ethical, and health issues related to the biology of humans.

KINE 3220. Global Health. (3 Credits)
This course introduces students to critical issues in the current global health scene. Emphasis is placed on the main principles of global health, including an analysis of global health systems, diseases, programs, health governance and policies, identification and interpretation of current relevant data sources.

KINE 3250. Gender Based Issues in Health. (3 Credits)
The course will explore health concepts as they apply to particular needs of men and women within the context of a gender-based health care system in the United States. The course will address epidemiological and sociological analysis of the major causes of morbidity and mortality on the basis of gender; impact of social and behavioral influences; relationship of social, economic, and political inequality trends based on gender.

KINE 3330. Epidemiology of Aging. (3 Credits)
The course provides a comprehensive overview of the most important topics in health and aging. Topics will include the major influences of health as people age, healthy aging, genetics, chronic and acute illnesses. The course takes a "whole person", epidemiological approach to health including attention to cultural differences, psycho-social, economic and cohort differences.

KINE 3500. Cultural Difference in Healing. (3 Credits)
This course is designed to explore the impact of culture on the perception of health and illness, and how this translates into health-seeking behaviors and broader health systems. The course will present an anthropological view of health and illness through its various cultural markers, such as pain, stress, care vs. cure, diet, gender, doctor/patient relationships, mental health among others.
KINE 3600. Economics of Health & Wellness. (3 Credits)
This course provides an introduction to the application of economic theory to the field of health and wellness. In particular, students will study the individual as a producer of health/wellness and as a consumer of healthcare services. Also, the role of physicians, hospitals, insurance providers, and the government in the health and medical care marketplace will be examined. Finally, the role of universal insurance and international comparisons of the efficiency and effectiveness of health care systems will be studied.

KINE 3650. Childhood Obesity. (3 Credits)
This course will examine the prevalence and impact of obese conditions on disease development in childhood and adolescence. Students will analyze current evidence focused on interventions used in the behavior and clinical management of overweight and obese youth in community and clinical settings.

KINE 3910. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4010. Catastrophic Illness & Injury. (3 Credits)
This course reviews the many catastrophic diseases and epidemics that have ravaged human populations, past and present, and how societies have understood and responded to these challenges over time. Possible changes in social conventions, information sharing and healthcare practices which may be necessary to deal with current and future epidemics are discussed. Lessons learned from previous catastrophes may help to deal with future ones.

KINE 4030. Exercise Physiology. (4 Credits)
Basic human physiology with emphasis on the physiological changes associated with exercise and overload that affect the underlying function of cells and organ systems of the human body.

KINE 4050. Mass Media and Health. (3 Credits)
This course examines the effects of mass media on population health, from the negative impact of advertising of unhealthy products (e.g., cigarettes, alcohol and junk food), to the positive impact of public-health campaigns. Content includes an overview of behavioral science theory, themes and approaches to advertising, mass media prevention, and health promotion campaigns. Case studies of current media coverage and advertising campaigns will be used to demonstate the effects of media on health and social behavior.

KINE 4070. Motor Learning. (3 Credits)
This course is an introduction to applied and basic theoretical aspects of motor learning as they apply to exercise science and related professions. It also includes a major hands-on component introducing the student to the experimental study of motor learning principles.

KINE 4100. Sports Medicine. (3 Credits)
This course will examine therapeutic modalities and the advanced care, prevention, and treatment of athletic injuries.

KINE 4120. Strength & Conditioning. (3 Credits)
This course will examine the development and evaluation of training principles and programs for diverse populations. Emphasis is placed on physiological adaptations and mechanical principles related to the application of resistance training.

KINE 4150. Exercise Prescription. (3 Credits)
This course presents students with the most current information on health-related physical fitness testing and exercise programming for individuals of all ages, fitness levels, and disease states.

KINE 4200. Mental Health. (3 Credits)
This course examines mental health issues in the context of social, environmental, governmental and legal conditions. Specific attention will be given to: identifying historical and current developments in mental health policy in the United States; explaining the significance of stigma in society regarding mental illness and how it affects individuals with mental illness; explaining the manner in which the legal system copes with the mentally ill; analyzing the etiology of some major mental illnesses (e.g., schizophrenia, bipolar disorder, eating disorders, PTSD, and childhood disorders) and how these disorders affect an individual's ability to function in society; identifying risk factors and protective factors related to mental disorders/illness; identifying public health efforts for prevention and intervention of mental disorders in the U.S.; and, access to public health programs, support services, medication costs, and insurance coverage for those with mental illnesses/conditions.

KINE 4250. Environmental Health. (3 Credits)
This course provides students with an introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations.

KINE 4600. Wellness Coaching: Resist Chng. (3 Credits)
This course will explore the trans-theoretical model of behavior change as it pertains to any desired individual behavioral shift. In addition, motivational interviewing strategies to include non-confrontation, reflective listening, client self-efficacy, and risk reduction will be emphasized in this course. Participants will become knowledgeable in the philosophies, practices, and outcomes of models of behavior change.

KINE 4650. Grant Writing. (3 Credits)
This course is designed to teach students basic skills in grant writing. In this course students will learn the different types of grants, components of grants, potential funders and how to search for grants. Emphasis will be placed on learning to break down complex applications into manageable steps. Students will write a practice grant.

KINE 4910. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4920. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4930. Independent Study. (1-3 Credits)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.
KINE 5001. Internship. (3 Credits)
This course will help students bridge between college or work or between current careers and the next. Students complete a minimum of 100 hours field experience in a Health and Wellness related facility. This course is to be taken during the senior year of study for the student or with approval of the Program Director. Students are required to turn in a weekly timesheet and weekly journal summaries detailing their duties and experiences on the internship site. Upon completion of the internship, students will submit a final paper and an evaluation from the internship site supervisor. A 2.5 grade point average is required for enrollment in the internship. All internships must be approved by Program Director.

KINE 6100. Cross Disciplinary Aspects Mgm. (3 Credits)
This course examines overall management of wellness programs and facilities with an emphasis on human resource management. Future wellness professionals will enhance their knowledge of how these elements can be applied to wellness management settings. Topics include organizational structure, training and managing staff, financial management, legal and ethical concerns and customer service relations.

KINE 6250. Leadership in HEWE Professions. (3 Credits)
This course surveys major concepts, examples, practices, and theories of organizational leadership with a special emphasis on analyzing and developing personal leadership skills. It is designed to build upon fundamental leadership theories, e.g. situational, charismatic, servant, transactional/transformational, path-goal, trait leadership, skill-based, and the life cycle theory. Participants will study the theoretical and applied nature of administration and leadership with an organizational context in efforts to develop their personal and philosophical framework, e.g. understanding individuals as followers and leaders, decision-making, promoting diversity and respect for all individuals.

KINE 6450. Legal Ethical Principi in Mgmt. (3 Credits)
This course provides students with the opportunity to gain insight and understanding about the law and its implications on professionals in the fields of health, wellness, sport, education, leisure, and fitness. This course will examine federal, state, and local health care regulations impacting ethical decision-making; the rapidly expanding Codes of Professional Ethics for health care service providers in the fields of health, wellness, sports, education, leisure, insurance, and management; the legal aspects of health information management; and the HIPAA Privacy Standards and rules concerning the use and disclosure of medical and health information.

KINE 6650. Research Methods for KINE. (3 Credits)
In this course, students will investigate research methodology, experimental design and scientific writing, research literature and conduct research. Students will also be introduced to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing directed toward applications in science.

KINE 7100. Exerc & Nutrition Hlth Disease. (3 Credits)
This course addresses the key health concerns and core differences in programming needs of various populations throughout the life cycle. An examination of nutritional concerns, requirements and metabolism from psychosocial, physical, and economic factors affecting nutritional status through the life span. Preparation of the health professional in assessing and providing services to clients and populations will be addressed. Students will also learn the roles that physical activity and nutritional practices play in the prevention, management, and treatment of chronic diseases and conditions, such as obesity, cardiovascular disease, cancer, diabetes, COPD, arthritis, depression, and anxiety. Populations of focus include children, adolescents, adults, and senior citizens. Methods of physical activity and nutritional assessment for each stage of the life cycle will be examined.

KINE 7150. Programming Approaches. (3 Credits)
This course provides an overview of leading health program planning theories including PRECEDE/PROCEDE and intervention mapping. Organizational and administrative approaches utilized in the conduct of health/wellness promotion programs will be described. Emphasis will be placed upon the selection, development, promotion, conduct, and evaluation of the various components of health/wellness promotion programs.

KINE 7200. Intervention Strategies. (3 Credits)
This course will provide students with an understanding of the process involved in planning health interventions in health education and health promotion environments. Practical applications of the needs assessment process, program development and implementation will be executed including the skills, theory and practice involved in assessing clients to develop health related life skills.

KINE 7250. Motivational Interviewing HEWE. (3 Credits)
Motivational Interviewing (MI) is a consumer centered instruction method for improving inherent motivation to change by exploring and resolving uncertainty. This course will include content of exploration into the attitudes and motivations of personal health behavior and an in-depth exploration of motivational interviewing principles and applications.

KINE 7300. Employee and Hlth & Wellness. (3 Credits)
Successful companies must understand the importance of workplace involvement in health. The relationship of employee health to healthcare costs and productivity will be discussed as a return on investment (ROI) and an investment in human capital. Strategic and product management planning are developed in relationship to disease management versus population wellness theory. Assessments of employer needs, organizational culture, environmental policy, and procedures supportive to desired outcomes are practiced. Professionals learn about aligning client needs and wants with best practice programs design, implementation, and evaluation for successful results. Age, gender, race, and issues that affect participation in wellness programs are reviewed.

KINE 7350. Integrating Hlth Promo Sch Set. (3 Credits)
This course addresses the growing demand for wellness initiatives for students, their families, and school staff. The coordination of teachers, school nurses, school administrators, and community health promotion professionals will set the stage for a comprehensive approach to building wellness programming within the school community.
KINE 7400. Health Systems and Policy. (3 Credits)
This course provides information pertaining to the U.S. healthcare system with emphasis on health and wellness. It provides an overview of the major public and private stakeholders including public health, insurance, and healthcare providers. Participants will examine how health policy impacts the design and financing of wellness programs.

KINE 7450. Health Equity & Determinants. (3 Credits)
This course is designed to examine the impact of social, economic, and environmental determinants of health on various populations. Health inequities found among marginalized groups due to socioeconomic status, race/ethnicity, sexual orientation, gender, disability status, geographic location, or some combination of these factors will be highlighted. This course will explore health outcomes found among these populations and will address health promotion policies required to attend to these issues.

KINE 7800. Internship. (3 Credits)
The goal of this experience is to provide graduate students in Health Promotion and Wellness Management with an opportunity to apply the professional knowledge they have gained in their coursework to a professional setting. In addition to participating in the daily operation of the site, the student will complete a major project on site and submit a document that describes the learning experience.

Labor and Employment Law (EMPL)

EMPL 5000. Developing & Manage Workforce. (2 Credits)
Human resources (HR) management can be defined as the effective use of human capital in an organization through the management of people-related activities. It involves leadership, values, workforce planning, recruitment and selection, training and compensation, and performance evaluation and management. HR also significantly influences the corporate culture and values/mission of the company. To thrive in a competitive business environment, organizations need more than just strategic plans in place. They need the right talent to implement those plans. Those who manage human resources—just HR departments, but all managers—have a critical task in front of them. They have to identify, recruit and retain employees who have both the skill sets and determination to effectively implement strategic objectives in their individual departments, so the business plan succeeds as a whole. In this course, you’ll learn to align workforce management with the overall strategic goals of the business and how to navigate the opportunities and pitfalls that can arise from that challenge. You’ll also learn results-based strategies for finding, motivating and rewarding individual employees as well as successful work teams. With the skills developed through this course and through this master’s program at Tulane, you can better position yourself to manage human resources responsibilities and find employees who will positively impact your company.

EMPL 5410. IP Issues in the Workplace. (3 Credits)
Intellectual property issues arise in the employment context from the moment an employee is hired, whether a fulltime employee or an independent contractor. If employees create works—websites, inventions, newsletters, etc. within their job, additional issues will arise, both in terms of who owns the creations, but also what materials the employee is using to create those works. Copyrights, trademarks, trade secrets, patents, and right of publicity are implicated in the hiring and employing of both individuals and other companies. IP policies related to social media also are important to establish, both for the company in general, and individuals within the company, which should be communicated to employees in an effective way. Finally, situations come up where employees are using equipment at work to create afterhours creations, or are creating commercially viable creations at home. Human resources, in administering hiring documents both for employees and independent contractors should be aware of the legal issues that arise, as well as the policy behind the choices.

EMPL 5710. Intro to Labor Law Principles. (3 Credits)
This course is created and taught by the Program Director, Prof. Joel Wm. Friedman, a nationally renowned expert in the field of labor and employment law. It is designed to provide the students with a thorough understanding of the federal and state laws and regulations governing the relationship between the employer, employee and labor union. The material will be presented in a very practical way designed to focus on specific problems and issues that human resource professionals experience in dealing with organized and unorganized workforces and offer very specific and detailed instruction on the proper way to deal with these issues. The topics that will be examined include approaches toward a union organizing campaign, a union’s request for voluntary recognition; creation of joint employer/employee advisory committees; the role of the NLRB and how to avoid and deal with unfair labor practice charges; proper and improper bases for discipline and discharge; lawful and unlawful responses to strikes, picketing, and sickouts; scope and approaches towards the duty to engage in collective bargaining with a union; methods of enforcing or modifying the terms of a collective bargaining agreement; impact of state right-to-work laws; union security agreements; and the use of arbitration and/or mediation as alternative methods of resolving contractual and statutory disputes.

EMPL 5800. Negotiating Skills. (2,3 Credits)
Negotiation is a skill. This course sharpens those skills. It focuses on such matters as negotiation styles, emphasis on interests rather than positions, and psychological biases that hinder effective negotiations. Students will be instructed on the use of the negotiation tools and asked to complete negotiation exercises and then called upon to reflect on their experience. These exercises require the students to negotiate with each other. All of the students in the classroom sessions will discuss their experiences and receive input from the instructor.
EMPL 6000. Social Media Issues in Workplace. (3 Credits)
This course will look at legal issues arising out of social media, branding, and advertising in the workplace. This includes the use of social media platforms by companies, the relationship between social media and employees, fan and gripe sites, and other issues arising from the use of social media. The course will examine key issues arising in the protection of a company's name, reputation and goodwill. This portion builds off of the introductory materials in the IP survey to think through practical and policy questions that arise within the workplace and, in particular, what HR may encounter. The course will also look at the National Labor Board, social media and hiring practices. The course covers social networking as well, including email, and monitoring computer and internet activities. The course looks at First Amendment issues related to social media, both by employees as well as the public. The course also looks at the issue of the right to be forgotten and the impact of this concept with regard to employees and former employees. The course explores questions of advertising, including puffery, verifiable facts, surveys, advertisements for employees, contests and other issues that arise within the workplace.

EMPL 6050. Sex & Gender Issues in Work. (2 Credits)
This course will build on the employment discrimination course by delving into the particularities of human resources law as it relates to sex discrimination. The course will combine in-depth lectures and examinations of contemporary current events in this area with practical exercises and projects designed to prepare HR professionals for the complexities that may emerge for their employers under sex discrimination law. The course will cover pregnancy discrimination and accommodations in the workplace, personal appearance policies, sexual harassment, transgender persons in the workplace, and affirmative action/diversity in hiring. Each substantive module will be accompanied by a graded project designed to prepare students to aid in employer compliance and ensure positive employee relations. Prerequisite: employment discrimination law.

EMPL 6100. Investigate Employee Complaints. (2 Credits)
This course combines substantive law and practical exercises that students will discuss and work through during classroom sessions. The course will provide an overview of what the law requires when responding to employee complaints, what actions to take (or not take) and the various methods of alternative dispute resolution that may be necessary to resolve the matter. Students will apply knowledge gained from the lecture presentations and readings to analyze hypothetical situations involving employee complaints. These hypothetical scenarios will be built upon each week, giving students the opportunity to guide fictional companies all the way through the investigative process, including EEOC investigations, mediation and arbitration. Heavy emphasis will be placed on studying and understanding the arbitration process in particular.

EMPL 6400. Legal Analysis I. (2 Credits)
Legal Analysis I is taught by Professor Jennifer Cooper. This foundational course introduces students to sources and functions of law in our society relating to labor and employment law. The course begins with an overview of the American legal system and sources of law and introduces students to statutory interpretation and plain language analysis. In Legal Analysis I, students will learn to read and interpret statutory law and regulations, read and brief cases, and develop basic legal writing and analysis skills. Students will also learn to find and research legal information through multiple short research assignments focusing on labor and employment law issues. Through multiple short writing assignments such as a case brief, an IRAC essay analyzing a statutory issue, and an e-memo interpreting statutory & regulatory law relating to a labor and employment law topic, students learn to apply statutes and regulations to analyze legal issues relating to labor and employment law.

EMPL 6401. Legal Analysis II. (2 Credits)
This course builds on Legal Analysis I to introduce students to the relationship between enacted & administrative law and common law. The course continues instruction on legal research methods in finding and analyzing cases and common law. Students learn to read and synthesize multiple cases and learn analytical and policy-based reasoning. Through multiple short writing assignments, such as an e-memo analyzing a statutory issue with caselaw and a client letter, students learn to apply statutes, regulations, administrative materials, and caselaw to analyze complex legal issues relating to labor and employment law.

EMPL 6460. Employment Law. (2 Credits)
This course will provide students with an understanding of the legal underpinnings of the employer-employee relationship, including the employment-at-will doctrine which is the default setting for the relationship. The course will discuss the limits of the employment-at-will doctrine as well as common legal claims brought in the employment context. It will also explore issues such as privacy expectations of employees and the enforceability of covenants not to compete as well as laws impacting employee compensation and leave.

EMPL 6500. Employee Medical Leave. (2,3 Credits)
An employee comes to you with a doctor's note asking for time off from work. Sounds simple, right? Not really. That request could be covered by the Family and Medical Leave Act, the Americans with Disabilities Act, your state's workers' compensation law, your policies, and more. In this class you will learn how to navigate the often-overlapping legal requirements for medical leave and reinstatement issues. You will also learn how to discuss and document key decisions about the leave in a way that minimizes the risk of litigation.
Privacy is a dynamic issue of concern in essentially every modern workplace. However, there is no comprehensive statute governing workplace privacy. Existing laws usually address (or marginally relate to) one discreet area of privacy law. Because privacy law is decentralized by nature, you must understand its general framework to properly address privacy questions that arise in the workplace. You must also be familiar with, or at least capable of referencing, a wide array of federal, state and local privacy laws. This course will cover both the general framework of privacy law and the most notable statutes addressing workplace privacy. The course begins with an overview of the origins and legal sources of privacy law. The course then covers specific areas of workplace privacy, including medical inquiries; background and misconduct investigations; monitoring and surveillance; honesty, psychological, drug and alcohol testing; medical and personnel records; off-duty conduct; employer information; and privacy tort claims. As to each topic, you will gain an understanding of governing legal standards and best practices through reading materials, examples, and when appropriate, checklists and sample policies.

EMPL 6910. Intro to Employment Discr. (3 Credits)
This course is created and taught by the Program Director, Prof. Joel Wm. Friedman, a nationally renowned expert in the field of labor and employment law. It is designed to provide the students with a thorough understanding of all of the legal rules and concepts created by federal and state laws prohibiting discrimination on the bases of race, sex, age, disability, religion, sexual orientation, and national origin in a very practical way. The materials will be presented in a manner dedicated to enhancing the ability of present or future human resource professionals to deal with specific problems that continually arise in the workplace. Instruction will be directed towards providing advice on how to deal with and avoid problems in areas including racial and sexual harassment, religious accommodation, pregnancy and family leave, LBGT concerns, handling EEOC investigations, drafting personnel manuals, avoiding retaliation claims, mandatory and voluntary retirement, disability-based accommodation, and drug testing.

EMPL 6990. Capstone Course. (3 Credits)
This course is designed to build upon the doctrinal and practical and strategic knowledge and skills students have acquired during their first five semesters. Students will be assigned to groups of three or four so that they can gain experience in team building, group dynamics, and collegial decision-making. Each team will be required to negotiate a collective bargaining agreement with the course instructor who will provide the basic underlying materials and will represent the interests of the fictional labor union. Once that agreement has been executed, each student will be responsible for drafting each of the four additional projects: (a) a grievance and arbitration policy and procedure; (b) a personnel policy; (c) a sexual harassment policy and enforcement mechanism; (d) a drug testing policy and enforcement mechanism.

EMPL 9000. Immersion Weekend. (0 Credits)
Students will need to attend at least one Immersion Weekend during their time in the program. These sessions are held every summer, so students can plan to attend during either their first or second year in the program, but the experience of prior students indicates that the session is most beneficial to those who attend in their first year. It is both an academic and networking opportunity for students to meet their classmates, professors, and other professionals working in the area of labor and employment law. The occasion will include a keynote speaker, lectures and workshops from industry experts, and a variety of social activities.

Latin (LATN)

LATN 1010. Elementary Latin. (4 Credits)
In this course, students learn the fundamentals of Latin grammar and syntax so that they can begin reading snippets of Latin literature. Prerequisite: none.

LATN 1020. Intermediate Latin. (4 Credits)
This course continues the introduction to the Latin language begun in LATN 1010, including pronunciation, vocabulary, grammar, style, and translation. In addition to learning a lot of Latin, you can also anticipate learning about English grammar and vocabulary. Studying Latin is also an important way to learn about ancient Roman culture, especially Latin literature. Prerequisite: LATN 1010 or equivalent.

LATN 1290. Semester Abroad. (1-20 Credits)
Study abroad in Latin language. Department approval required.

LATN 1390. Junior Semester Abroad. (1-20 Credits)
Study abroad in Latin language. Department approval required.

LATN 1940. Transfer Coursework. (3 Credits)
For transfer of credit in Latin language. Department approval required.

LATN 2030. Intro to Latin Literature. (4 Credits)
This course provides an introduction to Latin prose and poetry through readings from some of the great works of Latin literature. While reading a broad selection of Latin texts, we will consider how Roman literature evolved along with the changing culture and politics of the city. We will also learn about important authors, historical figures, and events that you are likely to encounter again later in your studies. The class emphasizes precise and accurate translation, vocabulary building, and grammatical understanding. Prerequisite: LATN 1020 or equivalent.

LATN 2390. Semester Abroad. (1-20 Credits)
Study abroad in Latin language. Department approval required.

LATN 2940. Transfer Coursework. (3 Credits)
For transfer of credit in Latin language. Department approval required.

LATN 3030. Readings In Latin Poetry. (3 Credits)
Selections from Latin poets such as Catullus, Virgil, Ovid, Horace, and others. Prerequisite: LATN 2030 or equivalent.

LATN 3070. Readings In Latin Prose. (3 Credits)
Selections from such authors as Cicero, Sallust, Nepos, and Apuleius. Practice in Latin prose composition. Prerequisite: LATN 2030 or equivalent.

LATN 3890. Service Learning: LATN 3030. (1 Credit)
Optional service learning to accompany LATN 3030: Readings in Latin Poetry.
LATN 3910. Independent Study. (1-3 Credits)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 3000-level course.

LATN 3920. Independent Study. (1-3 Credits)
Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

LATN 3940. Transfer Coursework. (20 Credits)
For transfer of credit in Latin language. Department approval required.

LATN 4010. Roman Comedy. (3 Credits)
Selected plays of Plautus and Terence to suit the needs and desires of the students enrolled.

LATN 4020. Catullus & Elegiac Poets. (3 Credits)
Readings in Catullus, and the elegies of Propertius, Tibullus, and Ovid.

LATN 4030. Virgil. (3 Credits)
Selected readings in Latin from the Aeneid, Eclogues, and/or Georgics.

LATN 4040. Roman Philosophy. (3 Credits)
Readings in Latin from Lucretius, Seneca, and other authors.

LATN 4070. Medieval Latin. (3 Credits)
Survey of medieval Latin literature with special attention to the various styles and literary types, and to the cultural background.

LATN 4080. Literature of The Age Of Nero. (3 Credits)
This course examines the reign of the emperor Nero through readings in the literature of that period. Particular focus will be placed upon the changing status of the emperor, the role of the emperor as patron of the arts, and the development of intellectual and political resistance to Nero and the principate.

LATN 4110. Special Authors. (3 Credits)
Readings in Latin from a Roman author.

LATN 4130. Roman Historians of the Republic. (3 Credits)
Readings in Livy's History or Sallust's Catiline and Jugurtha.

LATN 4140. Roman Satire. (3 Credits)
Readings in the satires of Horace, Persius, or Juvenal.

LATN 4150. Roman Historians of the Empire. (3 Credits)
Readings in the historical works of Tacitus and other historians of the Roman empire.

LATN 4170. Cicero. (3 Credits)
A study of the man and the period based on portions of his work.

LATN 4180. Horace. (3 Credits)
Close study of the Latin work of Rome's most important poet.

LATN 4910. Independent Study. (1-3 Credits)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 4000-level course.

LATN 4920. Independent Study. (1-3 Credits)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 4000-level course.

LATN 4990. Honors Thesis. (3 Credits)
Course reserved for students writing an honors thesis for a major in Latin. Requires approval of the department and an appropriate faculty director.

LATN 5000. Honors Thesis. (4 Credits)
Course reserved for students writing an honors thesis for a major in Latin. Requires approval of the department and an appropriate faculty director.

LATN 5190. Semester Abroad. (1-20 Credits)
Study abroad course in Latin language. Requires department approval.

LATN 5370. Washington Semester. (1-20 Credits)
For transfer of credit. Department approval required.

LATN 5380. Junior Year Abroad. (1-20 Credits)
Study abroad course in Latin language. Requires department approval.

LATN 5390. Junior Year Abroad. (1-20 Credits)
Study abroad course in Latin language. Requires department approval.

LATN 5940. Transfer Coursework. (3 Credits)
For transfer of credit in Latin language. Department approval required.

LATN 6010. Roman Comedy. (3 Credits)
Selected plays in Latin of Plautus and Terence to suit the needs and desires of the students enrolled.

LATN 6020. Catullus & Elegiac Poets. (3 Credits)
Readings in Latin from Catullus, the elegies of Propertius, Tibullus, and Ovid.

LATN 6030. Virgil. (3 Credits)
Selected readings in Latin from the Aeneid, Eclogues, and/or Georgics.

LATN 6040. Roman Philosophy. (3 Credits)
Readings in Latin from Lucretius, Seneca, and other authors.

LATN 6070. Medieval Latin. (3 Credits)
Survey of medieval Latin literature with special attention to the various styles and literary types, and to the cultural background.

LATN 6080. Literature of The Age Of Nero. (3 Credits)
This course examines the reign of the emperor Nero through readings in the literature of that period. Particular focus will be placed upon the changing status of the emperor, the role of the emperor as patron of the arts, and the development of intellectual and political resistance to Nero and the principate.

LATN 6110. Special Authors. (3 Credits)
Readings in Latin from a Roman author.

LATN 6130. Roman Historians of the Republic. (3 Credits)
Readings in Livy's History or Sallust's Catiline and Jugurtha.

LATN 6140. Roman Satire. (3 Credits)
Readings in the satires of Horace, Persius, or Juvenal.

LATN 6150. Roman Historians of the Empire. (3 Credits)
Readings in the historical works of Tacitus and other historians of the Roman empire.

LATN 6170. Cicero. (3 Credits)
A study of the man and the period based on portions of his work.

LATN 6180. Horace. (3 Credits)
Close study of the Latin work of Rome's most important poet.
LATN 6910. Independent Study. (1-3 Credits)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 6000-level course.

LATN 6920. Independent Study. (1-3 Credits)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 6000-level course.

LATN 7040. Selected Readings. (1-9 Credits)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for up to 9 credits.

LATN 7920. Independent Study. (1-3 Credits)
Graduate students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

LATN 9980. Masters Research. (0 Credits)
Course reserved for students writing a thesis for the Master's degree in Latin. Requires approval of the department and an appropriate faculty director.

Latin American Studies (LAST)

LAST 0010. LAST Abroad: Cuba. (6 Credits)
LAST 0020. LAST Abroad: Costa Rica. (6 Credits)
LAST 0030. LAST Abroad: Brazil. (3 Credits)
LAST 0040. LAST Abroad: Chile. (6 Credits)
LAST 0050. LAST Abroad: Guatemala. (6 Credits)
LAST 0060. LAST Abroad: Amazonian Cult En. (6 Credits)
LAST 0080. LAST Abroad: Argentina. (3 Credits)
LAST 0090. Last Abroad-Grad Cuba. (3 Credits)

LAST 1010. Intro Latin America. (3 Credits)
Majors and minors in Latin American Studies must take LAST 101, a wide-ranging interdisciplinary discussion of Latin America with an emphasis on the 20th century. The course probes the social and cultural institutions and production of modern Latin America through the concepts of Encounter, Identity, Nation, and Welfare. Readings, lectures, discussions, and media presentations are integral components of the course. The objective of the course is to introduce students to the region, institutions, and cultural production of Latin America. Students will become familiar with the physical, political, and cultural boundaries of the region and then examine modern Latin America through the use of case studies, primary source materials, discussion and current research. Several sections of this course are offered during the fall and summer semesters. LAST 101 is designated a service learning course.

LAST 1020. Intro to Latin Amer Studies II. (3 Credits)
Majors and minors in Latin American Studies must take LAST 102, a wide-ranging interdisciplinary discussion of Latin America with an emphasis on the 20th century. The course probes the social and cultural institutions and production of modern Latin America through the concepts of Creativity, Exchange, Land, and Peoples. Readings, lectures, discussions, and media presentations are integral components of the course. The objective of the course is to introduce students to the region, institutions, and cultural production of Latin America. Students will become familiar with the physical, political, and cultural boundaries of the region and then examine modern Latin America through the use of case studies, primary source materials, discussion and current research. Several sections of this course are offered each spring semester. LAST 102 is designated a service learning course.

LAST 1290. Semester Abroad. (1-20 Credits)
LAST 1880. Writing Intensive: LAST 1020. (1 Credit)
LAST 1890. Service Learning: LAST 1010. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.
LAST 1891. Service Learning: LAST 1010. (1 Credit)
LAST 1892. Service Learning: LAST 1020. (1 Credit)
LAST 1940. Transfer Coursework. (3 Credits)
LAST 2010. Intro Brazilian Studies. (3 Credits)
LAST 2390. Semester Abroad. (1-20 Credits)
LAST 2940. Transfer Coursework. (0 Credits)
LAST 3130. Tps Cont Lat Am Cul Soc. (3 Credits)
Interdisciplinary exploration of the cultures, history, social structures, and institutions of Latin American and Caribbean societies. Emphasis is placed on tracing the relationships among institutions such as the government, religion, economy, family, and tourism and cultural forms such as literature, performance, visual arts, music, film, and others. The focus of the course may be a single Latin American / Caribbean nation (Cuba, Mexico, Trinidad and Tobago, for example) or comparative.
LAST 3880. Writing Intensive: LAST 3950. (1 Credit)
LAST 3881. Writing Intensive: LAST 3962. (1 Credit)
LAST 3890. Service Learning: LAST 3950. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.
LAST 3891. Service Learning. (0 Credits)
LAST 3940. Transfer Coursework. (3 Credits)
LAST 3950. Special offerings. (3 Credits)
LAST 3951. Special Offering. (3 Credits)
LAST 3960. Special offerings. (3 Credits)
LAST 3961. Special Offering. (3 Credits)
LAST 3962. Special Offering. (3 Credits)
LAST 4000. Core Seminar. (3 Credits)
Required of all senior students majoring in Latin American Studies. The Core Seminar develops students' capacity for interdisciplinary problem solving and understanding of Latin American culture, society, and politics. Topics vary but all involve bibliographical study, reading, and discussion culminating in preparation of individual papers.
LAST 4560. Internship Studies. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing.

LAST 4570. Internship Studies. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing.

LAST 4880. Writing Intensive: LAST 4000. (1 Credit)

LAST 4881. Writing Practicum: LAST 4950. (1 Credit)

LAST 4890. Service Learning: LAST 4960. (1 Credit)

LAST 4891. Service Learning: LAST 4950. (1 Credit)

LAST 4892. Service Learning: LAST 4966. (1 Credit)

LAST 4893. Service 40-hours: LAST 4955. (1 Credit)

LAST 4895. Service Learning: LAST 4965. (1 Credit)

LAST 4910. Independent Study. (1-3 Credits)

LAST 4920. Independent Studies. (3 Credits)

LAST 4950. Special offerings. (3 Credits)

LAST 4951. Special Offerings. (3 Credits)

LAST 4952. Special Offering. (3 Credits)

LAST 4953. Special Offering. (3 Credits)

LAST 4955. LAST Special Topics. (3 Credits)

LAST 4960. LAST Special Topics. (3 Credits)

LAST 4961. LAST Special Topics. (3 Credits)

LAST 4962. LAST Special Topics. (3 Credits)

LAST 4963. LAST Special Topics. (3 Credits)

LAST 4964. LAST Special Topics. (3 Credits)

LAST 4965. LAST Special Topics. (3 Credits)

LAST 4966. LAST Special Topics. (3 Credits)

LAST 4967. LAST Special Topics. (3 Credits)

LAST 4968. LAST Special Topics. (3 Credits)

LAST 4969. LAST Special Topics. (3 Credits)

LAST 4990. Honors Thesis. (3 Credits)

LAST 5000. Honors Thesis. (4 Credits)

LAST 5190. Semester Abroad. (1-20 Credits)

LAST 5370. Washington Semester. (1-20 Credits)

LAST 5380. Junior Year Abroad. (1-20 Credits)

LAST 5390. Junior Year Abroad. (1-20 Credits)

LAST 5940. Transfer Coursework. (0 Credits)

LAST 6200. Health & Inequality Latin Amer. (3 Credits)
"The course addresses root causes of health and inequality in Latin America, the development of public health systems to promote health and prevent and treat disease, access to health care in urban and rural settings, social movements and the right to health, health systems reforms and the right to health, and the future of public health in Latin America."

LAST 6880. Writing Intensive: LAST 6961. (1 Credit)

LAST 6881. Writing Intensive: LAST 6962. (1 Credit)

LAST 6882. Writing Intensive: LAST 6963. (1 Credit)

LAST 6890. Service Learning: LAST 6962. (1 Credit)

LAST 6892. Service Learning: LAST 6962. (1 Credit)

LAST 6910. Independent Study. (1-3 Credits)

LAST 6950. Special offerings. (3 Credits)
For description, consult department.

LAST 6951. Special Offerings. (3 Credits)

LAST 6952. Special Offerings - Graduates. (3 Credits)

LAST 6953. Special offerings. (3 Credits)

LAST 6954. Special Offerings - Graduates. (3 Credits)

LAST 6956. Special offerings. (3 Credits)
For description, consult department.

LAST 6957. LAST Special Topics. (3 Credits)

LAST 6958. LAST Special Topics. (3 Credits)

LAST 6959. LAST Special Topics. (3 Credits)

LAST 6960. LAST Special Topics. (3 Credits)

LAST 6961. LAST Special Topics. (3 Credits)

LAST 6962. LAST Special Topics. (3 Credits)

LAST 6963. LAST Special Topics. (3 Credits)

LAST 6964. LAST Special Topics. (3 Credits)

LAST 6965. LAST Special Topics. (3 Credits)

LAST 6966. LAST Special Topics. (3 Credits)

LAST 7000. Core Seminar. (3 Credits)

LAST 7060. Church & Politics Lat Am. (3 Credits)

LAST 7950. Special Projects. (3 Credits)

LAST 7960. Special Projects. (3 Credits)

LAST 7990. Institutional & Proj Mgmt. (3 Credits)

LAST 8990. Spec offerings. (3 Credits)

LAST 9980. Master's Research. (0 Credits)

LAST 9990. Dissertation Research. (0 Credits)

Law Clinical Courses (CLIN)

CLIN 5100. Federal Pretrial Practice Sem. (3 Credits)
This seminar is the co-requisite course for the Civil Rights and Federal Practice Clinic and examines the practice, procedure, and ethics of pre-trial advocacy in the area of civil litigation. Topics include client interviewing, case planning, drafting pleadings and discovery requests, taking and defending depositions, motion practice, expert witnesses, and jury selection.

CLIN 5110. Civil Rights & Fed Prac Clinic. (3 Credits)
This course is the civil advocacy component in which students, under supervision, represent clients primarily in the areas of fair housing, equal employment opportunity, and civil rights/liberties. Students may draft motions, pleadings, discovery requests, and briefs; conduct depositions; argue motions; negotiate settlements and/or try cases in state and federal court. Student attorneys have professional responsibility for clients and handle all aspects of the case from the initial client interview through fact investigation and discovery, then to trial, adjudication, or settlement. To be taken in conjunction with Federal Pretrial Practice. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring.
CLIN 5150. Litigation Skills in DV Clinic. (3 Credits)
The course will examine domestic violence in the criminal justice system and in family law, with a special focus on practical legal skills. Topics include domestic violence as a violation of law, civil rights, international human rights and as a tort, and the role of domestic violence in divorce law and custody. While examining the issue systematically, students will also learn important practice skills through simulated role plays and demonstrations. Students will take a mock deposition, perform cross-examinations, and oral arguments.

CLIN 5160. Domestic Violence Clinic. (3 Credits)
The Domestic Violence Clinic provides legal services to victims of domestic abuse, relationship violence, stalking, or sexual assault. Legal services will address the variety of legal problems which may arise as a consequence of domestic violence, including emergency assistance in obtaining protective orders, and extending to representation in family law cases; including child custody and support; problems with housing, unemployment, or denial of access to financial resources such as bank accounts or other community property. The Domestic Violence Clinic is offered in the fall for three credits and in the spring for three credits. Enrollment is limited to twelve students. Students are selected on the basis of an application and personal interview. Students must meet all eligibility requirements of the Louisiana student practice rule. Prerequisites: Legal Profession and Evidence. Co-requisite: Litigation Skills for DV Clinic Students.

CLIN 5200. Criminal Practice Seminar. (3 Credits)
This seminar is an in-depth study of selected aspects of criminal practice, both skills and substantive. Topics covered include: client counseling, investigation and discovery, drafting and arguing motions, competency to stand trial, the insanity defense, expert witnesses, case strategy, state and federal post-conviction proceedings. This course is geared towards those considering careers in criminal law, whether as prosecutors or defense attorneys. Enrollment is limited to students participating in the Criminal Justice Clinic. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked. Fall semester only.

CLIN 5210. Criminal Justice Clinic. (3 Credits)
This course is the criminal litigation and advocacy component in which students, under supervision, represent indigent criminal defendants in all phases of a criminal case: pretrial motions and trials; parole hearings; state post-conviction relief; appeals to the LA Fourth Circuit Court of Appeal and the LA Supreme Court; and federal habeas corpus petitions in the federal district court, Fifth Circuit Court of Appeal, and United States Supreme Court. Additionally, students engage in non-litigation advocacy on behalf of clinic clients such as testifying before the state legislature, meeting with community organizations, and participating in community legal education. This course is geared towards those considering careers in criminal law, either as prosecutors or defense attorneys. To be taken in conjunction with Criminal Practice Seminar. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked.

CLIN 5250. Environmental Law Clinic. (3 Credits)
The Tulane Environmental Law Clinic (TELC) provides legal services to local, regional, and national groups, as well as individuals, on a wide range of environmental and public participation issues. Under the supervision of the Clinic's staff attorneys, students in the Clinic take the lead in representing clients in pleadings and oral arguments before local governmental bodies, state and federal agencies, and state and federal courts. Among the issues TELC student attorneys address are issues faced by fence line environmental justice communities impacted by facilities which pollute their land, air and water and pose risks from accidental releases; Atchafalaya Basin residents and fishermen who seek to preserve their way of life and the wetlands they rely on; clients concerned with preserving fish and wildlife, including threatened and endangered species; and regional and national groups addressing local environmental issues which reverberate nationwide. TELC is open to 3Ls, 2Ls (during the spring semester only), and LLMs with JD degrees from U.S. law schools. 2L and 3L students are required to enroll for two semesters; LLMs are limited to one semester in TELC. Under student-practice rules, 3Ls and LLMs may sign pleadings and appear in court under the guidance of TELC's supervising attorneys.

CLIN 5300. Juvenile Advocacy Sem. (3 Credits)
This seminar studies the special problems involved in the representation of children and their parents. Topics reviewed include discovery practices in criminal and civil cases, evidence, constitutional criminal procedure, expert witnesses, child custody and child support, and pre-trial motions appropriate for litigation in juvenile court. Enrollment is limited to students participating in the Juvenile Litigation Clinic.

CLIN 5310. Juvenile Litigation Clinic. (3 Credits)
In the Juvenile Clinic 10 students represent indigent clients in juvenile delinquency cases, and children in need of care cases. Students work under the direction of the supervising attorney, but the students are primarily responsible for all client and witness interviews, pre-trial hearings, trials and appeals. The course must be taken in conjunction with the Juvenile Advocacy Seminar. The course lasts the entire year and carries 3 credits in the fall and 3 credits in the spring. Students are selected during the spring of their second year based upon written applications and personal interviews with the supervising attorney.

CLIN 5410. Legislative & Admin Advocacy. (3 Credits)
Legislative and Administrative Advocacy examines how bills become law and how agency rules are promulgated. Each student will research and draft a proposed bill or agency regulation on behalf of a client group, present it in a mock hearing, and write a research paper. Grades are based in equal proportions on the draft of an instrument, mock hearing, and research paper; there is no examination. Class meetings will cover legislative and administrative enactment and promulgation procedures, research methodologies, drafting techniques, constitutional restrictions, and public access to information.
CLIN 5420. Adv Leg & Admin Clinic. (2 Credits)
Students will work on multiple legislative and administrative instruments at various stages of development, including bills appropriate for introduction into the spring legislative session, rules intended for promulgation by agencies, city ordinances, research memoranda, one-page informational sheets, proposed amendments, fiscal notes, and fiscal and economic impact statements. Classroom meetings will include presentations by faculty and personnel from collateral agencies with expertise in legislative and administrative advocacy. Direct faculty instruction will also be provided through meetings and tutorials, individually and in small groups, where drafts of instruments will be reviewed and critiqued. Feedback will be provided on written memoranda, strategic considerations will be discussed, and students will engage in critical reflection on their field experiences. Students will devise implementation strategies based on economic analysis and feasibility of proposed instruments. They will attend meetings of selected public bodies and prepare a written reflection on what they observed. Grades will be based on written memoranda and drafts, timeliness of the work, supervisory and client feedback, and diligence. In order to apply for entry into the clinic, students must have taken the fall semester course in Legislative & Administrative Advocacy; enrollment is subject to professor approval.

CLIN 5550. Trial Advocacy. (3 Credits)
This course is intended to prepare and train students in advocacy skills for litigation. It is graded on a pass/D/fail basis, with top 10% of class receiving “honors” designation. The principal method of instruction is “Learning By Doing.” The students participate in intensive role playing of simulated trial problems. Subjects covered during the course are: opening statements; direct and cross examination; exhibits and demonstrative evidence; impeachment and rehabilitation; examination of expert witnesses; closing arguments; and trial notebook. Members of the faculty give demonstration performances. Each student is videotaped at least once, is critiqued by a faculty member and then reviews his or her performance on videotape. A student-faculty ratio of 4 or 5 to one is maintained to insure that each student receives individual attention. The faculty includes experienced trial lawyers and judges, who rotate through each section so that students will be exposed to a variety of views and ideas. Each student tries a jury trial at the conclusion of the course. The course has a limited enrollment. Open to 3Ls only in the fall. Evidence is a co-requisite. Note: In addition to the regularly scheduled class, a special presentation will be scheduled on a date to be announced.

Law First Year Courses (1LAW)

1LAW 1080. Constitutional Law 1. (4 Credits)
This course is an introduction to problems arising under the Constitution of the United States, including the nature of the judicial function, the operation of the federal system, the separation of powers, and the protection of individual rights. Both the development of constitutional doctrines and current problems are considered.

1LAW 1110. Contracts I. (3 Credits)
This course is an introduction to the law of contracts, dealing with consideration, offer and acceptance, techniques for policing the bargaining process, and an introduction to remedies. Although the course is essentially an introduction to the common law of contracts, there will be some attention to statutory materials, including the Uniform Commercial Code.

1LAW 1160. Contracts II. (3 Credits)
The major focus is on the law of contracts for the sale of goods, as embodied in Article 2 of the Uniform Commercial Code. Particular emphasis is placed on remedies for breach of contract and warranties as to quality. Throughout, comparison is made to the similar concepts developed at common law.

1LAW 1210. Criminal Law. (3 Credits)
This course focuses on typical statutes proscribing criminal behavior as a means of studying legal concepts of responsibility and punishment. Selected topics include mens rea, mistake, attempt, conspiracy, accomplice liability, homicide, rape, insanity, and related constitutional doctrines.

1LAW 1310. Civil Procedure. (4 Credits)
This course offers the first-year law student an introduction to civil procedure. Emphasis is placed on the interrelationship between theories of jurisdiction and notions of federalism. The course also focuses on approaches to such matters as service of process, joinder, preliminary motions, multiple claims and parties, amendments, discovery, directed verdicts, summary judgment, res judicata, and collateral estoppel.

1LAW 1340. Civil Law Property. (4 Credits)
This course presents fundamental principles of the civil law as they relate to property; Louisiana Civil Code, Preliminary Title, Articles 1-15; Book II, Articles 448-532, 784-791; Book III, Articles 3412-3555. Topics include: introduction to the civil law system, things, ownership, possession, liberative and acquisitive prescription. The course emphasizes analysis of institutions in the light of civilian methodology, jurisprudence, and doctrine.

1LAW 1360. Common Law Property. (4 Credits)
The course surveys the common law system of property rights. The focus is on voluntary and involuntary transfers of land including estates in land, landlord and tenant rights, eminent domain and servitudes and other rights in the land of another.

1LAW 1410. Legal Research & Writing. (4 Credits)
This course is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Students are assigned to an instructor, and each instructor will be assisted by several third-year senior fellows. Students will be placed into small sections, which will meet on a regular basis. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course is graded and ordinarily culminates with the drafting of an appellate brief and an oral argument before an appellate moot court. The course lasts the entire year and carries 2 credits in the fall and 2 credits in the spring.

1LAW 1420. Intro To Career Devlp. (0 Credits)
This series is designed to help first-year students identify professional goals and build critical academic and professional skills.
MINI 4700. Cause Lawyering. (1 Credit)
This mini-course examines the use of law to advance social, economic, or political goals. After a brief exploration of the theoretical framework and historical background of “cause lawyering,” students will consider the role of law and lawyering in various change-seeking applications, such as social movements and impact litigation, and in various practice settings. Approximately every other week, students will meet with practitioners involved in prominent cases or organizations to discuss their objectives, strategies, and challenges—and whether they achieved their goals. Students will prepare for those meetings by reading relevant material and generating specific questions for the speakers. Grades will be based on several short papers and class participation.

MINI 4810. Socio-Economic Rights. (1 Credit)
Socio-economic rights play an important role in many societies. Demands for jobs, food, water, housing/shelter, education, health care or – more generally – dignified living conditions are as important as classical liberal (“first generation”) rights to equality, free speech, assembly, political participation or religion in countries like South Africa or India and continue to influence the human rights debate across large parts of South America. The Arab Spring is the most recent battleground over constitutionally entrenched socio-economic demands and greatly expanded the scope of such entitlements in systems like Iraq or Egypt. Other societies, including the United States and many countries in Europe, provide assistance for citizens in need but take a much more cautious stance on the constitutional protection of the socio-economic sphere. This course identifies different approaches to the protection of socio-economic entitlements. Drawing on the origins of social welfare states, including the German and French models, students will be alerted to the tensions that exist between the desire to provide a constitutional basis for the most fundamental needs of citizens and the limited resources available to most societies when it comes to the creation of job opportunities or the provision of social welfare benefits. Options range from ordinary social welfare legislation without a constitutional safety net, constitutional principles that direct public policy and resources towards the development of socio-economic safeguards, constitutional provisions that guarantee a minimum standard of life, to the constitutional entrenchment of ambitious individual rights to socio-economic benefits. Students will explore these options on the basis of selected academic writings, socio-economic data from national sources and international organizations, court decisions, and constitutional texts from a variety of systems including Ecuador, South Africa, India, Egypt, Germany and the United States. Particular emphasis will be placed on the role that constitutional law can play in socio-economic development and the distribution of limited resources between competing societal needs. This will include the difficult question of judicial enforcement and the implications of constitutionally entrenched rights for the separation of powers in democratic systems of government.

MINI 5040. Legal Scholarship Workshop. (1 Credit)
This “workshop” will feature presentations by four or five visiting authors of their works-in-progress on regulation of economic activity, broadly construed. Students formally enrolled in the workshop will meet with one or more of the faculty conveners the week before each author’s presentation to discuss the paper. Students will prepare brief (one-page) response papers for each paper for discussion in the prior meeting; those response papers will be shared with the authors. In addition, students will be expected to attend two additional approved lectures at the law school or elsewhere on campus and submit a brief (one-page) response paper. The workshop is designed for students who are interested in legal scholarship in general and for those with particular interest in issues related to regulation, economic regulation, and international coordination of economic policies. The author presentations will be open to students who are not formally enrolled in the workshop.

MINI 5041. Legal Scholars Wkshp, Advanced. (1 Credit)
Continuation of Legal Scholarship Workshop.
MINI 5110. Freight Forwarders & NVOCCs. (1 Credit)
This course will examine the role of intermediaries with respect to the
negotiation and conclusion, or “fixing” of contracts for the carriage
of goods by sea. The course will specifically examine the procedure
for negotiating contracts including charter parties, the applicable
chartering terms, the relationship between the intermediaries and the
merchants, charterers, carriers and owners, and the relevancy of agency
law. The course will explore multimodal transportation and liability
regimes in EU and US. The course will be taught by Andrei Kharchanka,
Manager of Risk, Claims and Litigation for BBC Chartering GmbH of
Leer, Germany. BBC specializes in project cargo and is the world’s
largest operator of heavy lift multipurpose vessels.

MINI 5120. Adm: Charter Parties. (1 Credit)
In this course, the student will become familiar with the different types
of charter parties utilized by the shipping industry for chartering both
cargoes and vessels. The main focus of the course will be on the
duties of the owners and charterers under time and voyage charter
parties, and the legal basis for disputes under both U.S. and English
law.

MINI 5230. Chinese Business Law. (1 Credit)
This course is designed to provide with the students a systematic
introduction to Chinese business law system in the context of
globalization and from the perspective of comparative law. Over the
course, various aspects of “doing business in China” will be examined
during through discussing Chinese contract law, corporate law, foreign direct
investment law, securities law, and other relevant systems. Through
comparing the Chinese business law with foreign business laws,
this course especially presents the part of the Chinese business law
concerning foreign investment. The goal is for students to understand
both the legal theories and practices in the field of business law, and to
be able to analyze and resolve international business law issues in the
real business world.

MINI 5300. Corporate Governance. (1 Credit)
The course carries one semester hour of credit and meets for six two-
hour sessions. It is graded on the “Pass, D, Fail” basis. It considers
“hot topics” in corporate governance, such as “shareholder activism”
and “proxy access”; a chapter from James Freund’s book “Smell
Test,” which examines lawyers caught in what could be career-ending
ethical dilemmas involving business clients; and one or two Delaware
cases in which governance failures contribute to business failures.
Because a significant portion of the course is current events, which
are not predictable, newspapers are part of the assigned reading, and
the course syllabus may change with little or no notice. A student’s
background in corporation and securities law will be useful, but not
prerequisite. The course is most appropriate for 3Ls, but 2Ls are also
welcomed.

MINI 5670. Int’l Protection Human Rights. (1 Credit)
The course has the purpose of exploring the interrelation existing
between protection of cultural heritage and human rights, with its
main concrete implications. In most recent decades the international
community has matured the awareness that cultural heritage
deserves legal protection not only by virtue of its aesthetic, artistic,
architectural and economic value, but also – and especially – for its
spiritual significance as an essential component of communities’
and individuals’ cultural identity and distinctiveness. Under this
perspective, cultural heritage is to be conceived as establishing a
symbiotic relationship with human rights, as both play a decisive role in
allowing the human person to achieve full realization of her existence
– as an individual and as a member of a community – as well as to
leave a track of her passage in this world. The need of safeguarding
and valorizing the human-rights-related dimension of cultural heritage
has been recognized in the most recent international legal instruments
relating to the protection of cultural heritage. Contextually, the
necessity of guaranteeing respect and promotion of the (often implied)
human right to one’s own cultural heritage is today well established
in the practice of international human rights monitoring bodies. The
course will be structured in six classes, dedicated to the following
specific topics: evolution and present status of international human
rights law; protection of culture and cultural heritage in international
law; human rights implications of cultural heritage protection;
intentional destruction of cultural heritage as a violation of human
rights; protection of World Heritage and safeguarding of intangible
cultural heritage under a human rights perspective; indigenous peoples’
rights and cultural heritage protection.

MINI 5990. Fed Legislation & Leg Drafting. (1 Credit)
The goal of this mini course is to make law students into more
informed attorneys, citizens, and voters, by increasing their
understanding of how to read and understand Federal bills and laws.
Students will learn how to locate and analyze Federal bills and laws
and evaluate some of the strengths and weaknesses of our legislative
system as it currently operates. Whenever possible, the actual text of
bills, laws, and committee reports will be used for purposes of example
or analysis. The bulk of this discussion will be from the perspective of
the House of Representatives, although Senate procedures and culture
will also be touched upon. As part of the course, students will conduct
legislative research on a topic, draft a bill for introduction, and prepare a
committee re-port for such bill.
MINI 6150. Int'l Anti-Corruption. (1 Credit)
This course will cover the basics of international anti-corruption laws such as the U.S. Foreign Corrupt Practices Act, the U.K. Bribery Act, international conventions against corruption, and similar anti-bribery laws of other countries. These anti-corruption laws generally prohibit direct and indirect corrupt payments to foreign officials. Enforcement has increased significantly in the last few years and will continue to be a major factor to any organization operating globally. The course will use recent SEC and DOJ investigations (such as the case against former U.S. congressman from New Orleans, William Jefferson) to illustrate the basics of these anti-corruption laws. The course will also cover other areas in the international trade regulatory regime such as export controls, anti-boycott, anti-money laundering, and fraud prevention. Other areas addressed by the course include the scope of international anti-corruption laws, identifying a government official, identifying red flags in business partners, conducting due diligence, exceptions to the laws, assessing third party risk, and other areas that play an integral role in counseling clients doing business abroad. We will review the elements of a comprehensive corporate compliance program and mechanisms used to implement compliance procedures and internal controls in an organization. The course will also address the cultural challenges presented by certain countries and industries. Students will be expected to participate in case studies and exercises designed to apply legal principals to situations that arise in the practice of law.

MINI 6180. Real Estate Contracts. (1 Credit)
This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include a purchase agreement, a construction loan commitment, purchase and remediation agreements for a brownfield site, a workout (loan modification) agreement and a management agreement for a senior living facility. The course materials will include a case study for each transaction and a form of the agreement, with an indication of the matters that most concern the party that receives the initial draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6181. Real Estate Contracts II. (1 Credit)
This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include an office lease, a shopping center lease for a small tenant, a reciprocal easement agreement for a shopping center, an LLC agreement between a developer-manager and high net worth investors, an owner-architect contract and an owner-contractor agreement. The properties will include an office building, a shopping center, a warehouse and one to be determined. The course materials will include a case study for each transaction, a form of the agreement, and the response of the party that receives the first draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6190. Representing Physicians. (1 Credit)
This course will be begin with an overview of general issues in healthcare law but will focus primarily on practical legal issues physicians face in the current healthcare world and how lawyers can be prepared to counsel the physicians facing those issues. This mini-course will address issues as diverse as anti-trust and ERISA to medical staff and peer review, from the viewpoint of a practitioner who specializes in representing physicians.

MINI 6250. Corp Law & Hostile Acquisition. (1 Credit)
This is an advanced corporate law course focusing on state corporate law, corporate governance, the fiduciary duties of directors and the rights of stockholders in the context of hostile acquisitions. This course will emphasize the practical aspects of corporate law and will cover hostile acquisitions from a bidder’s perspective (which will include takeover approaches, takeover negotiations, takeover techniques, and the structuring and pricing of offers), hostile acquisitions from a target’s perspective (which will include advanced preparation, structural changes to reduce vulnerability, and responding to acquisition offers), proxy contests and stockholder activism. Business Enterprises is a prerequisite for 2L students and a prerequisite or co-requisite for 3L students.

MINI 6300. Transnational Law. (1 Credit)
Transnational law, sandwiched between national law and international law, is not easy to define. It involves a number of diverse cross-border phenomena, found in all areas of the law, that depend to a greater or lesser extent on the existence of and legal structures provided by the nation state. Some rules, such as systems of religious law or lex mercatoria, exist beyond nation states. Yet others, such as the European Union, involve nation states and at the same time transcend traditional concepts of nationhood and put in question some of the nation state’s most basic concepts (such as identity and sovereignty). The actors in this sphere are equally diverse and can involve nation states, regional and international organizations, non-governmental organizations and bodies, multi-national enterprises, or private citizens.

MINI 6360. Venture Capital. (1 Credit)
This course highlights the fact that every society — and the work of national lawyers — is today affected by legal structures and developments that exist and take place beyond its borders. A distinction can be drawn between the interaction of national systems of law, the development of regional systems of law by nation states that have the potential to transcend and exist beyond nation states, and transnational law that does not depend on the existence of nation states. The European Union, to some extent, features all three characteristics of transnational law and serves as a case study that introduces students in greater detail to a unique and influential regional system of law.
MINI 6380. Law and Culture. (1 Credit)
In law schools all around the world, students learn the law—its statutes and decisions, its spirit, how laws combine into a rational whole—and are trained in the practice of law. The teaching of law is therefore based on a twofold premise: it is expressed in the form of rational, normative propositions (rules, principles or procedures), which are supposed to be applied or be capable of application. Lawyers do not like to go into the details of the effectiveness of the law, or to know why a law is respected here and bypassed there; their domain is the world of legal form. This course aims to lift the lid on legal form to un-derstand the complex mechanisms, of an anthropological nature, that the law relies on to be capable of general application. I will identify some of these mechanisms and demonstrate how under-standing them can help lawyers to better practice their profession. Today, understanding these mechanisms is more pertinent in our globalized world, where people, goods and businesses circulate widely and carry a cultural baggage that we remain unaware of. Culture, as presented here, is a set of answers to questions that we rarely ask ourselves: this is why the final exam will consist of discovering a question for something you may consider obvious.

MINI 6450. Intro to Chinese Maritime Law. (1 Credit)
This introductory course aims to convey to the student the primary knowledge of the shipping law and practice of the Mainland of China. The key sectors which are to be covered include Chinese legal system, setting up in China, contracting with Chinese entities, carriage of goods by sea, shipping contracts, ship and ship-related rights, marine casualties, marine insurance, agency, dispute resolution and maritime procedural law. This course intends to present the unique features of Chinese shipping law and tries to prepare the students for recognizing and dealing with uncomplicated legal issues in relation to Chinese shipping industry.

MINI 6500. Rights of Native People. (1 Credit)
This course is on the rights of native peoples. We will concentrate on the United States, South America, Australia and New Zealand. We will look into the origins of the laws affecting native peoples, how they have changed over the years, and how differently these issues have been handled in various parts of the world both in theory and practice. Will also look into the efforts to create international law on the rights of indigenous peoples.

MINI 6650. Public Co Reporting Practicum. (1 Credit)
This course is designed to provide a hands-on and practical introduction to disclosure issues and practices of publicly traded companies. The course will address disclosure issues and topics under the federal securities laws and the various rules and regulations thereunder. The course will also cover select corporate governance issues, such as director independence, committee composition and duties, shareholder approval of certain matters, and other exchange listing requirements (NYSE and/or NASDAQ rules). This is an advanced course that is designed to teach students how to approach and solve problems relating to public company disclosure issues, focusing on the structure and content of disclosure and available resources. The course will be designed to simulate the issues and tasks that an attorney would perform in representing a public company in practice. It is primarily designed for students who intend to practice corporate or securities law and represent companies in connection with public filings with the Securities and Exchange Commission and the sale of securities.

MINI 6760. Trans Atlantic Trade. (1 Credit)
This course focuses on the trade relationships between the United States and the European Union. Transatlantic trade and investment are of great importance to the U.S. despite the country’s close ties to Canada and Mexico (NAFTA) and the rise of other vibrant economies such as China, India or Brazil. The interaction between the U.S. and the EU, set to further expand in the wake of the ongoing negotiations about a Transatlantic Trade and Investment Partnership (TTIP), also sustains a large number of high-profile legal jobs in a wide range of 1and as a job market for law school graduates, makes the course offering highly relevant for TLS. The course provides an analysis of the current state of transatlantic trade, traces past efforts at harmonizing key regulatory differences between the U.S. and the EU, and offers insight into the difficult and highly controversial TTIP negotiations. Students are invited to consider differences in law and the wider societal paradigm which make transatlantic trade a lucrative but complex and sometimes frustrating exercise. Specific examples such as data protection, trade in genetically modified organisms (GMOs), health and safety issues, environmental concerns, or the use of international commercial arbitration as a mechanism for dispute resolution highlight both the value of further convergence between the two systems and the challenges that policymakers face in their latest endeavors to close the gap.

MINI 6850. Reproductive Rights & Law. (1 Credit)
This course will focus on the 2018 Louisiana Legislative Session as a means of understanding the legislative process, civic engagement with that process, and policy and legal concerns that proposed legislation can raise – all within the context of understanding the legal framework surrounding abortion access and reproductive rights. The course will include legal and policy analysis of the most significant U.S. Supreme Court cases involving abortion rights, as well as an overview of the statutory and regulatory landscape applicable to abortion in Louisiana. With that backdrop, the course will then take a hands-on approach to the Louisiana Legislative Session, focusing on proposed bills that will impact reproductive justice. Guest speakers will help students to understand the policy implications – both intended and unintended – related to the proposed bills, as well as other legislation proposed or passed during recent legislative sessions. Each student will select one proposed bill, and learn how to draft messaging guidance, draft and coordinate testimony for the legislative committee hearings, and how to assess the policy implications and likelihood of success in a subsequent legal challenge. Students will draft a research paper incorporating those elements. For the final project, students will have the opportunity to draft their own proposed legislation, which will be incorporated in a research paper that examines the policy considerations related to their bill and why they think the bill would withstand judicial scrutiny. If scheduling allows, students will be able to attend a committee hearing at the Legislature regarding one of the proposed bills, and see the legislative and advocacy process in action.
Law Non-Classroom Courses (NCLS)

NCLS 9010. Law Review. (2 Credits)
Founded in 1916 as the Southern Law Quarterly, the Tulane Law Review is published five times annually and is managed and edited by students of the Tulane University Law School. The Review is recognized as a preeminent forum for scholarly publication in the areas of Civil Law, Comparative Law, and Admiralty Law. The Review has a significant international circulation and is on a select list of minimum holdings for courts and law libraries in the United Kingdom. The Review maintains a wide European readership.

NCLS 9020. Moot Court. (2 Credits)
Tulane Moot Court is one of the largest student-run organizations at Tulane University Law School and among the oldest programs of its kind in the nation. The Tulane Moot Court program was founded in 1929 by a small group of Tulane Law students, including the legendary U.S. Fifth Circuit Judge John Minor Wisdom. Alumni include state and federal judges, members of Congress, U.S. Ambassadors, and state governors. Tulane Moot Court is comprised of four interschool teams: Mock Trial, Appellate, Alternative Dispute Resolution, and Willem C. Vis International Arbitration. The Appellate team consists of four sub-teams: International Criminal Court, John R. Brown Appellate Admiralty, Pace Environmental Appellate, and Black Law Students Association (BLSA) Appellate. Throughout the year, all of these teams earn academic credit by competing in a number of national and international moot court competitions.

NCLS 9030. Maritime Law Journal. (2 Credits)
The Tulane Maritime Law Journal is a biannual, student-edited law journal that includes scholarly works written by academics, practitioners, and students concerning current topics in Admiralty and Maritime Law. In addition, the Journal publishes annual sections in Recent Developments and International Law for the United States and the international community, as well as periodic symposia on relevant topical areas in the field and quantum and collision surveys every other year.

NCLS 9040. Environmental Law Journal. (2 Credits)
The Tulane Environmental Law Journal is a biannual, legal periodical produced and edited by students of Tulane Law School with the support of the faculty and administration of Tulane Law School. The Journal contains timely articles written by professors and practitioners, as well as commentary on recent cases written by journal members. Featured scholarly articles rigorously analyze a broad range of environmental issues affecting individuals, communities, and the nation at large.

NCLS 9050. Law & Sexuality Journal. (2 Credits)
First published in 1991, the Tulane Journal of Law & Sexuality is the first student-edited law review in the country devoted solely to covering legal issues of interest to the lesbian, gay, bisexual, and transgender community on a wide variety of subjects, including constitutional, employment, family, health, insurance, and military law. The Journal also publishes the winning article of the annual National LGBT Bar Association Michael Greenberg Student Writing Competition.

NCLS 9060. Jrnl Int’l & Comparative Law. (2 Credits)
The Tulane Journal of International and Comparative Law was founded at Tulane University Law School in New Orleans, Louisiana as an outgrowth of that institution's historical tradition as a signpost in the academic world for international and comparative law. Published biannually, the Journal is dedicated to discussing and debating all facets of international law, from human rights to transnational commerce to the historical evolution of current global law.

NCLS 9070. Tech & Intell Property Journal. (2 Credits)
The Tulane Journal of Technology & Intellectual Property (JTIP) is a student-edited, subscription-based, scholarly publication of Tulane University Law School. JTIP examines legal issues relating to technology, including topics such as patents, copyrights, trademarks, trade secrets, antitrust, information privacy, computer law, constitutional law, contracts, torts, and all other policy implications of law and technology in our society.

NCLS 9080. Sports Law Journal. (2 Credits)
The Sports Lawyers Journal is a national legal journal edited by Tulane law students and published by the Sports Lawyers Association (SLA). Every member of the SLA, currently nearly 1,500 practicing lawyers, professors, law students, and other professionals, receives the publication annually. Since the Journal is composed of articles authored by American, Canadian, and European law students, it provides a unique view of sports issues and an unparalleled opportunity for students to have their works published and read.

NCLS 9100. Directed Research. (1-3 Credits)
Directed Research is a way for students to receive one, two, or three hours of credit for research papers completed under the supervision of a member of the full-time faculty. The faculty member must approve the topic and scope of the paper and determine the number of pages required for the credit granted. Students may receive a maximum of three credits during their entire degree program.

NCLS 9110. Seminar Work. (1-3 Credits)
Out of class work component for 3 credit law seminar courses.

NCLS 9150. Immigrant’s Rights Practicum. (3 Credits)
The course is an experiential course integrating lawyering theory, skills and doctrine in the context of representing noncitizens (seeking nonimmigrant U or T status) in partnership with the community group, the New Orleans Workers’ Center for Racial Justice (NOWCRJ). Students will be as-signed to work in pairs, under the supervision of a NOWCRJ attorney and Prof. Hlass, on one U nonimmigrant status application for a NOWCRJ client. Students will learn the substantive law of Nonimmigrant Status, as well as ethics and professional-ism, as they develop lawyering skills including: client-centered interviewing, investigating facts, researching and analyzing relevant law, case planning, developing a theory of the case, creative problem-solving, strategic decision-making, collaborating, legal storytelling, cross-cultural lawyering and consequences of implicit bias, and legal writing, including affidavits and advocacy-focused letter briefs.

NCLS 9300. Senior Fellow. (2-4 Credits)
Legal Research and Writing Senior Fellowship.
NCLS 9400. Law Externships. (6 Credits)
The Externship courses provide legal education and skills development in real-life settings. Students work and learn in a variety of workplaces: public interest or nonprofit organizations; courts or government offices at the federal, state or local level; and corporate counsel offices. The Externship courses allow students to gain expertise in professional skills and problem-solving; study professionalism and the attorneys’ ethical requirements; examine attorneys’ roles in the delivery of justice and ensuring justice for all; develop specific lawyering skills or learn a specific area of law; explore career interests in a variety of legal fields and build a professional network; and provide service to the community and to the public at large.

NCLS 9410. Advanced Summer Externship. (3 Credits)
Upper-class summer externship.

Law Special Courses (LAWS)

LAWS 6000. Mindfulness for Lawyers. (0 Credits)
The 30-minute sessions are designed to help you reduce stress, increase concentration, and thrive during exam period.

LAWS 6010. Pretrial Civil Lit Bootcamp. (1 Credit)
This course is designed to teach students the fundamental skills necessary to represent clients in civil discovery and motion practice before trial. The course concentrates on developing skills in client communication, drafting pleadings, preparing and responding to written discovery, arguing pretrial motions, and preparing for and taking the depositions of both fact and expert witnesses. Throughout the individual lessons, the faculty spends time discussing case development, the burden of proof at trial, and the witnesses and exhibits that an attorney will need to obtain in preparation for representing their client before a jury. The faculty also discusses related issues including insurance coverage and its effect on the attorney-client relationship and execution of a potential judgment. The course’s explicit focus on pretrial practice reflects the availability of further education in trial skills through Tulane’s Trial Advocacy program and Tulane’s clinical programs.

LAWS 6020. Pretrial Criminal Lit Bootcamp. (1 Credit)
This course hopes to teach students three critical skills required for pretrial advocacy in criminal litigation: information gathering; drafting motions; and arguing motions. The course will focus on the five matters (and related motions) most commonly encountered in the interval between arrest and trial: (1) bail; (2) discovery; (3) “similar acts”/FRE 404B evidence; (4) motions to dismiss; and (5) motions to suppress evidence. Students in the course will be divided into two groups – a prosecution track, and a defense track – and will be expected to learn what information is necessary for each motion; to research and write each motion; and then to argue their motion (or opposition) each day. In addition, students will be expected to learn to formulate a theory of the case, either prosecution, or defense, and then to make strategic decisions consistent with that theory as they move through the pretrial process. The course is designed to occupy the territory between classroom theory and trial practice. Training in the latter area is readily available through Tulane’s Trial Advocacy program, Tulane’s Criminal Law Clinic, and Tulane’s supervised externships at public defenders’ and prosecutors’ offices.

LAWS 6030. Transactional Bootcamp. (1 Credit)
This course will consist of a series of counseling, negotiation, due diligence, and drafting exercises structured around a basic corporate transaction (e.g., an asset purchase). The course will introduce students to fundamental deal skills, such as structuring the timetable for a transaction, eliciting and drafting the operative business terms, identifying legal and business risks and negotiating corresponding risk-shifting and risk-reduction provisions, and reviewing and drafting the ancillary documents necessary to consummate the transaction.

LAWS 6040. Business Literacy. (1 Credit)
The Business Literacy Intersession will be co-taught by professors from the Law School and the A.B. Freeman School of Business and will be designed to cover a range of basic concepts in an engaging and interactive format. We hope that this track will appeal to students interested in careers in commercial or transactional practice (particularly, in anticipation of the summer interview season), as well as students who might be interested in pursuing a joint degree (JD/MBA) or who would like a leg up before taking upper-level business, tax or commercial law courses.

LAWS 6050. IP Lab. (1 Credit)
The two IP Labs in Patent and Trademark allow students to obtain practical, real-world experience representing clients in patent and trademark matters on a pro bono basis before the U.S. Patent and Trademark Office. Students under supervision help screen and interview clients, conduct patentability or registrability searches, counsel the client regarding the results, and, if appropriate, draft and file patent or trademark applications, responses, and other documents necessary to the application. 2Ls and 3Ls may apply for this limited enrollment course by completing an experiential application (“ONEAPP”). Students applying for the IP Lab in patents must have the technical background described at pp. 4-10 in the General Requirements Bulletin on the USPTO website, available at https://www.uspto.gov/sites/default/files/documents/OED_GRB.pdf.

LAWS 6100. Writing to Persuade. (1 Credit)
To write to persuade, which is to say, to write to win, you must above all else, and first of all, write to win trust. Judges, clerks, arbitrators, mediators, and indeed, clients, are overworked. They are busy. They have more to read than they have time. They are irritated with bad writing. Which is to say unclear writing. Overwrought writing. Wasteful writing. If you want to persuade your client to send more work, to persuade your judge to actually read your brief (beyond the first page), you must immediately establish credibility – that he or she can entrust to you his or her time, attention, and patience. Students will work to unlearn bad habits, to overwrite “grammar” shibboleths, and to hone the craft of persuasive writing through a series of practical exercises as well as a larger writing project. Successful students will develop a quality writing example.

LAWS 6500. Semester Abroad Australia. (14 Credits)
Law study abroad in Australia.

LAWS 6510. Semester Abroad - Argentina. (14 Credits)
Law study abroad in Argentina.

LAWS 6520. Semester Abroad Hong Kong. (14 Credits)
Law study abroad in Hong Kong.

LAWS 6540. Semester Abroad Copenhagen. (14 Credits)
Law study abroad in Denmark.

LAWS 6550. Semester Abroad France. (14 Credits)
Law study abroad in France.
The course will examine each component of the definition of a "refugee" in the 1951 UN Convention Relating to the Status of Refugees, with focus on how the asylum and refugee law in the United States has developed, as well as how the United Nations High Commissioner for Refugees (UNHCR) and other countries have defined a "refugee." We will focus on some of the most legally complicated and controversial aspects of the definition, such as the meaning of "membership in a particular social group," which is one of the five grounds for asylum. For example, we will examine how claims relating to gender-based violence have been brought under the "particular social group" ground. We will also examine the legal processes involved in claiming asylum in the United States, as well as the process of refugee status determinations by UNHCR, focusing specifically on concerns around due process and access to counsel. The course will also address the practical challenges involved in winning asylum cases, including the impact of trauma on memory, credibility assessments, fact-gathering, and the role of expert evidence. Finally, the course will provide an analysis of policies around the detention of asylum-seekers, including the detention of children, and consider various alternatives to detention.

LENG 4550. Int’l Migration & Human Rights. (1 Credit)
This course will consider the problem of refugees and migration from the perspective afforded by public international law and human rights treaties.

LENG 4760. Immigration & Migration:Compar. (1 Credit)
This course will examine immigration and migration issues from a comparative legal and constitutional perspective, concentrating on the U.S., the Americas, The United Kingdom, and Europe. We will first study the basics of U.S. immigration law as they relate to these pressing global problems. With respect to the UK and EU, we will examine their constitutional structure and how it relates to the policy problems posed by immigration and refugees.

Law Summer Program in France (LFRN)
LFRN 1000. Law - Summer In France. (0 Credits)
Law summer abroad in Paris, France.

LFRN 4070. Brexit: Leaving the EU. (1 Credit)
The course covers the fascinating array of legal, economic and negotiating dilemmas caused by the British decision to leave the EU, including the financial position of London, the rights to “passport”, to travel and trade, the rights of EU citizens in the UK, climate change, human rights, the fate of Scotland, and much more.
LGRC 4520. Maritime Personal Injury. (1 Credit)
Comparative analysis of laws governing maritime torts with emphasis on seamen's remedies for personal injuries and death. The course covers the three main seamen's remedies: maintenance and cure, unseaworthiness and the Jones Act. In addition, attention is given to the tort remedies of those covered under the Longshore and Harbor Workers' Compensation Act as well as the Outer Continental Shelf Lands Act and of non-workers. Maritime jurisdiction, conflicts of laws and the rights of foreign seamen in American courts are also addressed.

LGRC 4650. Intro to the Law of the Sea. (1 Credit)
This course reviews the public order of the oceans, i.e., the basic principles of international law, both customary and treaty-based, that apply to maritime spaces, such as the high seas, continental shelf, seabed and ocean floor. It analyzes the allocation of jurisdictional powers among individual states and the international community at large over the various maritime zones involved; the use and management of ocean resources, including fisheries and seabed mineral resources; marine environmental protection and pollution control; military uses of the oceans and navigational safety.
When sovereign states incur excessive debt and fall into financial crisis, there is no legal mechanism (comparable, e.g., to the U.S. Bankruptcy Code) for adjusting the rights and liabilities of the various stakeholders. Some combination of negotiation, contract modification, legislation, intervention by international organizations, and simple leverage must substitute for a formal legal regime. This course explores the techniques employed in two relatively recent financial crises, those in Greece and Argentina.

Law Summer Program in Italy (LITL)

LITL 1000. Law - Summer In Italy. (0 Credits)
Law summer abroad in Siena, Italy.

LITL 2000. Law - Italy Housing. (0 Credits)
Law summer abroad housing in Siena, Italy.

LITL 3000. Italy - Field Trip. (0 Credits)
Law summer abroad excursions in Siena, Italy.

LITL 4120. Collections & Collectors. (1 Credit)
This section will explore the ever-changing ethical issues surrounding the acquisition of art by museums and collectors, who now often go beyond the law to embrace new ethical codes of collecting. What duty does a museum have to ensure that it is not acquiring stolen property? When must property that is discovered to be stolen be returned to its rightful owner or to its country of origin? Is it ethical for a private collector to purchase a masterpiece, and deny the public access to it? Taking advantage of resources in Siena itself, such as the city Paintings Gallery, the Cathedral Museum, and the Archaeological Museum, this section will look at how and why art was and is acquired by museums and collectors in Italy and abroad. We will look in particular at collecting policies and ethical codes of American museums such as the Metropolitan Museum of Art and the J. Paul Getty Museum, and their at-times controversial acquisition of Italian works by seminal figures in Sienese painting such as Duccio. Reflecting on issues of ownership, culture, and identity as faced by museums, we will also examine works of Etruscan art at the center of recent repatriation efforts by Italy, and also address the Elgin or Parthenon Marbles controversy.

LITL 4560. Int'l Law, Heritage & the Arts. (5 Credits)
This program provides the only opportunity in the world to study in depth the relationship between international law and art itself, as both physical and intellectual property. Its merit is that it looks to the most basic premise of all: that there can be no preservation of artistic excellence if there is no preservation of art itself. While it is all well and good to speak about the production and dissemination of art, there would be no art or artists without their protection. While the program is designed primarily for law students, graduate students in other disciplines, such as art, art history, archeology, and anthropology are encouraged to attend. These students bring additional depth to the program, as their insights and perspectives come from a completely different thought process than the legal one. As can be seen from the course descriptions and faculty biographies sections, the program brings together not only international legal scholars, but also scholars with expertise in art and archeology in order to give students in the program a multi-dimensional understanding of the subject matter. This combination of students and faculty members from many different fields removes barriers from the classroom and allows for an interchange of both ideas and opportunities.

LITL 4670. Protection Art & Culture. (1 Credit)
Designed for law students, students in other disciplines, and working professionals, this portion of the course will provide an introduction to the complex and often confusing web of principles and systems that constitute international law. Concepts such as sovereignty, jurisdiction, and standing will be considered, as well as the basic rights of both nations and individuals to their art and their cultural property. The following major conventions regarding the protection of art and cultural property will be addressed: the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, the UNESCO Convention on the Means of Preventing and Protecting the Illicit Import, Export and Transfer of Ownership of Cultural Property, the UNESCO Convention on the Protection of the Underwater Cultural Heritage, and the Universal Declaration on Cultural Diversity.

LITL 4790. Stolen Art & Antiquities. (1 Credit)
This section will address the recourses to the theft and smuggling of stolen art or lost antiquities, with estimated annual losses as high as $6 billion, according to the FBI Art Crime Team. Particular emphasis will be given to the problem of archaeological site looting. Among the specific topics covered are: the domestic implementation of the 1970 UNESCO Convention among market nations; the prosecution for dealing in stolen art and antiquities; and criminal forfeiture. Finally, we will discuss the particular problems faced by auction houses and purchasers. Case studies, including the looting of the Iraq Museum and of archaeological sites in Iraq, will be used throughout the course to illustrate these legal principles.

LITL 4850. The Protection of Art. (1 Credit)
From earliest times, art and cultural property have been treated, and prized as “the spoils of war.” In just the past century, civilization has witnessed massive theft and destruction of art and cultural property during armed conflicts, ranging from the systematic looting of the artwork of entire nations by the Nazis during WWII, to the deliberate eradication of Buddhist temples and monasteries in Cambodia by the Khmer Rouge, to the recent pillaging of an entire national museum. Unfortunately, the legal efforts to protect art and cultural property during such armed conflicts have not kept pace. This section will survey those efforts, beginning with the ancient “laws of war,” continuing up through the Lieber Code, the Hague Conventions of 1899 and 1907, and ending with Article 8 of the Rome Statute of the International Criminal Court. In addition, a portion of the time will be devoted to the issue of protecting art during other times of crisis, such as natural disasters.

Law Undergraduate Courses (LAWU)

LAWU 3000. Intro to Law & Legal Process. (3 Credits)
During this course taught by a professor who is on the faculty at Tulane Law School, students will learn about law school, about the practice of law generally, and about the process of a lawsuit and how a court’s decision becomes the common law in the United States. The course will also focus on various legal topics that are at the heart of any first-year law school curriculum. By the end of the term, engaged students will understand the basics of procedure in U.S. courts and will also understand some of the basics of certain substantive law, including aspects of torts, constitutional law, criminal law, property law, and contracts. Students will also participate in active learning throughout the term, including a team negotiation exercise and a team oral argument. Grades will be based on a midterm exam, a final exam, and participation including attendance.
Law Upperclass Electives (2) (2LAW)

2LAW 2070. Business Enterprises. (3,4 Credits)
This four-credit course will cover the legal architecture of certain business enterprises (including partnerships, corporations, and limited liability companies), how business enterprises are financed, how control and managerial authority are allocated within a business enterprise, and the scope of the fiduciary duties owed to a business enterprise and its owners in routine and fundamental transactions. This course will also cover aspects of federal securities law affecting the governance of business enterprises, including antifraud rules and insider trading.

2LAW 2110. Civil Law Property II. (3 Credits)
This course covers institutions of property law not covered in the first-year Civil Law Property course. It includes analysis of the notion, function, and structure of real rights in civil law jurisdictions; actions for the protection of the ownership and possession of movables and immovables; boundary actions; dismemberments of ownership, such as personal servitudes (usufruct, habitation, rights of use), predial servitudes, and building restrictions in subdivision developments.

2LAW 2150. Civil Procedure II. (3 Credits)
This course will start where most first-year Civil Procedure courses end—with multi-party litigation, including third party actions, intervention, interpleader and indispensable parties. A substantial part of the course will be devoted to class actions including certification, judicial management of complex class actions and settlement problems. Finally, a section of the course will be devoted to multi-district litigation, the aggregation of multiple lawsuits under the Manual for Complex Litigation and problems arising from parallel litigation in federal and state courts. This is not a course in federal jurisdiction. It is assumed that those taking the course will have a basic understanding of federal subject matter jurisdiction (arising under federal law, diversity and supplemental) and of the constitutional limitations on personal jurisdiction over non-residents.

2LAW 2300. Con Crim Pro:Investigatn. (3 Credits)
This is a constitutional law course focusing on those aspects of the Bill of Rights that apply to the rights of suspects and defendants in the investigative phases of the criminal justice system. Specifically, we will be studying United States Supreme Court case law interpreting the Fourth, Fifth and Sixth Amendments. The course is recommended for the Juvenile Law Clinic and is one of the recommended courses for the Criminal Litigation Clinic.

2LAW 2400. Evidence. (3,4 Credits)
The focus of this course is on the law and policy considerations surrounding the proof of facts (and law) in judicial proceedings. We will be studying the Federal Rules of Evidence, as most states have adopted these rules wholesale or in large part. We will cover issues of relevance and of reliability, the two main concerns of the Rules.

2LAW 2530. Income Taxation. (3,4 Credits)
Practicing lawyers, regardless of their area of expertise, need a basic understanding of federal income tax because this tax affects so much of modern American life. This course covers the fundamentals of federal income taxation of individuals. It provides a basic understanding of the structure and vocabulary of the tax statute and of the relationship of the statute to regulations, other administrative pronouncements, and case law. The course introduces students to key concepts and issues in individual federal taxation such as the taxable unit, rate structure, the definition of income, capital recovery, the difference between a deduction and a credit, and the treatment of capital gains. Through the use of the problem method, the course develops the critical skills necessary to read and analyze any statutory language.

2LAW 2580. Land Use Planning. (3 Credits)
This course provides students a foundation in the core principles and issues important to any land use course: planning, zoning, constitutional limitations on zoning, third party rights, exclusionary zoning and discriminatory land use controls, common law nuisance as an alternative to zoning, covenants and associations, urban redevelopment, historic preservation, eminent domain, growth and sprawl, and the challenge of affordable housing. There is perhaps no better laboratory in which to consider these land use concepts than in the disaster-recovery environment of New Orleans. In order to enhance students' application of land use theories to real life problems, we will interact with key players in the New Orleans land-use landscape, both inside and outside the classroom.

2LAW 2680. Payment Systems. (3 Credits)
The course UCC: Payment and Credit Systems will cover articles 3, 4, 4A, 5, 7 and 8 of the Uniform Commercial Code, as well as statutes and private network rules governing payment and credit systems, negotiable instruments and securitization. The course objectives include learning 1) the black-letter law, 2) to work more generally with complex and technical statutes and apply them to business payment and credit problems, and 3) to analyze factual problems and present, orally and in writing, potential legal consequences and options for the parties under the applicable law. The class uses a problem approach. In each class session, after a brief review of the day's material, most of the time will be spent working through problems that apply the statutory material to specific fact situations.

2LAW 2750. Obligations II. (3 Credits)
This is a continuation course building upon the general principles developed in Obligations I. Its focus is a detailed study of sale and (to a lesser extent) lease, the most important nominate contracts in the Civil Code. Where appropriate, comparisons are made between the UCC and the French and Louisiana Civil Codes.

2LAW 2800. Legal Profession. (3 Credits)
This course introduces students to the roles of lawyers in society, the nature and structure of the legal profession, and to fundamental concerns and dilemmas of lawyers engaged in the practice of law. The course seeks to make students aware of their ethical responsibilities, both as members of society and members of the legal profession.
This course will cover issues of substantive and procedural law in their relationship to real estate transactions, and drafting, financing, and other problems encountered in sophisticated transactions. The course is taught by V.M. Wheeler, a partner with Chaffe, McCaill, L.L.P. A popular national casebook will be used as the primary text, and reference will be made to civil law principles, when appropriate.

Law Upperclass Electives (3) (3LAW)

3LAW 3100. Civil Law Persons. (3 Credits)
This course deals with Book I of the Civil Code, the Law of Persons, and its ancillary statutes. It will first examine the attributes that create the legal status of "person," and certain legal institutions that govern and protect those who have that status. These include regimes the rights of absent persons whose deaths cannot be proven; marriage and its dissolution; the reciprocal rights and responsibilities arising from the parent-child relationship in both marital and non-marital families; and the protection of minors by means of tutorship and of other incompetents by means of interdiction.

3LAW 3110. Civil Lit:Strategy&Pract. (2 Credits)
This course will provide the student with a realistic understanding and appreciation of handling litigation matters in private or corporate practice and the type of work and situations they can expect to deal with on a daily basis. The course will provide a practical application of how to take a lawsuit from the initial client contact through trial and appeal. Students will discuss and prepare pleadings, including Complaints/Petitions, Discovery Requests and Responses, Motions, and Judgments, and will be provided with a practical understanding of what is expected of them by judges and how the rules of civil procedure are applied in the real world. The course will be taught by Robert L. Redfearn, Jr. a partner with Simon, Peragine, Smith & Redfearn, L.L.P. Because of the substantial overlap in content, students enrolled in Civil Litigation: Strategy & Practical Skills may not enroll in the Pre-trial Civil Litigation Winter Intersession.

3LAW 3130. Coml Law-Civil Sec Rghts. (3 Credits)
This is a course in credit transactions under the civil law of Louisiana. Topics include suretyship and secured transactions as to movables and immovables. Article 9 of the Louisiana version of the Uniform Commercial Code is considered, together with mortgages on immovables, and codal and statutory privileges. Problems of ranking or priorities are studied.

3LAW 3140. Climate Change Seminar. (3 Credits)
This seminar will focus on contemporary issues associated with climate change law, including international ramifications, domestic actions, litigation strategies, and the legal tools available to address the multiplicity of topics related to climate change. Students will be expected to complete background reading independently and then take turns leading the class in critical analyses of climate change scholarship. There will be a collaborative element to this seminar, with a focus on helping each other with topic and paper development and review. Each student will have an opportunity to explore areas of specific interest with the completion of one substantial written legal analysis and presentation to the class.

3LAW 3200. Contract Drafting. (2,3 Credits)
This course introduces students to the principles, processes and techniques for drafting business contracts. Students will learn how transactional lawyers translate a business deal into contract provisions. Students will draft commercial agreements with a focus on managing risk, minimizing ambiguity, drafting with clarity, using contemporary commercial drafting techniques, and solving problems through effective drafting. Students will also learn to read, review and analyze contracts with an eye toward both legal and business risk issues. The course is presented through a combination of lecture, drafting and editing assignments, and in-class exercises. Students draft sample contract provisions, draft contracts from scratch, analyze term sheets, and review and revise contracts. Grades will be based upon drafting and editing assignments, participation in in-class exercises, and good faith completion of ungraded assignments.

3LAW 3210. Coml Law-Secured Trans. (3 Credits)
This course deals in depth with the creation and perfection of security interests in personal property, priority of claims, and remedies upon debtors' default under Article 9 of the Uniform Commercial Code. In addition to full coverage of Article 9, the potential risks of the secured creditor under the Federal Bankruptcy Code are considered. Substantial consideration is given to the policies and commercial equities which underlie doctrine in this area of law.

3LAW 3280. Com'L Law-Bankruptcy I. (3 Credits)
After a brief study of individual debt collection under state law, this course will focus on federal bankruptcy law. It will provide an overview of fundamental aspects of consumer and business bankruptcy law and practice. It will also explore a number of current and ongoing policy debates related to bankruptcy law. Thus, the course should be of interest to students who expect to be involved in the practice of bankruptcy law as well as any students who wish to explore broader themes related to economics, financial markets, politics, legislative process, and public policy.

3LAW 3350. Common Law Trusts & Ests. (3 Credits)
This course examines the law governing the transmission of property at the owner's death. Topics emphasized are intestate succession; the substantive and formal requirements for the validity of wills; interpretation of wills; the creation of private trusts; the nature of the beneficiary's interest in a trust.
This course explores how courts in the United States determine the will be given to Louisiana law. The property based on the Uniform Marital Property Act. Special attention of spouses. The course examines the law of the eight community involve the distinction between the separate and community property 3LAW 3380. Community Property. (2 Credits)

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

3LAW 3400. Conflict of Laws. (3 Credits)

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

3LAW 3370. Comparative Law in Action. (2,3 Credits)

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

3LAW 3380. Community Property. (2 Credits)

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

3LAW 3400. Conflict of Laws. (3 Credits)

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

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

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

3LAW 3460. Employment Law. (2,3 Credits)

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

3LAW 3490. E-Discovery. (2,3 Credits)

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

3LAW 3500. Federal Courts. (3 Credits)

Federal courts occupy a strategic place at the crossroads of the foundational constitutional principles of separation of powers, federalism, and individual rights. This course examines the constitutional and statutory power of federal courts from that vantage point. Topics planned for the course include case-or- controversy, justiciability limitations on the federal judicial power (with an emphasis on standing doctrine), congressional power to control the jurisdiction of the Supreme Court and lower federal courts, the role of state courts in the enforcement of federal rights, state sovereign immunity under the Eleventh Amendment, and abstention doctrine.
3LAW 3510. Federal Prac&Proc:Appeal. (2 Credits)
This course covers the Federal Rules of Appellate Procedure and their application in litigation before the federal courts. Substantive topics may include, but are not limited to: post-trial motions preparatory to appeal, perfecting an appeal, standards of review, drafting of briefs, presentation of oral argument, and post-argument petitions. The course includes an experiential learning component of writing a brief and presenting oral argument. The course will be taught by Deborah Pearce-Reggio, a 1993 graduate of Tulane Law School. Final grades will be based on the brief and oral argument, with potential extra points to be earned through small written/oral exercises relevant to appeals. Professor Pearce plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Students who have taken Advanced Appellate Advocacy may not register for this class.

3LAW 3520. Gov't Contract Law in 21st Cen. (2,3 Credits)
This is a two-hour weekly class survey course in lecture and/or seminar format of the many issues involved in federal contract law, not contract law in general. Federal procurements boast of a multi-hundred billion $ marketplace annually. State run procurements often are modeled after the federal sector and add to this value. Bid protests, contract changes, special clauses in the Federal Acquisition Regulation, False Claim Act, contract terminations, and claims are covered. Class attendance and participation (10%) are required. Normally, a take-home exam option is used for final grading (90%). Tulane and Loyola students are invited to register. Course site this semester to be announced.

3LAW 3560. Gift & Estate Tax Planning. (2,3 Credits)
The course focuses on techniques for the transmission of wealth to a person’s successors with emphasis on methods of minimizing federal estate, gift, and generation-skipping taxes under the Internal Revenue Code. Appropriate consideration is also given to the federal income tax consequences of wealth transfer transactions. Both inter vivos and testamentary planning techniques are covered, as is the use of trusts to meet estate-planning objectives. Other topics include the valuation of property included in the transfer tax base, transfers to minors, life insurance planning, planning for jointly-held property and community property, charitable gifts and bequests, retirement benefits planning, and deductions (particularly the marital deduction) from transfer taxes. The basic course in income tax is not required, but is a desirable preparation. The course is taught by Kenneth Weiss, a board certified specialist in both taxation and estate planning.

3LAW 3640. Louisiana Civil Procedur. (2,3 Credits)
The objective of this course is to provide a basic and practical knowledge of the Louisiana Code of Civil Procedure necessary to successfully pass the Louisiana Civil Procedure section of the Louisiana State Bar Exam, as well as to draft pleadings and litigate in Louisiana state trial and appellate courts. This course will emphasize practical skills training, in conjunction with theory, and when possible use examples of pleadings, memoranda, briefs and jurisprudential authorities that focus on Louisiana Civil Procedure Law. When practical, students will be exposed to the application of certain provisions of the Code through experiential learning, by viewing one or two rule days at Civil District Court for the Parish of Orleans. Upon completion of this course, students will have a thorough working knowledge of Louisiana Civil Procedure, as well as be trained to handle all aspects of civil litigation.

3LAW 3660. Legal Writing for Lay Audience. (2,3 Credits)
Lawyers routinely communicate with audiences who are not trained in law, including clients and prospective clients and other target audiences through public advocacy, media commentary, and marketing. This rigorous writing course will introduce students to the fundamentals of effective, accessible writing about legal topics for such audiences (writing that can also ultimately help better legal memoranda and briefs). Students will research, write, and share both short and longer essays and other written work on legal topics geared mostly toward a general audience; students will also learn to present such work to prospective clients in client presentations and broadcast interviews. By the end of the seminar, each student will produce a long-form magazine article about a law-related subject ready to submit to a bar magazine in the jurisdiction of his or her choice. This seminar does not qualify for the upper-level writing requirement.

3LAW 3680. Solo Practice. (2 Credits)
Solo and small firm practice is the most common organizational form in the legal profession today. This course will focus on the essential elements of forming and operating a small firm or solo law practice. Although many of the topics covered in this course could be translated into law practice skills in general, the course will give particular emphasis to those issues that are frequently encountered by solo and small firm practitioners, including setting up a law practice; developing business; hiring, managing, and effectively using support staff; financial planning, billing, and fee management; issues of ethics and professionalism; leveling the playing field through practice skills and management; and many others. Students will be graded on a P/ C/F basis and will be assessed on quality of their involvement and participation in both individual and group exercises. Students will also be evaluated on the quality of their critiques of fellow students’ performance. There will not be a final exam in this course. Attendance and participation are required. The course is primarily geared toward 3L students who will be given preference. 2L students may be accepted, with permission of the professor; provided they have taken or are enrolled in legal ethics.

3LAW 3690. Successions Donations Trusts. (4 Credits)
A course in the Louisiana civil law governing the transfer of property by inheritance, testament or gift during life. Topics include rules of inheritance, rights of surviving spouses, acceptance and administration of successions; collation and partition; the making of wills, kinds of legacies, and forced heirship limitations on gratuitous dispositions. The course also considers the Louisiana Trust Code’s provisions concerning the creation, modification, and termination of trust instruments; limitations on dispositive provisions; and the powers and responsibilities of trustees.

3LAW 3770. Oil and Gas. (2,3 Credits)
This course covers the law relating to oil and gas exploration, development, and production. The class will largely focus on issues related to oil and gas leases but will also cover the nature and classification of other mineral rights and related issues. The course will include common law doctrines as well as certain Louisiana law concepts. The course will be taught by Aimee Hebert, a partner in the law firm Kelly, Hart & Pitre.
The course will review the basics of international oil and gas business transactions including the areas of exploration, development and transportation. The objective is to introduce the student to this complex and specialized area of legal practice in order that he or she will gain an understanding of the main legal issues involved in international oil and gas transactions through a historic and comparative law approach. Many factors are considered when drafting oil and gas laws or entering into international oil and gas transactions, including but not limited to economic, social, political and environmental impacts. This course will review the history of the oil and gas industry as an instrument to identify the main issues involved, the key players, the contractual models, the industry developments and the impacts of local legislation. Among others the following topics will be discussed: energy sources; sovereignty and ownership of natural resources; oil and gas, power and politics; dependence and national security; and key industry players such as multinational oil and gas companies, national oil companies, and OPEC. Additionally, we will explore the main characteristics of oil and gas laws in selected countries and the basic agreements used in the international oil and gas business. Other key issues to be analyzed by the international oil and gas practitioner include environmental, labor, foreign investment, currency exchange, and human rights concerns, to name a few. Finally, the course will include the analysis of specific selected contracts.

This course will explore the role of lawyers’ ethics in the American legal system and the conceptual models that currently frame the ethical rules and regulate lawyer behavior. It also will explore those areas in which ethical regulation deviates from practice, and further examine the larger structural, social, and economic issues of the U.S. legal profession, including law firms, solo practice, and the role of general counsel. Materials will be largely empirical, sociological, and conceptual rather than practice-oriented, unlike related courses on advocacy ethics. The grade will be based principally on a non-anonymous paper and, to a lesser extent, on several smaller assignments. Some lesser aspects of the grading will also involve teamwork. The seminar is an intensive writing and editing experience which will result in a published book of student work. Professor Childress plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism. Students who take this class may not have taken, or co-enroll in the Professional Responsibility Seminar.

Recognizing a right tells us very little about how its violation might best be remedied by a court. A single wrong might conceivably be redressed in many ways; by compensatory damages, punitive damages, preventive and reparative injunctions, restitution, declaratory judgment, specific performance, or some combination. The law of remedies concerns the choice among these alternative means for restoring an injured party to her “rightful” position, without unduly harming others in the effort. This body of law displays with particular clarity, and so will be studied as to reveal, both the potentialities and the limits of the legal imagination in redressing complex wrongs to individuals and social groups. Cases will be drawn from tort, contract, and civil rights law.

This seminar explores the boundaries of an emerging concept in environmental law, the rights of nature, not based on human protection, use or enjoyment but rather rights recognized in nature itself. It explores the evolution of existing norms for species protection, for example, based on moral and philosophical grounds, some based on other cultures and even civilizations, and the appearance more recently of constitutional provisions and community-based initiatives around the world according these rights more broadly. It is, thus, both very old, and very new. One challenge of the course will be to explore what these rights, as a practical matter, mean, and what they might mean. Grading will be based on class discussion, research and a final paper. Priority will be given to students who have taken Natural Resources, Pollution Control or at least one other related environmental law course.

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

The course covers federal income taxation of C corporations, S corporations, partnerships, and limited liability companies ("LLCs") and the holders of ownership interests in such entities, including the federal income tax consequences of operations; contributions of capital to the entity; distributions by the entity; and acquisitions, dispositions, and rearrangements of the entity. The course also will address choice of entity considerations under the new tax law. Prerequisite or Co-requisite: Federal Income Taxation.
4LAW 4010. Deposition Pract. & Procedure. (2 Credits)
This is a skills course focused on depositions. While the course centers on basic and advanced skills in preparing for, taking, and defending depositions, its focus is broader. It begins by placing depositions in the context of formal pretrial discovery, and ends with the use of depositions in pretrial motions, negotiation and at trial. Skills exercises will include both oral and written advocacy skills relevant to this important portion of civil litigation. While most civil cases filed in federal or state court are resolved before final adjudication, all practicing attorneys will have to take depositions in order to learn what evidence they must meet at trial, or alternatively use case evaluation for settlement negotiations or mediation. The information obtained in a deposition will allow an attorney to intelligently evaluate the case and competently advise their clients. The course begins with the role of depositions in the larger discovery process, preparation, developing a theme, and the mechanics of the deposition process and procedure, including questioning techniques. More advanced topics will include the expert deposition, use of expert depositions to make effective Daubert challenges, taking and defending corporate depositions, and the use of depositions in pretrial practice including Daubert challenges and summary judgment motions.

4LAW 4020. Accounting & Auditing. (2 Credits)
This course is intended to convey an understanding of the process by which accountants prepare financial statements, and the nature and limitations of financial statements for various uses. The meaning and significance of the independent audit function are explored, as well as distinctive accounting meanings of key terms used in the law, and the auditor’s liability to third parties other than clients. The course is intended for law students who have not previously studied accounting. It is offered every other year. This course is taught by Raechelle Munna, who formerly worked in the corporate & securities group at the law firm of Jones Walker L.L.P. and currently serves as in-house counsel at Entergy.

4LAW 4040. Advanced Persuasive Writing. (2,3 Credits)
This course combines theory and practicality to cover advanced strategies in persuasive writing and build upon the instruction provided in Legal Research and Writing. The theoretical aspect of the course will focus on principles of persuasion drawn from several disciplines, such as classical rhetoric, cognitive psychology, linguistics, and literary theory. Topics studied may include the rhetorical foundations of legal persuasion and credibility; the role of stock structures, visual imagery, and literary or cultural allusions in legal analysis and argument; leveraging storytelling and narrative coherence; and using document design and other visual techniques persuasively. The practical aspect of the course will involve the application of the covered principles to litigation-oriented documents. Students will analyze the persuasiveness of various examples of attorney communications, such as briefs, letters, and judicial opinions, and create their own versions of these documents that incorporate the principles we discuss. Thus, students will learn a number of strategies and techniques, and practice implementing them, to become more persuasive writers. The course will involve a combination of lecture, discussion, in-class exercises and workshops, and individual student-teacher conferences outside of class. Grades will be based on several writing and editing assignments of various length, as well as students’ participation in class discussions and fulfillment of course requirements. There will be no final exam.

4LAW 4050. Corp Compliance Risk Managmnt. (2,3 Credits)
This course addresses issues of significant and growing importance in the areas of corporate governance, compliance and risk management. The course will principally focus on the business corporation, but we will consider the perspectives and concerns of attorneys, regulators, other relevant stakeholders who may influence governance, compliance or risk management. For the purposes of the course, governance refers to the process by which decisions relative to risk management and compliance are made within an organization. Risk management refers to the process by which risk is identified, analyzed, included in strategic planning, and either reduced through risk mitigation tactics or accepted as inherent in activities that the organization wishes to conduct. Compliance refers to the processes by which an organization policies its own behavior to ensure that it conforms to applicable rules and regulations. The law of governance, risk management, and compliance is the body of rules, regulations, and best practices that, individually and collectively, are intended to ensure that organizations are managed effectively and in such a way as to enhance social welfare. This course explores topics of growing importance that arise at the intersection of governance, risk management and compliance and technology. Specifically, this course offers an introduction to the use of blockchain platforms in finance and health care. Questions emerge regarding the governance structure of blockchain, the use of blockchain technology to address privacy concerns, the ability of blockchain systems to replace transfer and storage systems in the public and private sector. This seminar may be taken to satisfy the upper-class writing requirement. Business Enterprises is a prerequisite.

4LAW 4060. Administrative Law. (3 Credits)
The course explores the history, present status and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered include: delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rulemaking and adjudication. (3 credits)
4LAW 4070. Art/Culture Law. (2,3 Credits)
This course will look at all of the main issues surrounding art, cultural heritage, and current contemporary user-generated culture. We will look at Holocaust-era related art crimes; the life of the artist and legal issues; museums, dealers, and collectors; First Amendment issues related to art; moral rights; indigenous cultures and cultural preservation; who owns the past within an international context; and the creation of user-generated culture in our current Internet world. This class focuses on visual arts, but in many cases applies to all cultural works, particularly in our multi-media world. The seminar will produce a collection of essays that will be published as a book, (Il)Legal Art: A Handbook. Students will each write a chapter for the book. Because of the nature of the course, students must be good a deadlines and working with others. We will potentially be working with local artists as part of the experience. Students will be graded on their paper, but also should make a commitment to make revisions to their post-graded paper as part of the book as we get further in the process of publication, even if this occurs after graduation. This may be up to a year or more in the future. While this latter time commitment is not great, it still is an integral part of the experience. IP Survey is a required pre-requisite. If you have not taken IP Survey, but feel that you have other qualifications that might benefit the class, please indicate this on your seminar application. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 4080. Advanced Appellate Advocacy. (2 Credits)
The course is designed to further develop the skills learned in Legal Research and Writing and to provide 2Ls and 3Ls with the opportunity to draft an appellate brief and present an oral argument. The course focuses on appellate theory, standard of review, advanced appellate brief writing, and the art of appellate oral argument. Students will be assigned to act as either Appellants or Appellees and will write a brief from a shortened record. While focusing on the Federal Rules of Appellate Procedure, the course will also survey certain differences in Louisiana state appellate practice. Students will also prepare, practice and deliver a full oral argument. Because of the experiential nature of this class, enrollment will be limited to twenty students.

4LAW 4120. Complex Litigation. (2,3 Credits)
This is an advanced civil procedure course focusing on a number of important aspects of civil procedure which are only superficially considered in the first year. It is useful for anyone interested in litigation or practice involving multi-party transactions such as antitrust, securities, product liability, mass torts, consumer litigation and employment rights. The procedures considered include: joinder of parties and structure of law suits in complicated multi-party suits; duplicative litigation and use of stay orders, injunctions, consolidation, and transfer to the Multi District Panel; res judicata; class actions; discovery and trial in complex cases; settlement, and attorneys’ fees.

4LAW 4160. Con Crim Pro:Adjudication. (2,3 Credits)
The course will examine constitutional procedural and litigation issues from the commencement of a criminal case through conviction (or acquittal), appeal, and post-conviction relief options. Students will be asked to think critically about the goals of criminal procedure and about whether our legal system effectively serves those goals. The course primarily addresses Sixth Amendment issues.

4LAW 4200. Animal Law. (2,3 Credits)
This survey course will provide an overview of the evolution of animal law and the breadth of issues encompassed by this rapidly developing field of law. At the same time, the course will afford the opportunity for in-depth deliberation of the salient issues in current animal law litigation, including in Louisiana. Because animal law necessarily implicates virtually every field of law, including constitutional law, property law, criminal law, and torts, students must develop and apply their knowledge of these other fields in class discussions. Students will also be expected to understand and apply basic principles of administrative law introduced in the course.

4LAW 4270. Business Planning. (2,3 Credits)
What do transactional lawyers do and how do they do it? The course focuses on the lawyer’s role as an advisor to a privately-owned start-up company and its owners. We will explore how legal issues and business objectives overlap, the role played by the transactional lawyer in the transaction and soft skills such as client relations/communications and co-worker relationships. This course will examine the life cycle of a hypothetical company, focusing on sample transactions from three major stages of the company’s life cycle: choice of entity, formation and obtaining capital; ongoing operations; and exiting or sale of the company. Much of the class work will involve working in teams simulating an actual transactional practice. Using hypothetical business scenarios and actual deal documents, students will represent the company, its owners, or third parties and will analyze, structure and negotiate selected deal components, and, on a limited basis, draft portions of the relevant deal documents. This capstone course is designed to broaden the student’s knowledge in a number of substantive areas, help students learn to focus on a client’s business objectives rather than just addressing legal issues, and to begin the process of bridging the gap between law school and practice. The course will be taught by John Herbert, outside general counsel of a Houston-based energy company and formerly a division general counsel of a Fortune 30 energy corporation. Business Enterprises is a prerequisite. Grades will be based on periodic written team and individual exercises, a personal journal, and a final written project. There will be no final exam.

4LAW 4280. Antitrust. (3 Credits)
This course will examine the basic antitrust statutes, Sections 1 and 2 of the Sherman Act, Sections 3 and 7 of the Clayton Act, Section 5 of the Federal Trade Commission Act, and the Robinson Patman Act. The course will focus on the objectives of antitrust law, the concepts of market power and market definition, monopolization, horizontal and vertical restraints, mergers, the use of the per se rule and the rule of reason, price discrimination, and commercial bribery. Professor Feldman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Note: Antitrust may not be offered during the 2019-2020 academic year.

4LAW 4310. Bioethics. (2,3 Credits)
Bioethics is the multidisciplinary study of ethical and legal issues that emerge with advancements in medicine. Students will learn about bioethics from a historical perspective as well as its application today. The course will address concepts including patient rights, maternal-fetal conflict, right to life, right to die, and control and regulation of medical resources. The course will teach students to recognize and analyze conflicts which arise between medical professionals, patients, the government and private business interests, according to accepted bioethical frameworks. The course is taught by Kathy Rito, Esq., an attorney at The Middleberg Group.
4LAW 4360. Civil Law Seminar. (1-3 Credits)
This Seminar covers selected civil law institutions with emphasis on the
laws of property, obligations, community property, and successions.
It also covers the subjects of civilian methodology, techniques of
codification, and the modern history of the civil law. The Seminar
is designed to sum up student experience in the civilian tradition.
Louisiana law is studied in comparison with the common law of sister
states and the laws of European countries. Doctrinal study is applied to
the resolution of legal issues in contemporary practice. There is no final
examination. Students are graded in light of class participation and
their ability to produce an original research paper on a civil law topic.
Students are required to have taken at least one civil law course (e.g.,
Property, Obligations I or II).

4LAW 4380. Civil Law Torts:Selected Issue. (2,3 Credits)
This course will focus primarily on Louisiana's unique tort law, utilizing
the Louisiana Civil Code, current Louisiana cases and statutes. Some
of these concepts will be compared to common law torts. Subjects
likely to be covered during the semester are duty-risk, intentional torts,
damages, defenses, wrongful death, contribution and indemnification,
vicarious liability, absolute liability, strict liability, products liability,
liability of owners/lessors and occupiers of land, and professional
malpractice (medical and legal) and prescription. (2 Credits)

4LAW 4410. Contemp Issues in Legal Ethics. (2,3 Credits)
This course is designed around the fundamental premise that the
subject of professional responsibility and its intersection with an
individual's personal moral and ethical code is the single most
relevant consideration to a future career as a member of the bar.
The course will explore ethical problems and dilemmas that modern
lawyers face from day one of practice. It is critical that lawyers be
alert to spotting these issues when they arise and be educated in the
methods of resolving them and prepared to handle them. Rather than
a straightforward discussion of the Model Rules, the course will be an
in-depth examination of contemporary issues that affect modern legal
practice, including the development of a professional identity in an
adversarial system, ethical issues in alternative dispute resolution, the
use (and misuse and failure to use) social media and other technology,
and the ethical implications of innovation in the law. The course will
be co-taught by the Hon. Scott Crichton, Associate Justice of the
Supreme Court of Louisiana; James Garner, a co-managing member
of Sher Garner Cahill Richter Klein & Hilbert, L.L.C.; and Sarah Rubin
Cohen. This course is limited to third year students. This course does
not satisfy the Legal Profession requirement, and Legal Profession is
a prerequisite for this course. This course is not eligible to satisfy the
upper-class writing requirement.

4LAW 4450. Com/Law-Adv Bankruptcy. (2,3 Credits)
Through a lens examining the philosophy, principles, and policies
underlying business reorganizations, this course will provide a practical
look at the path a financially distressed enterprise can take, from
filing to confirmation of a plan of reorganization under chapter 11,
conversion to chapter 7, or dismissal. The following topics, among
others, will be covered: good-faith filing and venue; retention and
compensation of professionals; the extent of the court's equitable
powers; use, sale, and lease of the debtor's property; successor liability;
petition financing; the absolute priority rule; involuntary imposition
of a reorganization upon creditors and shareholders; claims allowance;
and the role of debtors, professionals, creditors, officers, directors, and
trustees in the context of corporate restructuring. Grades will be basis
on draft pleadings and mock arguments for hypothetical clients at each
stage.

4LAW 4460. EnvL Law:Comparative. (3 Credits)
This course treats the rising phenomenon of environmental law around
the world, not through international accords (the subject of other
courses) but through national approaches to common issues including:
impact assessment, judicial review, land use, toxins and wildlife
species. The class will be graded on the basis of student participation
(including TWEN), and on selected research projects leading to
discussions and papers at the end of the course. Introductory in
nature, prior or concurrent classes in the field are useful but not
required. (3 Credits)

4LAW 4540. Compar Constitutional Law. (2,3 Credits)
This course provides a comparative survey of influential contemporary
constitutions including those of the United Kingdom, France,
Germany, and South Africa. Following an introduction to comparative
methodology and the functions of comparative law, especially in the
legislative and judicial spheres, the course focuses on a shortlist of
specific topics. These include the legislative process, bicameralism,
the separation of powers, electoral systems, federalism, judicial review,
and the protection of human rights. The concept of transnational
constitutionalism, the potential and pitfalls of constitutional legal
transplants, and the drafting of new constitutions in post-conflict
societies such as Iraq, Tunisia or Kenya will also be considered.
Students are invited to engage with foreign approaches to these issues
through the lens of US case law and constitutional doctrine. The course
will be based on a study pack of selected legal materials from the
systems under review. Knowledge of foreign languages is not required.

4LAW 4550. Con Law:14th Amendment. (3 Credits)
This course is designed to cover issues of individual rights under the
Fourteenth Amendment that are given only brief treatment in the
introductory first-year course. Subjects include equal protection,
substantive due process, state action, and Congress's power to enforce
the Fourteenth Amendment's guarantees.

4LAW 4590. Constitutional Law Sem. (2,3 Credits)
Decisions of the Supreme Court such as Brown v. Board of Education
and Roe v. Wade have inspired extensive debate among academic
scholars as to the role of the Supreme Court in our system of
government and the proper way to interpret the Constitution. This
seminar will provide an in-depth examination of the most important
issues in constitutional theory. The main topics to be addressed will
be the idea of constitutionalism in the U.S., the justification of judicial
review in a representative democracy, and the various theories of
constitutional interpretation proposed by scholars. The readings for the
course will be extensive, and will represent the wide diversity of opinion
present in contemporary theoretical debates.

4LAW 4690. Constitution & Religion. (2,3 Credits)
The substantive focus of this course will be the history, theory, and
doctrine of the Establishment Clause and Free Exercise Clause of the
First Amendment. Additional topics may include the religious
dimension of American constitutionalism, the concept of American
Civil Religion, the relationship between religion and politics, and similar
subjects. The grade will be based on the student's research paper, the
student's oral presentation of his or her research project to the seminar,
and the student's overall contribution to the work of the seminar.

4LAW 4700. Copyright Law. (3 Credits)
This course will take an in-depth look at copyright law. Building upon
the IP Survey, which is a prerequisite, the course will focus on the
advanced and contemporary topics in copyright law, both in a domestic
and international context.
4LAW 4710. Copyright+Trademark Prac. (2,3 Credits)
The copyright and trademark course will cover the key advanced
topics in copyright and trademark law. Although the class will contain
a final exam, it will also be research intensive and students will be
assessed, in part, on their ability to work collaboratively on writing and
to undertake domestic and international research. IP Survey required.

4LAW 4740. Corporate Finance. (3 Credits)
This course provides both an introduction to financial economics –
e.g., how companies are valued, how investment decisions are made –
and advanced coverage of corporation and contract law related to
the financing of modern business enterprises. The course will survey
the rights and protections that exist for financial stakeholders in the
corporate enterprise, including debtholders, preferred shareholders,
holders of warrants and rights. Business Enterprises is a pre-requisite
or permission of instructor required. Mergers & Acquisitions is also
highly recommended.

4LAW 4770. Corporate Practice, Adv. (2,3 Credits)
This course will emphasize the practical aspects of advising the
public corporation's board of directors in the deal making context of
takeovers, proxy contests, shareholder activism, and mergers and
acquisitions. The course will introduce students to the laws, theories,
and corporate governance systems that underpin the board's decision-
making process, as well as the roles and perspectives of other players,
including corporate officers, investors, investment bankers, and
regulators. Each topic will be addressed in a policy class taught by
faculty and a practice class led by distinguished legal practitioners.
Grades will be based on attendance, biweekly written analyses of
a hypothetical transaction, and a final reflection paper. Business
Enterprises is a prerequisite for 2L students and a prerequisite or co-
requisite for 3L students. Some course content may overlap with that
taught in Mergers & Acquisitions and the Corporate Governance mini-
course.

4LAW 4780. Criminal Procedure Sem. (3 Credits)
This seminar provides students with the opportunity to do advanced
work on a research topic of their choosing on a topic related to Fourth,
Fifth, or Sixth Amendment law. The course in Constitutional Criminal
Procedure: Investigation is a prerequisite. Students will write a 30-page
research paper that resembles a law review comment in format, style,
and footnoting. Each student will select relevant readings on his or her
topic, and lead a one-hour "workshop" discussion about these readings
as preparation for writing or revising the rough draft. The course grade
is based on the final paper, class participation, and timely completion of
written assignments such as responses to prompt questions about the
readings.

4LAW 4810. Criminal Law, Federal. (2,3 Credits)
This course explores major jurisdictional, procedural and substantive
issues involved in the enforcement of federal criminal law. Included
among the crimes on which the course focuses are mail and wire fraud,
drug offenses, banking offenses and money laundering, perjury and
obstruction of justice, and RICO. Professor Larson plans to invoke
a rule penalizing students for lack of preparation and/or excessive
absenteeism.

4LAW 4840. Criminal Practice, Adv. (2 Credits)
This course explores the various stages of the criminal justice process,
e.g. arrest, first appearance, bail hearing, charging process (district
attorney, grand jury), arraignment, pre-trial discovery, plea negotiations,
and post-trial motions. The course will be taught partly by lecture,
partly by class discussion of hypothetical fact situations, and class
discussion of leading cases as to each topic. The format differs from
some classes in that the students evaluate the hypothetical fact
situations first, and only thereafter read the applicable case law to
see how it reinforces or changes their original opinions. The class is
limited to 20 students and preference is given to seniors and those
students who are not in the criminal law clinic. Constitutional Criminal
Procedure: Investigation is a corequisite.

4LAW 4860. Criminal Law, International. (2,3 Credits)
The course attempts to examine the political and jurisprudential
theories which underlie the rapidly-developing system of international
criminal law, together with the actual structure of the system which
now exists. The course will address both the "core crimes" of
international criminal law, i.e., war crimes, crimes against humanity,
genocide, and aggression, as well as those crimes that have become
truly international in nature, such as drug trafficking, money laundering,
and terrorism. During the semester, the course will cover both threshold
issues, e.g., what is "international" criminal law, and general concepts,
such as sovereignty and jurisdiction in international criminal matters.
In addition, international enforcement and penal mechanisms will be
studied, all within the context of those entities that create, implement
or enforce international criminal laws, such as the United Nations,
the European Union, and the federal courts of the United States. With
regard to each such entity, consideration will be given to the political
and economic implications of the international aspect of the system,
and to the procedural problems created by its trans-national nature.
Public International Law is recommended. Professor Larson plans
to invoke a rule penalizing students for lack of preparation and/or
excessive absenteeism.

4LAW 4890. Election Law. (2,3 Credits)
Election law is a fascinating topic not only in politically charged times;
the rules surrounding elections determine the way constitutional
principles play out in practice at any point in time and thus lie at the
very heart of democracy. In combination with a few other key variables,
such as the structure of the executive (presidential or parliamentary)
and the vertical distribution of power (unitary or federal), election
systems can shape the exercise and coherence of party influence over
government, the stability of the executive, the breadth and legitimacy
of representation, the capacity of a system to manage internal conflict,
the extent of public participation, and the overall responsiveness of
government. Several factors – in particular overall system design, state
funding and private campaign financing, districting, or general party
influence – impact on elections. The course covers these and many
other core issues in the context of different voting systems and their
respective political and constitutional dynamics. Most of the course
deals with the United States; the increasing influence of proportional
representation and variants of majoritarian election systems both in the
U.S. and around the world, however, also invites some comparison with
approaches found in the United Kingdom, France, Germany and South
Africa. Due to overlap in content students may not enroll in both the
Election Law and the Law of Democracy course.
4LAW 4910. Employment Discrimination. (3 Credits)
This course concentrates on analyzing the statutory, constitutional, administrative, and judicial responses to discrimination on the basis of race, age, sex, religion, national origin, alienage and sexual orientation by private and public employers.

4LAW 4920. Employment Discrim Sem. (3 Credits)
This course is designed to provide in-depth coverage of some of the most currently controversial subjects in employment discrimination and to provide the students with an opportunity to write a substantial scholarly paper dealing with an employment discrimination topic of their choosing that I have approved. Completion of this paper would satisfy the upper class writing requirement as the students will receive three (3) academic credits. The course will be divided into three components: The class will meet at a regularly scheduled day and time once per week (as is typical for seminar courses) for the first third of the semester to discuss the assigned material. For the following third of the semester each students will meet with me individually once per week to discuss the progress on her or his paper. For the final third of the course, the class will again meet once per week to give each student an opportunity to present his or her paper to the class for comment and analysis. Each student is responsible for choosing his or her paper topic and will be expected to have chosen a paper topic during the intersession period, to be handed in at the beginning of the first class meeting. Employment Discrimination law is a mandatory prerequisite for this course. Enrollment will be limited.

4LAW 4930. Env Law: Historic Preservation. (2 Credits)
This seminar will present a national, state and local perspective on historic preservation in a broad sense, including protection of the urban environment and of archaeological, cultural and other historic resources. It will examine laws dealing directly and indirectly with preservation, and the institutions that implement them. The city of New Orleans provides rich material for this examination. Students will be required to research selected topics and to present their findings orally to the class and in a substantial final paper. Grade will be based on research paper, oral presentation of paper topic, class participation and attendance. (3 Credits)

4LAW 4950. Entertainment Law. (2,3 Credits)
This course will cover legal issues in representing clients within the entertainment industry, highlighting business and economic considerations. The focus will be on the nature of relationships and transactions, including implications on intellectual property rights arising from contractual and other legal matters, which arise among various players from the music, film, visual and performing arts sectors. These players will include recording artists, songwriters, producers, managers/agents, record labels, publishers, filmmakers, screenwriters, graphics artists, studios, etc. Emphasis will be placed on analyzing the initial development and evolution of these dynamic relationships as they are intertwined within a pragmatic fact-pattern involving common issues arising from entertainment legal matters. Throughout the course, consideration will be given to various revenue streams flowing from intellectual property through channels of commerce, such as tangible record sales, digital sales, performance rights, and licensing, including synchronization licensing for music placements against film.

4LAW 4960. Energy Regulation. (2,3 Credits)
This course will begin with an overview of the global energy situation in terms of supply and demand as well as balanced projections for the coming decades both here and abroad. It then will proceed to examine the primary sources of energy along with the multi-faceted role of electricity as the central source of secondary energy in our economy. This portion of the course will cover in some detail how these energy sources are used and regulated from economic, reliability, and environmental perspectives. There will therefore be a review of legal and regulatory principles governing fossil fuel extraction and use, the coal industry, nuclear power, a range of renewable energy sources, and finally the regulation of electricity generation, transmission, and distribution. The course will conclude with a brief review of the growing role of conservation and climate change in energy markets here and to some extent abroad. There will be an essay-based final examination and class participation will certainly be encouraged.

4LAW 4990. Env Law: Pollution Control. (3 Credits)
This course introduces the basic pollution control statutes, the Clean Water Act, the Clean Air Act and hazardous waste laws. It examines and contrasts their objectives, their regulatory schemes and their relative successes. Special emphasis is given to comparing and critiquing the major regulatory approaches to pollution control: command and control regulation according to health-based or technology-based standards and economic incentive schemes, as well as statutory interpretation.

4LAW 5000. Toxic Tort Theory & Practice. (2 Credits)
This course aims to developing an understanding of the history and development of toxic tort litigation as a practice area. Special attention will be given to the difficulties in fashioning equitable remedies, novel issues of medical causation as well as the practical problems arising from emerging science and unsettled law.

4LAW 5010. Env Law-Clean Water Act. (2,3 Credits)
This class examines hot topics in clean water law and policy, some of long standing that are coming to a head, others new and challenging. Subjects include the Chesapeake Bay program, the Everglades, Thermal Power plants, Concentrated Animal Farms, Ocean acidification, and potential litigation by private and public parties against pollution impacts. Several of these we will treat preliminarily in class; others of any kind you may choose to investigate for your class projects. The class will be of two parts, selected readings that illustrate the Act’s approach to key sectors, followed by classes based on student research, leading to a final paper. Grades will be determined on the basis of class and TWEN discussion, research presentations, and the ultimate paper. Because the Clean Water Act is also included this Spring in Pollution Control, the focus of this seminar will be more geographic and sectoral, how the law works with regard to a particular problem. While Pollution Control is not a prerequisite for this seminar, a student should either be taking it concurrently or have equivalent experience with the law or the research intended.
4LAW 5020. Biodiversity & Endangered Spec. (2,3 Credits)
This seminar examines the so-called “pit-bull” of environmental law, whose requirements draw a bottom line for human activity across the board, altering government programs and private decisions along the way. Not without angst. And not without vigorous attempts to modify or eliminate them altogether, one currently pending before the Supreme Court. We begin the seminar with readings and discussions of the science and legal principles of the field, and then move to issues of your own choice for research, class presentation and final papers. We will also address events in Congress and the responsible agencies as they, too, evolve. The protections of endangered species and biodiversity are themselves on trial, and the stakes on all sides are high. Familiarity with environmental law generally, and/or conservation biology, are useful but not required. Class size limited to 15 students.

4LAW 5030. Env Law-International. (3 Credits)
This course examines the basic international legal setting for the protection and management of the environment. It discusses how international law is made and applied, the role of international environmental regimes or institutions, transboundary liability and compensation, enforcement strategies and compliance control mechanisms. Major themes of the course include human rights and the environment, free trade and environmental protection, the financing of global environmental protection measures, the protection of biodiversity. North-South issues generally, as well as various regulatory regimes for the protection of the global commons and internationally sensitive natural resources, including the Climate Change Convention. Public International Law is highly recommended. Professor Handl plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5040. Env Law-Coastal Law. (2,3 Credits)
This seminar provides an examination of the factual, legal, and policy framework that has developed regarding issues of coastal land-loss, with a focus primarily on the quickly disappearing wetlands in Louisiana, but also with an examination of similar land-loss issues in other communities. The seminar will examine the background of the importance of coastal wetlands, the crisis of coastal wetlands loss, the causes of that loss, and the legal and policy responses in the search for remedies for that loss. The seminar will be co-taught by Christopher Dalbom (Senior Research Fellow and Assistant Director of the Institute on Water Resources Law and Policy at Tulane Law School) and Bessie Antin Daschbach and Tad Bartlett (both members of Jones, Swanson, Huddell & Garrison LLC). This seminar will not satisfy the upper-class writing requirement.

4LAW 5060. Env’l Law Seminar. (2,3 Credits)
This seminar will explore actual and proposed changes to the environmental regulatory system under the Trump administration. It will focus on both substantive and procedural aspects of these changes, including barriers to change. This will involve study of environmental law and administrative law issues. Students will write and present a seminar paper that satisfies the upper-class writing requirement. Professor Babich plans to invoke a rule penalizing students for excessive absenteeism.

4LAW 5070. Environmental Enforcement. (2 Credits)
This course is about everything environmental. That is, it cuts across the body of the environmental media statutes and goes to the heart of the law – enforcement. Permits and rules are mainly technical, and (except for rule-making litigation and legal transactions) enforcement is mostly where the lawyer reigns. So we will not focus so much on details of the media programs other than what happens after a violation. We’ll cover such topics as EPA priorities, enforcement theories, overfiling, reporting, investigations, civil penalties, injunctions, citizen suits, remediation and white collar criminal prosecution. Classes will be lecture, case discussions from a text, and team hypothetical problem solving and presentations. The course will be taught by Stan Millan with the Jones Walker Law Firm. Professor Millan plans to invoke a rule penalizing students for lack of preparation (which counts as part of grade) and/or excessive absenteeism (3 or more classes). The plan is to teach the course jointly at Tulane with Loyola College of Law students.

4LAW 5080. Comp Env’l Law Seminar. (2,3 Credits)
This seminar treats the rising phenomenon of environmental law around the world, not through international accords (the subject of other courses) but through national approaches to common issues including: impact assessment, judicial review, land use, toxins and wildlife species. The class will be graded on the basis of student participation (including TWEN), and on selected research projects leading to discussions and papers at the end of the course. Introductory in nature, prior or concurrent classes in the field are useful but not required.

4LAW 5090. Env Law: Water Law. (2,3 Credits)
This course will cover the role and influence of the legal system on the use, allocation, and stewardship of water resources in the United States and Louisiana. Since the field of water resources management is rapidly evolving to accommodate storm protection, ecosystem restoration and sea level rise an understanding of the policies that underlay our current laws and the factors that are influencing current policy and law-making will be an important part of the course’s focus. Course materials will include law cases and related materials which must be read before class. The course will be lecture oriented with occasional guest lecturers with specific experience in development of water resources law and policy. Students will be asked to participate in one group project in which they will be asked to develop, present and defend a position paper on some aspect of the water resources management challenges arising in coastal Louisiana.

4LAW 5110. EU: Constitutional Law. (2,3 Credits)
This course covers the legal and political development of the European Union, highlighting the gradual functional and organizational changes that have taken place over the past five decades, and deals with its present-day constitutional structures including the Commission, the Council, Parliament, the European Court of Justice, and the European Central Bank. Specific emphasis will be placed on human rights protection and judicial review in the European context, the concept of a European constitution, the ongoing expansion process, and challenges connected to the introduction of a common European currency. The course also focuses on the tensions between an increasingly influential and supranational Union and its 28 sovereign Member States. Students are invited to draw comparisons between the European Union and the United States throughout the course.
4LAW 5120. Feminist Legal Theory. (2,3 Credits)
Feminist legal theory can pose a significant epistemological challenge to traditional schools of jurisprudence, questioning some of the very premises of what constitutes justice and equality in a liberal democracy. At the same time, it seeks to explore how gender shapes the law and how the law shapes gender. This course will examine the principle tenets, methodologies, and controversies in feminist legal theory including the meaning of equality, the intersection of race and law, the public/private divide, concepts of objectivity and neutrality, and how law reproduces hierarchies while also having the ability to participate in significant social change. We will look at how feminist theory has used, incorporated, modified and critiqued other schools of jurisprudence and theoretical paradigms including Marxism, critical legal studies, critical race theory, and postmodernism. We will also analyze debates between feminist theorists regarding essentialism, women’s sexual agency, and how feminist theory itself is a product of a particular society. The goal of the course is to think broadly and critically regarding the interaction of law, society, and gender while exploring the potential and limitations of our legal system.

4LAW 5140. Financial Institutions. (3 Credits)
The financial system is the infrastructure on which all economic activity takes place with enormous political and distributive stakes. The law of financial institutions is thus of central concern to students of diverse interests: aspiring private practitioners, regulators, and public interest lawyers concerned with social justice. A decade now since the Global Financial Crisis, the legal reforms put into place are profoundly transforming all three areas and their interrelationships. We will study these transformations, focusing on the law of commercial banks and the Federal Reserve (Part 1); broker-dealers, hedge funds, and registered investment companies (Part 2); and central clearing counterparties (Part 3).

4LAW 5150. EU: Business Law. (2,3 Credits)
The United States are the single most important trading partner of the European Union (and vice versa)—despite the growing importance of expanding economies such as India, China, the ASEAN, or Brazil. The sheer volume of transatlantic trade and the battle for worldwide market shares inevitably create a need for lawyers with specialized and comparative legal expertise in substantive EU law. This course provides both a basic introduction to the political and legal organization of the European Union and detailed treatment of the most important areas of business related EU law. Discussions will focus on the free movement of goods, persons and capital within the common market as well as the Union’s external commercial (trade) policy. Students will be made aware of differences between national and EU approaches, and how these differences impact on transatlantic business relationships. Particular emphasis will be placed on the global impact of EU market integration, especially on the United States, in areas such as financial services, consumer protection, environmental law, and some key aspects of competition/antitrust law. The course will also touch on WTO disputes between the U.S. and the EU.

4LAW 5160. Fair Housing & Litigation. (2,3 Credits)
With SCOTUS recognizing discriminatory effects claims under the Fair Housing Act (FHA) last term and U.S. HUD issuing the first comprehensive regulation interpreting affirmative governmental fair housing duties in 2015, a study of fair housing law and litigation is particularly timely. This course will examine Title VIII of the Civil Rights Act of 1968, as amended in 1988; classes protected; transactions covered (rental, sales, lending, insurance); and the fair housing obligations of states, municipalities, and public and affordable housing programs. Students will be challenged to consider the strengths and weaknesses of litigation as a tool for creating an equal housing market and eradicating residential segregation. This course will incorporate doctrine, theory, and practice and will be assessed using a mid-term exam and several writing assignments.

4LAW 5170. Energy & Env’l LLM Seminar. (1 Credit)
This seminar explores current issues in Environmental and Energy law through faculty and LLM candidate presentations and discussion. This seminar is open to graduate Energy & Environment students only.

4LAW 5180. Con Law:Freedom Speech/Press. (3 Credits)
This course focuses on the Supreme Court’s opinions on freedoms of speech and press issues in First Amendment jurisprudence. The topics of study may include: advocacy of illegal action, defamation, commercial speech, obscenity, offensive speech, hate speech, symbolic speech, regulation of the public forum, prior restraint, and other topics. The First Amendment topic of freedom of religion is the subject of a separate course, entitled The Constitution & Religion.

4LAW 5200. Foreign Affairs & National Sec. (3 Credits)
The focus of the course will be on the U.S. constitutional structure and how that affects the role the United States plays in the international domain. We will inquire into how the Constitution enables and constrains the manner in which the United States government participates in lawmaking internationally and how that in turn affects private rights within the United States. An international lawyer working in this country will surely need to be familiar with constitutional and other legal constraints that govern our relationship with the outside world. And a domestic lawyer to be effective in this day of global interdependence will need to be familiar with the international process that continuously shapes the nature of the constitutional order in this country and our very understanding of the Constitution itself. Some of the areas that will be covered in the course are: foreign relations and the separation of powers doctrine; the scope of and limitation on the treaty power; presidential power to conclude international agreements outside Article II treaty power; constitutional and domestic status of customary international law; foreign sovereign immunity and the act of state doctrine; congressional and presidential war-making powers; constitutional rights and the war on terrorism; extraterritorial application of the U.S. Constitution and U.S. laws; and the power of states in relation to foreign affairs.
4LAW 5260. First Amendment Seminar. (3 Credits)
This seminar provides students with the opportunity to write a research paper on a topic of their choosing related to freedom of speech.
The course in Constitutional Law: Freedoms of Speech & Press is a co-requisite. (Students either must have taken the course in a prior semester or must be enrolled in the course in Spring 2014.) Seminar students will write a 25-page research paper that is similar to a law journal comment in format, style, and footnoting. Each student will lead a one-hour workshop discussion as preparation for drafting and/or revising the paper. Each presenter will select relevant readings on his or her topic and design prompt questions that will be posted on TWEN one week before the workshop discussion. Each non-presenting student is required to post responses to the prompt questions of the presenters. Note that students also are required to submit a paper topic memo and list of sources, a rough draft of 15 pages with footnotes, and written comments on the rough drafts of two other students.
The course grade is based on the final research paper, the workshop discussion presentation, class participation, and the timely completion of all writing assignments.

4LAW 5280. Health Care Law & Regul. (2,3 Credits)
The course begins with an overview of the U.S. health care industry and then addresses the law that affects major portions of that industry and those it serves. Relationships among individual health care providers (e.g., physicians), institutional providers (e.g., hospitals, nursing homes, clinics), and patients of those providers are explored, as are various statutory entitlements (e.g., Medicare, Medicaid, EMTALA), medical malpractice concepts, preemption effects of ERISA, patient privacy/consent issues including HIPAA mandates, and the policing of fraud and abuse. The class will examine the health law that resulted from the health reform legislation signed by the president in March, 2010. Finally, the course will review how the antitrust laws impact the structure and conduct of health care providers.

4LAW 5290. Health Care Law Practice. (2,3 Credits)
Health Care law practice has come to play an increasingly important role in our legal system. The cost and accessibility to health care is presently the most significant domestic issue facing the United States. An ever growing matrix of federal and state statutes and regulations determines how and when medical services are delivered, where they are delivered, to whom they will be available, and how payment is made for those services. The volume and intricacy of these legal authorities has increased so rapidly that there are now subspecialties of law within health care law itself. There also exists a complex system of contracts as well as abundant detailed federal and state statutory and regulatory requirements as to such contracts. The seminar will examine many of the most significant legal issues as to the health care delivery system, the regulation of health care providers, statutory and regulatory issues as to payments, managed care and rights of health care providers and patients. Emphasis will be placed upon examining the many applicable legal issues implicit in the delivery of health care by health care providers and the payment for health care services in an arena of rapidly changing and dynamic statutory and jurisprudential activity.

4LAW 5340. Immigration Law. (2,3 Credits)
The course examines the immigration and naturalization processes of the United States with a focus on practical application, procedures, and statutory construction. Topics will include citizenship and naturalization, the admission and removal of immigrants and nonimmigrants, and the issues of undocumented immigration and national security. We will also address the intersection of immigration with other practice areas including employment, criminal, and family law.

4LAW 5341. Immigration:Policy & Social. (2,3 Credits)
This course touches upon the major policy debates currently swirling around immigration reform and policy. This course will survey social changes and development of immigration law over the last few decades, including the emergence and role of social change movements. Topics will include undocumented immigration, international coordination on migration, judicial review and due process, refugee and asylum policy, immigration and employment, border security, state and local enforcement of immigration law, and the relationship between immigration law and crime. The course will include dialogue with leading immigration and refugee advocates and policy-makers, engaging students in important debates about what immigration and refugee policy should be.

4LAW 5342. Immigration for Business. (2 Credits)
The course provides a foundation in the practice of business immigration law with a focus on practical application, procedures, and statutory construction. Topics will include both nonimmigrant and immigrant employment based immigration to the United States and employer compliance matters (such as I-9 compliance). We will also address the intersection of immigration with other practice areas of business and employment law. Familiarity with basic immigration concepts is recommended.

4LAW 5345. Immigrant’s Rights. (2,3 Credits)
The course is an experiential course integrating lawyering theory, skills and doctrine in the context of representing noncitizens (seeking nonimmigrant U status) in partnership with the community group, the New Orleans Workers’ Center for Racial Justice (NOWCRJ). Students will be assigned to work in pairs, under the supervision of a NOWCRJ attorney and Prof. Hlass, on one U nonimmigrant status application for a NOWCRJ client. Students will learn the substantive law of U Nonimmigrant Status, as well as ethics and professionalism, as they develop lawyering skills including: client-centered interviewing, investigating facts, researching and analyzing relevant law, case planning, developing a theory of the case, creative problem-solving, strategic decision-making, collaborating, legal storytelling, cross-cultural lawyering and consequences of implicit bias, and legal writing, including affidavits and advocacy-focused letter briefs. This course has a weekly seminar, as well as an expectation of 10-15 hours of fieldwork weekly to complete the 135-hour fieldwork requirement. Enrollment is by application and is subject to the approval of the faculty.

4LAW 5370. Information Privacy. (2,3 Credits)
Information Privacy is a course that explores privacy law with a special focus on its history, technological advancements, and the tort aspects of privacy in the United States, including misappropriation, intrusion, publication of private facts, and false light.
4LAW 5380. Insurance Law. (2 Credits)
Insurance plays a critical role in all areas of law practice. This course will introduce you to the basic concepts and terminology; survey numerous types of insurance such as general liability, property, life, automobile, construction, professional liability, employment, environmental, homeowners, product liability, including litigation issues such as the duty to defend, the duty to indemnify, subrogation, fraud, bad faith, defenses, damages, procedure; and address governmental regulation.

4LAW 5390. Initial Public offerings. (2 Credits)
This course will examine the law governing, and the skills involved in, the preparation of an initial public offering of securities. The skills include: giving advice (including unwelcome advice); analyzing business opportunities and performance; writing clearly and concisely; and dealing with other professionals who participate in the transaction (issuer, underwriter, counsel to other parties, accountant, SEC staff).

4LAW 5400. Law of Higher Education. (2,3 Credits)
This course will focus on law within colleges and universities, including academic freedom, the law and faculty, the law and students, and the history of the intersection between higher education and law. Students will be expected to come to class having done the readings and ready for discussion.

4LAW 5410. Intellectual Property. (3 Credits)
This survey course introduces students to the basic state and federal laws relating to inventions and cultural works. The class will cover topics that include patents, trademarks, copyright, right of publicity, and trade secrets. The course will look at the moral, cultural, economic, and theoretical underpinnings to our current controversies in intellectual property law. This course is a prerequisite for nearly every advanced course in Intellectual Property.

4LAW 5420. Intellectual Property Seminar. (2,3 Credits)
The IP seminar will focus this year upon the law related to creators and inventors. Through the use of student writings and a set of weekly readings, this seminar will examine key themes arising in this area in a more in-depth way than is covered in a traditional classroom course. The first third of the course will primarily be spent critically reviewing and evaluating the writing of others in this area, so that students can learn to assess the strengths and weaknesses of written work and practice revising work to improve it. In the second two-thirds of the course, students will focus upon their own writing and will produce an original research paper. To apply, students should propose an area of any part of IP that is interesting, where we see individuals or groups struggling. This could be your grandfather, who was a famous photographer, and now your family doesn't know what to do with his photographs. It could be that you have an invention for a new app, but are not sure how to protect it. It could be that you see small companies struggling to understand the role of social media in their businesses. Propose an topic/area that you would like to work on, and why. The course will satisfy the upper-class writing requirement.

4LAW 5450. Int'l Business Transactions. (3 Credits)
The objective of this course is to provide students with an introduction to a number of areas of international business law and to provide an opportunity to study some of those areas in more detail. The course looks at the supranational and U.S.-domestic law that serves as backdrop to any international business transaction connected to this country. It focuses particularly on how to finance both sales and direct investment and how to structure direct investment of various tangible and intangible assets. The course is focused on the law as it affects individual business entities rather than on the relationships between States. However, this course does deal with the way that certain treaties have an impact on domestic law in relevant areas, such as international dispute settlement. This course also covers the World Trade Organization treaties to a limited extent as relevant to international business transactions.

4LAW 5470. Int'l Human Rights Law. (3 Credits)
In this course we will explore the place of human rights in United States and international law. More broadly, we will closely examine and evaluate the entire human rights "regime," that is to say the norms, principles, rules, and decision-making institutions that occupy and organize this issue area within the broad sphere of international relations. The course is designed to provide students with a confident grasp of: the substantive norms of human rights; the philosophic basis for the concept of rights and the leading points of controversy about the existence or character of certain rights that appear in conventional enumerations; the diverse procedures available at the global, regional, and national level for defense and promotion of human rights; the subtle and not-so-subtle ways in which ideological and material interests influence the definition and enforcement of rights; the ways in which policy makers attempt to reconcile the demand for human rights enforcement with more traditional foreign policy objectives.

4LAW 5490. International Law-Public. (3,4 Credits)
This is the basic introductory course in international law and as such focuses initially on how international law is made and applied as well the various theoretical justifications for and explanation of international law and international institutions. The course then explores other issues such as the proper subjects of international law—states, international organizations, individuals, etc; allocation of legal authority among states; the forums for and the methods of international dispute resolutions, etc. Special attention is paid to the use of force in international relations. The course is designed to provide students with a confident grasp of: the substantive norms of human rights; the philosophic basis for the concept of rights and the leading points of controversy about the existence or character of certain rights that appear in conventional enumerations; the diverse procedures available at the global, regional, and national level for defense and promotion of human rights; the subtle and not-so-subtle ways in which ideological and material interests influence the definition and enforcement of rights; the ways in which policy makers attempt to reconcile the demand for human rights enforcement with more traditional foreign policy objectives.

4LAW 5540. Int'l Commercial Arbitration. (3 Credits)
This offering is intended to introduce students to the problems of dispute resolution in the international transactional context. Most international commercial disputes and contract claims are resolved through arbitration. The course will address the primary substantive law issues in the field, consider in detail comparative and transborder aspects of the subject area, and provide students with a simulation exercise in a contemporary practice problem.
imbalance problems, foreign investment, safeguards, expropriation, unfair trade practices, dumping and subsidy controversies, trade

4LAW 5580. Int’l Trade Finance & Banking. (3 Credits)
This course will address the United Nations Convention on Contracts for the International Sale of Goods (the “Vienna Convention”). The rules of the Convention, to which more than eighty States adhere (including the U.S.), govern a great number of export/import transactions involving American parties. The course is designed to familiarize students with these rules and their application to specific aspects of international sales contracts, such as contract formation, remedies and allocation of risk. The discussion also will address the broader ramifications of the Vienna Convention. Topics of this nature include an assessment of fundamental problems, such as uniform interpretation, that are inherent in every effort to unify or harmonize legal rules. The course will also familiarize students with INCOTERMS 2010 that govern the transportation and insurance aspects of sales transactions and UCP 600 that provides the standard mechanisms for international payments, including letters of credit and documentary collections. Professor Davies plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5570. Int’l Institutions. (2,3 Credits)
This seminar examines international institutions – both formal organizations and informal arrangements – as increasingly important elements of a rapidly changing international governance system. These institutions range from traditional treaty-based organizations, such as the United Nations and its subsidiary organs, to understandings among states lacking formal structural organization which govern some aspects of international economic relations, human rights and arms control. Apart from the topics of formation, membership and participation, as well as of (applicable) privileges and immunities, the seminar will pay special attention to international institutions’ role in developing international law. It will also canvass the extent to which international institutions are accountable pursuant to international law. The seminar will thus highlight political-legal phenomena of the transition to an international legal order in which international institutions have taken on indispensable governance functions that both complement and threaten states’ traditional, dominant position in the international legal system. Professor Handl plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism.

4LAW 5580. Int’l Trade Finance & Banking. (3 Credits)
Analyzes competing trade and industrial policies, GATT-WTO, NAFTA, unfair trade practices, dumping and subsidy controversies, trade imbalance problems, foreign investment, safeguards, expropriation and remedies, international banking and lending, debt overloads, IMF policies, global financial crisis, remedies, and adjustment mechanisms.

4LAW 5600. Intro to Law of the US. (1,2 Credits)
This course is designed to help international law students pursuing an LL.M. in the United States prepare for the demands of graduate education in an American law school. Because of its location in a state with a civil law heritage (which is unique in the United States), Tulane has long been known for its expertise in comparative and international law. This expertise allows the school and its faculty to better understand and meet the needs of students who come from a wide variety of legal systems. By utilizing tenured faculty, and by focusing on the basic principles of the American Legal system, with particular emphasis on constitutional law, the orientation program ensures that international students are given the best possible grounding for their subsequent studies. Classes meet four days a week, for 220 class minutes per day, in the three weeks before regular fall classes begin. The specific courses taught are as follows: Constitutional Law, Criminal Law, the U.S. Legal system, Constitutional Criminal Procedure, and Civil Procedure. Students who pass the written examination at the end of the course will earn two credits for their work, based upon American Bar Association guidelines. In addition to regular classes, students are offered free tutoring in English, with particular emphasis on legal terms and phrases, a speaker series, and an introduction to legal education in the U.S. Students will also be invited to attend a variety of social events and dinners, and will be given the opportunity to visit local courts and observe judicial proceedings.

4LAW 5610. Intro To Jurisprudence. (3 Credits)
This course will survey the major issues in the philosophy of law, paying special attention to those issues that have concerned lawyers and constitutional scholars. The leading theories of law including legal positivism, natural law, Ronald Dworkin’s “third theory of law” and legal realism will be discussed, along with their historical origins. To illustrate these theories, the course will examine how they apply to several of the most important issues in legal theory, such as the relationship between law and morality, law and politics, and the nature of legal reasoning. The course will also survey the major theories of justice. The course does not assume any prior background in philosophy.

4LAW 5700. Law of Democracy Seminar. (3 Credits)
This constitutional law course concerns voting rights and elections, topics not covered in upper-level classes on the Fourteenth Amendment and First Amendment. We will address a variety of topics related to the proper legal functioning of our democratic system, including the law of voter participation, reapportionment and redistricting, rights of political parties, campaign finance, racial discrimination and the Voting Rights Act, racial redistricting, and direct democracy. Due to overlap in content students may not enroll in both the Election Law and the Law of Democracy course.

4LAW 5710. Labor Law. (3 Credits)
After a brief introduction to the history and evolution of the labor movement and labor legislation, the course covers in depth the legal framework dealing with union organization and collective bargaining. The material is considered from the beginning of the relationship between the employer and union, the organizational phase, through collective bargaining and enforcement of the contract once it is in place. Professor Friedman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.
4LAW 5730. Law of The Sea. (3 Credits)
This course reviews the public order of the oceans, i.e., the basic principles of international law, both customary and treaty-based, that apply to maritime spaces, such as the territorial sea, the high seas, continental shelf, seabed, and ocean floor. The course analyzes the allocation of jurisdictional powers among individual states and the international community at large over the various maritime zones involved; the use and management of ocean resources, such as regional and global fisheries regimes and seabed mining; marine environmental protection and pollution control; military uses of the ocean; and freedom of navigation. Special consideration will be given to enforcement issues related to drug trafficking and violations of marine environmental protection or fisheries regulations.

4LAW 5770. Law and Literature Sem. (2,3 Credits)
This interdisciplinary seminar will use various works from the canon of Western literature-Homer, Shakespeare, Kafka, and others-as well as American film to explore jurisprudential concerns such as the distinction between justice and revenge, law and illegality, and the limits and purposes of punishment. We will explore the differences and similarities between legal and literary narrative, the origin and nature of law, how law reflects (and whether it should reflect) community norms and moral views. Students will be required to prepare a research paper which they may use to satisfy the upper-class writing requirement, make one or more class presentations, and participate in class discussion. Reading assignments will consist of literary works and commentaries of these works.

4LAW 5830. Law and Technology. (2,3 Credits)
This seminar focuses on the legal issues raised by advances in technology. In recent years, technological developments such as social media, the sharing economy, genetic engineering/testing, virtual reality, the Internet of Things, artificial intelligence, self-driving cars, etc. have had profound social, economic, and political consequences that have raised novel legal issues in a variety of fields, including tort law, criminal law, election law, privacy, civil rights, employment law, corporate law, and health law. We will explore several major themes and current trends governing the complex interrelationship between law and technology. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 5840. Lawyering. (2,3 Credits)
This course examines the use of law to advance social, economic, or political goals. After a brief exploration of the theoretical framework and historical background of “cause lawyering,” students will consider the role of law and lawyering in various change-seeking applications, such as social movements and impact litigation, and in various practice settings. Throughout the semester, students will meet with practitioners involved in prominent cases or organizations to discuss their objectives, strategies, and challenges—and whether they achieved their goals. Students will prepare for those meetings by reading relevant material and generating specific questions for the speakers. Grades will be based on several short papers, a final paper, and class participation. This course is not subject to a curve and includes an option for students to satisfy the upper-level writing requirement.

4LAW 5880. Modern European Legal History. (3 Credits)
This course traces the history of private law in Europe from approximately 1750 to 1950. It will begin with the pre-codified law and custom found in the European ius commune, the legal situation during the Ancien Régime of France, revolutionary age leading out to the first great codifications, and proceed to the rise of the historical school and Romanist legal science in Germany, the national debates over codification in Germany, the nature and background of the German Civil Code, the Austrian, Swiss, Spanish and Italian codification experience, and the diffusion of European codifications in countries of Latin America and Asia. Readings will be assigned for discussion and participation in class. Professor Palmer plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism.

4LAW 5910. Intro to Leg Rsh & Writing US. (1-2 Credits)
This two credit course is an introduction to the legal methodologies of practicing attorneys in the United States. Because the course is limited to international students seeking their LL.M., it emphasizes the development of legal reasoning and writing skills in an adversarial legal system, while simultaneously acquainting students with the legal resources readily available to attorneys in the United States, such as Westlaw, and Lexis. The first half of the course is devoted to short writing projects, e.g., motions, and memoranda, as might be created and used by a U.S. law firm. The second portion of the course, which immediately follows the first, is devoted to the creation of a brief on a current issue. In addition, the students are required to orally argue at least three times. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5950. Legal Research, Adv. (3 Credits)
Building on the research techniques presented in Legal Research and Writing, Advanced Legal Research focuses on the effective use of electronic and print legal research tools and examines existing electronic sources for both legal and non-legal information of interest to lawyers. After reviewing research concepts taught during Tulane’s first year Research and Writing course, this advanced course will provide coverage of selected additional research subjects, including statutory research, legislative history, administrative and regulatory research, practice aids, research strategies, and various specialized areas, including an introduction to treaty research and international/foreign research sources. The course also offers advanced training on comprehensive proprietary online research systems such as Westlaw and LexisNexis and introduces specialized proprietary online systems such as Bloomberg Law and BNA. It will focus on using the Internet to locate legal and non-legal resources, covering such topics as search engines, legal portal sites, websites for federal and state law, government information, and no/low cost information sources (commercial and noncommercial). This course will not be subject to the curve. The professor plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5960. Litigating Comcl Fraud Sem. (2,3 Credits)
The subject of this seminar is commercial fraud. The goal is to provide students with a comprehensive understanding of what parties should consider, what they should anticipate, and how they might respond in litigating and arbitrating commercial fraud cases. The topics to be covered include (1) the Racketeer Influenced and Corrupt Organizations (RICO) Act, (2) the federal securities laws, and (3) various state law claims. Class will focus on the problems confronted daily by the practicing attorney.
4LAW 5970. Mixed Jurisdictions Sem. (2,3 Credits)
This seminar will focus principally upon the so-called ‘classical’ Mixed Jurisdictions of which there are about 15 or so in the world. Prominent among these are South Africa, Scotland, Quebec, Puerto Rico, Israel, The Philippines and Louisiana. There is debate about the countries belonging to this group and our research interest may extend beyond this circle in order to deal with classification issues. Each student in the seminar will select a topic dealing with some aspect of the Mixed Jurisdictions and write a research paper that will be presented and discussed in class. A paper topic may relate to any micro or macro aspect of such systems and should make use of the comparative method. Before topics are chosen, the opening classes will discuss the defining characteristics and traits of the mixed jurisdictions and students will be introduced to the literature on the subject. The principal text in the course will be V.V. Palmer (ed), Mixed Jurisdictions Worldwide: The Third Legal Family (2001).

4LAW 5990. Financial Markets Sem. (3 Credits)
This seminar will analyze the causes and consequences of the current and prior crises in financial markets, with a view to understanding the extent to which legal structures and regulatory policies both contribute to their emergence and mitigate their effects. The seminar will serve as a forum for discussing the efficacy of the current regulatory framework for financial services; the particular transactions, financial instruments and regulatory decisions that are believed to have contributed to various financial crises; and legislative and regulatory strategies for remediating crises and preventing their reoccurrence. To be eligible, students (i) must have completed Business Enterprises II and (ii) must have completed or concurrently be enrolled in one of the following upper-level courses: Mergers & Acquisitions, Corporate Finance, Financial Institutions, Real Estate Transactions, Secured Transactions, Bankruptcy, or Securities Regulation.

4LAW 6000. Marine Pollution. (2,3 Credits)
This course will cover U.S. legislation, administrative regulations, state legislation, and case law in the area of marine pollution. This course counts as credit for both the Environmental and Maritime certificates.

4LAW 6040. Mergers & Acquisitions. (2,3 Credits)
This is an advanced corporate law course covering federal law aspects of tender offers, mergers (including forward and reverse triangular), leveraged buyouts, asset purchases, and other acquisition techniques, as well as selected defensive tactics (poison pills, recapitalization, white knights, etc.), due diligence, and drafting merger and acquisition deal documents. Business Enterprises is a pre-requisite or permission of instructor required.

4LAW 6080. Env Law: Natural Resources. (3 Credits)
This course is one of the two foundation courses in environmental law and presents a survey of programs that govern the use and protection of natural resource systems, including energy, mining, timber, grazing, transportation and water resource development. Special attention is given to the National Environmental Policy Act, and to management statutes for public lands, forests, parks, refuges, wilderness areas, and endangered species.

4LAW 6100. Negotiation and Mediation. (3 Credits)
The purpose of this course is to expose students to the process of negotiation as a pervasive lawyering activity; to increase awareness of the technical, interdisciplinary, and ethical dimensions of that process; to introduce the concept of the lawyer’s role as problem-solver; to enable students to experiment with and consider thoughtfully the various theories, forms, and techniques of negotiation and mediation advocacy; and to provide students an opportunity to assess their own capabilities within those contexts. 75% of the course will focus on negotiation and 25% on mediation advocacy. (Please note that the mediation advocacy portion of the course is not training students to be mediators but rather to enhance their understanding of the lawyer’s role in a mediation.) A number of negotiation exercises are completed outside of class at times that are mutually agreed upon by the negotiators. Flexibility by students in this regard is expected. Students will be graded on a “Pass/C/Fail” basis. There is no curve in this course. This course is taught by Stephen Bullock, Mathew Chester, Gabe Feldman, Dan Friel, Stephen Hall, Lesli Harris, Ault Hootsell, Robert Jenks, Roger Larue, Michael Moran, William Pitts, Elizabeth Ryan, Charles Thensted, Thomas Usdin, Susanne Veters, and Rachel Wendt Wisdom. The professors plan to invoke a rule penalizing students for lack of preparedness and/or excessive absenteeism. Students who have taken Intercultural Negotiation & Mediation in Berlin may not take Negotiation & Mediation Advocacy due to course overlap.

4LAW 6110. EU: Energy & Environmental Law. (2,3 Credits)
This course presents an introduction to the basic history and legal framework of the European Union (EU) and then concentrates on several key areas of practice. While the course will touch on the role of key EU institutions in the integration process, a central area of emphasis will be EU law in the fields of energy – principally electricity, gas, and nuclear – and the environment. Throughout the course, recurring overall themes will be sovereignty, federalism, subsidiarity and power sharing.

4LAW 6160. Patent Prosecution. (2,3 Credits)
This course concentrates on U.S. patent laws, U.S. patent regulations, and procedures involved in obtaining patents from the U.S. Patent and Trademark Office. Students will learn how to write patent claims, patent applications, and responses to office actions from the USPTO. Some aspects of foreign and international law will be discussed. The grade will be based on several written assignments and a final exam.

4LAW 6180. Patent Law. (3 Credits)
Topics to be covered include: patentability requirements, infringement, defenses, remedies, litigation, appellate issues, administrative revocation, and special topics. A technical background is NOT required for this course. Prerequisites: Intellectual Property.
4LAW 6200. Legal Syst, Leg Prof & Justice. (3 Credits)
This is a course that will focus on how the legal system functions and in particular the role of lawyers in it. It will use fictional works and biography (as well as some historical material) to provide examples of the kinds of issues and problems that arise in the conduct of lawyers working within the legal system. Fiction can often provide richer examples for students to work with than the usual classroom hypotheticals. Novels and short stories by such authors as Melville, Kafka, Faulkner, Auehincloss, Grisham, Turow, and others will be assigned. A principal reference will be the American Bar Association Model Rules of Professional Conduct (2004 edition) which students will bring to all classes. This will be supplemented by hand-outs of ethical and professional opinions. The course is intended to serve the ends of experiential learning by having the students confront the kinds of practical issues that arise in law practice. One focus will be whether the legal system can and does achieve the ends of justice. The objective is to provide a searching examination of how lawyers use or abuse the law and how the public interest is or is not thereby served. The seminar will have elements of courses in legal profession, jurisprudence, legal analysis, literary criticism, and sociology.

4LAW 6210. Law & Entrepreneurship. (3 Credits)
Law and Entrepreneurship is a course that introduces law students to the kinds of questions that arise in new social ventures, start-ups, non-profits and other early stage projects. This will be a hands-on course where students will be introduced to the practice of entrepreneurship through a variety of means, including a standard casebook, guest attorneys and entrepreneurs, and specialized final writing projects. The idea is that students will emerge with a portfolio of documents, a writing sample, and insight into the workings of this emerging and exciting field. This course is recommended for students interested in the following areas: business, IP, non-profits, and solo practice.

4LAW 6220. Client Interview & Counseling. (3 Credits)
The course will focus on the legal principles and skills involved in interviewing clients and witnesses and counseling clients in the course of litigation, dispute resolution, and decision making. Establishing an effective lawyer-client relationship requires gathering information relevant to decisions to be made by the client, analyzing the decision to be made, advising the client about the decision, and implementing the decision. Additional topics include addressing cultural differences and interviewing and counseling clients with mental and physical disabilities, children, criminal defendants, and organizational clients. Students will be assessed based on in-class role plays, recorded interviewing and counseling simulations, written plans, and self-evaluations.

4LAW 6230. Property Theory Seminar. (3 Credits)
This seminar provides a forum in which students can deepen their understanding of what property is, debate the merits of property law, and contemplate future issues that property law will face. In doing so, this seminar strives to enhance students’ analytical, research, writing, and presenting skills. The seminar is divided into three main parts. The first part focuses on developing a greater understanding of how the law views property. We will read fundamental property scholarship that has helped developed the modern concepts of what property is and how ownership is established and protected. The second part applies the traditional theories of property rights in more modern context. Through a variety of readings, the class will contemplate whether property rights should extend to things like the body, outer space, and virtual worlds. The third part allows students to develop their own thoughts on property rights through the writing and presenting of a seminar paper.

4LAW 6270. Compar Private Law Sem. (3 Credits)
This course will compare common and civil law approaches to the law of property, contracts, and torts. The common law originated in England and is judge made. The civil law developed from Roman law and, in most jurisdictions today, it is codified. We will look at how England, the United States, France, and Germany deal with some concrete legal problems, and ask whether the differences are due to history, codification, culture or to the problems themselves. The topics chosen will be familiar to the students from their first year. NOTE: Students who previously completed Professor Palmer’s European Legal Systems course may not enroll in this course.

4LAW 6320. Prof Responsibility Sem. (2,3 Credits)
This course will explore the role of lawyers’ ethics in the American legal system and the conceptual models that currently frame the ethical rules and regulate lawyer behavior. It also will explore those areas in which ethical regulation deviates from practice, and further examine through the use of practical in-class exercises how ethical rules can be developed to improve advocacy and truth-finding in the legal process. The grade will be based on a non-anonymous paper. Professor Stanley plans to invoke a rule penalizing students for lack of preparation or excessive absences. Note: This course does not satisfy the requirement to take Legal Profession.

4LAW 6330. Military Law. (2,3 Credits)
This course will be an overview of military and military-related law as practiced in the United States. The course will be divided into three thematic blocks: 1) the military justice system as it applies to service members, 2) the military legal system as it interacts with veterans, civilians, and civilian institutions, and 3) the military legal system as it acts internationally.

4LAW 6360. Critical Race Theory Sem. (2,3 Credits)
This seminar will explore the relationship between critical understandings of the significance of race and legal interpretation. Of particular importance will be the examination of how societal values and customs, expressed in legal rules purporting to address racial issues, inhibit critical approaches to the concerns of justice for the disadvantaged groups. Students must take one of the following courses as a co-requisite for this seminar: Constitutional Law: 14th Amendment, Gender Law & Public Policy or Law & Sexuality Seminar.

4LAW 6370. Human Trafficking. (2,3 Credits)
The Human Trafficking Practicum is an experiential course that offers students the chance to learn critical aspects of human trafficking, both globally and domestically, and to apply that knowledge to class exercises and class presentations. This course will take a multi-disciplinary approach to the complex issue of human trafficking, particularly sex trafficking and will focus on restorative justice and other remedies. The course combines guest speakers, in-class discussions, exercises, and class presentations to facilitate a complete understanding of the multi-disciplinary aspects of human trafficking.
4LAW 6390. Cuban Law & US Relations. (2,3 Credits)
This seminar will cover the legal system of Cuba, U.S.-Cuba relations, and the impact of each on Cuba's development. By the end of the course, students will have acquired an understanding of the historical development of Cuban law and legal institutions as these emerged during the colonial, republican and revolutionary eras; the Cuban legal system, and the Cuban legal and economic framework regulating foreign investment, trade, and international business transactions; the use of other disciplines in the analysis of Cuban legal problems and institutions for sustainable development; and the relationship between the United States and Cuba and the role of U.S. citizens, particularly the Cuban-American community, in rebuilding Cuba. The course will also explore alternatives to modernize the Cuban legal system in comparison with other mixed jurisdictions that have been greatly influenced by the Common Law, such as Puerto Rico and Louisiana. The course will be taught by José Cot, a Director in the New Orleans law firm of Hurley & Cot, and Rolando Anillo, corporate counsel for Florida Crystals Corp—American Sugar Refining Inc.

4LAW 6400. Intro Int'l & Comp Energy Law. (2,3 Credits)
International energy law is an important part of the required knowledge base of an "energy lawyer". There is no single body of law or a treaty on "energy law" or "international energy law". Instead, it is a combination of various rules of international, regional and national laws. After providing insights into what "energy law" is and who are the main players in the field, this course will cover the entire energy value chain and introduce students to legal and contractual issues relating to each segment. The course covers all forms of energy from oil and gas to reviewable energy. It also provides an overview of typical national policies and policy drivers for various energy activities.

4LAW 6410. Public Purpose Finance Seminar. (2,3 Credits)
It is a little appreciated fact that one of the central goals of U.S. financial law is to channel credit into activities and sectors deemed vital for the public interest. Such "public purpose finance" supports private borrowers but only insofar as their projects promote publicly determined goals. With over one quarter of the U.S. bond market some $10 trillion the political stakes of public purpose finance are enormous though they are rarely discussed. Our seminar will be organized in three parts. The introductory sessions will provide students with all the necessary background by familiarizing them with basic financial concepts and institutions (E.g., what is a bond? How do banks work? How does one measure economic and racial inequality?). Building on these sessions, we will then explore two case studies. The first case study concerns housing policy in the U.S., which accounts for the lion's share of public purpose finance today. The institutions and legislation we will discuss include the Government State Enterprises (Fannie Mae, Freddie Mac, and FHLB), the Community Reinvestment Act, and Community Development Financial Institutions. We will study the considerable achievements of this system in expanding access to credit for homeownership, but also its serious shortcomings with respect to racial and economic inequality. Students will be encouraged to explore these issues in the context of housing policy here in New Orleans. The second case study concerns "climate finance," which addresses the large investments in renewable energy that are necessary to transition into a low carbon economy. In distinction from housing finance, climate finance in the U.S. is still very much in its infancy. We will build on our discussion of housing to examine the design choices that are available for us today with respect to climate. Current initiatives in China and Europe will provide additional examples. No background in finance or economics is required and students from all backgrounds are encouraged to register to the seminar.

4LAW 6450. Sexuality and The Law. (2,3 Credits)
This course examines the impact of legal regulation in the United States on such areas as sexuality and sexual preference as intimate association, marriage, family structure, workplace discrimination, and civil rights. It also covers law relevant to transgender persons, intersex persons, and queer sexualities.

4LAW 6460. Securities Regulation. (2,3 Credits)
This course provides a broad overview of U.S. Federal securities law, including statutes and regulations governing the underwriting and offering process, exemptions from registration, the operation of securities markets, and the activities of securities intermediaries, such as stock exchanges and broker-dealers. The course focuses on theoretical issues, such as the philosophy of regulating disclosure; the classification of professional and retail investors; the allocation of authority among the SEC, self-regulatory organizations and other federal and state regulators with respect to financial instruments; and the scope of and limitations on private securities litigation and the SEC's enforcement authority. Business Enterprises is required.
4LAW 6480. Large Scale Energy Projects. (2,3 Credits)
The core purpose of this seminar is to examine legal and contractual questions relating to large-scale energy projects here and abroad. The seminar is built around three large-scale energy projects that raise a number of legal and contractual issues: A cross-border pipeline in Europe; the decommissioning of a large nuclear power plant; and cross-border oil and gas investment in Africa. Each project is based on real projects that have taken place in the past. These projects will in all cases raise a range of complex issues which requires energy industry legal advice, whether the counsel is directed to regulatory authorities, private enterprises, non-governmental organizations, or other industry players. Topics that will be examined during the course of the seminar include: the application of state, local, and national laws as appropriate; the application and impact of international law, including the UN Law of the Sea Convention and bilateral and multilateral investment treaties; and the role of contractual terms most commonly used in the energy industry sectors and projects that will be the focus of the seminar. Students will prepare legal memoranda on a variety of legal and contractual issues relating to the projects examined in the class.

4LAW 6490. Immigration Detention & Removal. (2 Credits)
This course will teach students the process and laws applying to detention and removal defense of immigrants. Topics will include the authority to detain and eligibility for release, classification of immigrants, grounds of inadmissibility and deportability and defenses against removal. The course is taught by Homero López, Jr., Director/Managing Attorney of Immigration Services and Legal Advocacy (ISLA) in New Orleans.

4LAW 6500. Negotiating M&A Transactions. (2 Credits)
This course is designed to give students an introduction to the real world experience of the deal making process, from the first contact between the parties to drafting and negotiating the documents that govern transformational corporate transactions. Over the course of the semester, we will break down the main agreements involved in a hypothetical deal with a view to developing a fundamental understanding of how those components interact with the overall business arrangement and deal dynamics. You will analyze and learn to understand how the key provisions of these transaction agreements are negotiated with the goal of maximizing value for the client and appropriately allocating risk among the parties to a deal. We will also discuss the less tangible aspects of deal making that take place outside of the four corners of the transaction agreements but are no less important. Specifically, we plan to discuss the economic and personal motivations of the various parties involved and the psychology and group dynamics of a deal process. As the deal world is an ever changing environment, we’ll look to bring current real world examples into the classroom. Students will participate in out-of-class group and individual practice assignments, including drafting (or “marking up”) transaction documents and negotiating key issues in the context of a prepared fact pattern. Students will also participate in an off-campus mock negotiation of a deal term sheet at Jones Walker, LLP’s office downtown.

4LAW 6520. Sports Law: Antitrust & Labor. (3 Credits)
This course examines how the antitrust and labor laws apply to the unique relationships in the sports industry. The course focuses on the ways the antitrust and labor laws have shaped virtually every aspect of professional and amateur sports – ranging from salary caps and age restrictions to television deals and team relocations.

4LAW 6540. Sports Law: Int’l & IP. (2,3 Credits)
This course examines the application of a variety of different areas of law—including intellectual property, contracts, torts, and constitutional law—to the sports industry. The course emphasizes intellectual property law and issues relating to the ownership of “data” produced by sports leagues, teams, and athletes. In particular, the course focuses on right of publicity and trademark law. This course will also examine a variety of legal issues that arise in collegiate, amateur, and international sports.

4LAW 6580. Statutory Const. Interpr. (3 Credits)
Statutory interpretation is one of the most important subjects you can take in law school. Statutes (and administrative regulations) are pervasive in today’s legal society; they will govern whatever area of law in which you choose to practice. Knowing how to understand statutory language, any written legal language, is a critical legal skill. This course will help you develop the fundamental skills involved in reading, interpreting, and applying legal language. We will explore how laws are created and who earns deference when interpreting those laws. We will study the theories and canons of statutory interpretation; but, more importantly, we will learn how to use the theories and canons to council clients effectively and win cases. Interpreting written legal language is not a precise science; rather, the “rules” are somewhat malleable; and therein lies the opportunity for the advocate. We will put your skills to the test by resolving problems similar to ones that lawyers face daily.

4LAW 6620. Sust Energy Law & Policy. (2,3 Credits)
This course focuses on environmental sustainability in the energy sector from a legal perspective. Given that we all share the common problem, and try to come up with the best possible solution to answer the challenge of combatting climate change, understanding different tools adopted in different jurisdictions is central in developing — and improving — the policies and implementing measures given the diversity of experiences across the globe. Therefore, the course adopts a comparative approach to examine different regulatory alternatives that can be introduced to reduce the harmful greenhouse gas emissions in particular in the energy supply side in order to enable a more sustainable energy future. While the emphasis will be placed on the power sector given its overall contribution to the greenhouse gas emissions, building, transport and end-use sectors are also examined to a lesser extent.

4LAW 6660. Tax: Partnerships. (2,3 Credits)
The course explores the federal income tax concepts of “pass through” or conduit taxation. Partnership tax topics include choice of entity decisions, partnership formations, asset contributions, liability assumption, distributions, operations, transfer of partners’ interests, special allocations of tax attributes, partnership interests received for services, special basis adjustments, and analysis of the entity and aggregate approaches found in the law. Also included is an introduction to the study of the law of S-Corporations and how it compares to the taxation of partnerships. (3 Credits)

4LAW 6680. Tax Policy Seminar. (2,3 Credits)
This seminar focuses on selected topics pertaining to the legal, economic and political considerations involved in the formulation and implementation of federal tax policy. Topics may include the choice of the tax base, income versus consumption taxes, the taxation of business and investment, taxation of the family, and taxation of wealth transfers. Income Tax is a prerequisite for this class. The grade will be based on class participation and a seminar paper.
4LAW 6690. Tax: Corporate Tax. (3 Credits)
The course provides a basic overview of regular "C" corporations. Using a transactional approach, the course traces the life of a corporation from formation through distributions to liquidation. Income Tax is a prerequisite for this class.

4LAW 6710. Tax: Research In Taxation. (3 Credits)
Tax research consists of the examination of tax questions through the following process: (1) identification of pertinent issues; (2) determination of proper authorities; (3) evaluation of the strength of the authorities; and (4) application of these authorities to the specific fact situation. Through the use of a series of assigned research projects, students will be given an opportunity to survey significant areas of the Internal Revenue Code, gain an awareness of developing tax issues, and develop a capability in tax research. Based on the cases presented, the student will be asked to analyze the facts, identify the tax issues, locate appropriate authorities, evaluate those authorities, develop conclusions and recommendations, and communicate the findings in the form of an opinion letter, a protest, or a memorandum. A final research paper on a tax topic chosen by each student will be combined with the assigned research projects and credit for class attendance to determine the final grade. Each weekly class session is dedicated to tax research techniques and a survey lecture of the general area of tax law covered by the specific case then under consideration. The course is a Business School course, cross-listed with the Law School. Income Tax is a prerequisite.

4LAW 6720. Tax: International Tax. (3 Credits)
This course introduces the United States taxation of U.S. and foreign persons engaged in international activities. Topics surveyed will include both inbound transactions (i.e., the U.S. taxation of foreign persons and foreign investments in the United States) and outbound transactions (i.e., the U.S. taxation of U.S. persons and businesses earning income outside of the United States). Specific topics may include: residency and domicile; source rules for income and deductions; taxation of businesses and nonbusiness income of foreign persons; mitigation of double taxation of income of U.S. residents; anti-deferral regimes aimed at limiting deferral of income by U.S. persons; the principles and application of U.S. tax treaties; and transfer pricing. Income Tax is a prerequisite for this course, except with permission of instructor.

4LAW 6730. Tax: State & Local Tax. (2 Credits)
This course explores the state and local taxation of entities and individuals, focusing on multi-state taxation and overall tax planning strategies to minimize or eliminate multi-state tax liability. In this course, we will examine the concept of "nexus" (when a taxpayor or transaction is subject to the taxing jurisdiction of a state or locality), both as it has been understood historically, and in light of technological advances that have made remote business operations increasingly practical. We will also address the unique state and local tax issues created by the growth of "e-commerce" and the financial impact on state and local tax jurisdictions administering tax laws developed in the context of local business operations. Finally, we will discuss and analyze business activity taxes and sales and use taxation in detail, and will also cover very generally franchise, capital stock and gross receipts taxes, and property taxation, as time permits.

4LAW 6750. Tax: Nonprofit Sector. (2-3 Credits)
This course covers an important "third" sector of the American economy - responsible for an estimated 15% to 33% of the nation's gross domestic product - that is not otherwise dealt with in the law school curriculum and which represents a distinct legal discipline. This course will of particular value to those students who may become involved in nonprofit and charitable entities as directors, trustees, legal counsel or volunteers. Coverage will focus upon the roles of philanthropy and the nonprofit sector in society, as shaped by the requirements and limitations applicable where exemption from taxation are desired. Specific topics will include: a historical and policy-based examination of the nonprofit sector and philanthropic motivations; the formation, operation, and dissolution of nonprofit entities; corporate governance of nonprofit entities, including issues of compensation, liability, and fiduciary responsibility; an analysis of the requirements for exemption from federal income taxation, including the prohibition on private inurement and restrictions on lobbying and political campaign activities; the commercial and competitive activities of nonprofit entities; the tax on unrelated business income; private foundation status; charitable gifting and solicitation; and current trends affecting the nonprofit sector. This course is in many ways a survey course, consisting of an equal balance between the corporate, fiduciary and tax considerations that are essential to an understanding of the legal issues affecting this sector.

4LAW 6760. Title IX. (2 Credits)
This course focuses on one of the most important laws impacting American educational institutions, Title IX of the Education Amendments of 1972. We will start with a brief discussion of the history of higher education law generally, including the deference courts routinely showed to colleges and universities and how that has changed over the years. We will then shift our attention to the passage of Title IX and how that law applies in three contexts: academic employment, school-based athletics, and student affairs. We will also focus on the primary contemporary legal issues colleges and universities are dealing with, including sexual misconduct and the treatment of transgender students.

4LAW 6770. Terrorism/Counterterrorism. (3 Credits)
Terrorism is a term that is invoked quite often by governments and private actors to label acts of individuals or groups that they view as unacceptably cruel and destructive. However, there is often deep disagreement as to what acts are properly designated as terrorist acts and whether the label should be attached to the action of states as it is to the action of non-state actors. The term's popularity is inversely related to its clarity. This seminar has three purposes. First, it will explore the elements that go to define actions and behaviors we should deem terrorist. The purpose here is to develop a description of terrorism that is precise as well as capable of being endorsed by a diverse international community. Second, the seminar will examine selected institutional responses to the phenomenon of terrorism. Third, it will explore the role human rights play (or should play) in shaping the nature of counterterrorism responses. Students will be expected to produce a research paper on any aspect of the subject matter, but they would need to talk to the instructor before settling on a topic. The grade will be mainly based on the research paper, but the quality of the oral presentation may improve or negatively affect the grade and so may the quality of class participation.
4LAW 6780. Transnational Law. (2 Credits)
The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

4LAW 6790. Int'l Energy Investment Protect. (3 Credits)
International investment protection is particularly important for energy activities. This is true for all segments of the energy value chain from upstream to downstream energy. It is a national and an international issue. Looking at various treaties and agreements as well as real disputes from around the world, this course covers all the main elements of energy investment protection. The objective of the course is to introduce the students to various investment protection methods. The classes examine both treaty and contract based investment protection. It will also cover both investment treaties and Host Government Contracts and Inter-Governmental Agreements used for upstream, pipeline and downstream investments. In addition to the theoretical and more abstract parts, the course will also use several case studies as learning material. The students will be exposed to real contracts and real treaties.

4LAW 6810. Venture Capital. (1,2 Credits)
This course examines the contracts by which a new business with high potential obtains necessary resources, the legal rules which motivate and constrain those contracts, and some of the disputes which have arisen from such contracts. Although the title refers to financial resources, the course will consider contracts to gain other resources such as talent and intellectual property. Performance will be assessed by an examination. There will be a requirement for attendance and preparation.

4LAW 6820. Trademark Law. (2,3 Credits)
This course picks up where IP Survey left off. Advanced topics in trademark are covered, along with key concepts related to the use of those trademarks in advertising law. Topics include foreign trademarks, false advertising, deception, omissions and disclosures in advertising, brand protection, and many others. IP survey is required for all participants (no waiver). Students who previously took copyright/ trademark may enroll in trademark and advertising law.

4LAW 6840. Transnational Litigation. (3 Credits)
The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

4LAW 6860. Environmental Litigation. (1 Credit)
This is a theory and practice course covering the major components of an environmental case up to trial including: substantive and procedural law, investigations, claims/defenses, discovery and depositions, experts and science, and motions. Grading will be based on written and oral exercises; no examination. It is taught by William Goodell a sole practitioner specializing in environmental and toxic damage litigation. Mr. Goodell is principal of the Goodell Law Firm, was formerly Louisiana Assistant Attorney General for Environmental Enforcement, and also taught the Environmental Trial Advocacy and Deepwater Horizon Seminar courses at Tulane. This course is the former Toxic Tort Litigation Practice.

4LAW 6880. US Constitutional History. (3 Credits)
This course will cover U.S. constitutional history from 1787 to the present, concentrating on the evolution of the main institutions and structures of government and their relationship to the leading political eras and regimes in American history. Although the course will not cover issues of rights, we will address the history of the civil rights movement, especially as it relates to structural issues such as federalism. We will use a main text of primary source materials and at least two additional books, so students should expect a substantial amount of reading. There will be a take-home exam based on the course readings. The exam will be a unique “take home”, done during the regular semester in the manner of a research paper, then due on the last day of class and graded anonymously.

4LAW 6890. Urban Change & Development. (2 Credits)
Urbanization is arguably the dominant demographic feature of our age. Indeed, not only are we now a majority urban planet, the UN estimates that by 2030, nearly 80% of the world’s population will be urban. Unsurprisingly, this rapid change is generating a wide range of social, economic, political, environmental and legal problems. This intensive, two-credit course will examine the public policies, sociopolitical processes and possible legal reforms necessary to make more urban settlements livable such that more people can lead productive, safe lives. The approach will be transdisciplinary, seeking to determine the main nature, characteristics, causes, and implications of urban change today. Case studies and examples will be drawn from many continents and different country contexts, although the focus will be on Latin America. Unlike other parts of the developing world, Latin America was heavily urbanized before any other major geographic region. As such, the region has been profoundly marked by combined patterns of sociospatial segregation, socioenvironmental impact and sociopolitical exclusion, as well as widespread land and housing informality. The course will place special emphasis on the role historically played by the legal-institutional order, especially regarding overall conditions of urban land governance. Moreover, the course will discuss the nature, dynamics and aspirations of growing sociopolitical processes and disputes that have laid claim for urban reform through institutional and legal change. In this, the course will allow students to explore the notion of the “right to the city”, which seeks to integrate the key principles of the social value of property and democratic urban management. There will be a take home final exam for this course.
4LAW 6920. Wealth & Public Policy. (3 Credits)
This seminar considers wealth and income distribution in connection with public policies in a democracy. It examines various ways government can achieve its goals such as directly through spending programs (e.g., subsidies), through laws and regulations, and indirectly through tax expenditures that lower tax liability by giving special treatment in the form of deductions, exclusions and credits (such as the home interest deduction or the adoption and energy credits). Topics range from general philosophical questions about fairness and inequality to current political issues such as education and housing. The seminar focuses on federal policies in the United States but uses some international and American state data for perspective. Students are expected to come to the first class with one or two general ideas for a paper involving wealth and/or income distribution and public policy. Although the materials—and class discussion—focus on United States federal government policies, the research paper need not be limited to the federal level.

4LAW 6930. WTO Seminar. (2,3 Credits)
This seminar explores the fundamentals of international trade practice in the World Trade Organization (WTO). After reviewing the economic foundations for international trade and the historical underpinnings of the WTO system, our primary focus will be on the texts of the WTO agreements and the international legal practice surrounding the WTO dispute settlement system. This course is taught by Edward T. Hayes, a partner at Leake & Andersson, LLP.

4LAW 6940. Law and Gender. (3 Credits)
Using gender as a paradigm for thinking about law, this course examines sex-based discrimination from a variety of perspectives in substantive areas of law that influence the lives of women and men. It covers issues of formal equality in employment, equal opportunity in education, substantive equality through affirmative action and pay equity, pregnancy, parenting, sexual orientation, sexual harassment, family law, domestic violence, pornography, prostitution, rape, and reproductive choice among others.

4LAW 6950. Domestic Violence Advocacy. (3 Credits)
The course will examine domestic violence in the criminal justice system and in family law, with a special focus on practical legal skills. Topics include domestic violence as a violation of criminal law, civil rights, international human rights and as a tort, and the role of domestic violence in divorce law and custody. While examining the issue systemically, students will also learn important practice skills through simulated role plays and demonstrations. Students will take a mock deposition, perform cross-examinations, and oral arguments.

4LAW 6990. Wrongful Convictions. (3 Credits)
This course is intended to provide students with an overview of the issues and case law related to wrongful convictions. The goal of this course is for students to gain an understanding of this dynamic and ever-growing area of law but they will do so with significant real-world context. Topics studied will include habeas corpus, ineffective assistance of counsel, police and prosecutorial misconduct, the reliability of eyewitness testimony, forensic and DNA evidence, and others. The cases will be studied from across the country with occasional international examples. However, we will examine local examples, (Louisiana, Mississippi, and Texas) in most of the topic areas we cover.

Legal Studies in Business (LGST)

LGST 2390. Junior Semester Abroad. (1-20 Credits)

LGST 3010. Legal/Ethical/Regul Busn. (3 Credits)

LGST 3010 examines ethical and legal issues that affect business decision-making. The course covers ethical decision making, including the concepts of professionalism, integrity-based management, compliance-based management, and corporate social responsibility. The course then focuses on the ethical and legal issues associated with the legal system; the litigation process; alternative dispute resolution techniques; business torts based on negligence; intent and strict liability, including fraud, product liability, misrepresentations, and misleading advertising; contracts; consumer protection issues; business crimes; bankruptcy; labor and employment law; laws surrounding equal opportunity; and property law, including patents, copyrights, trade secrets, trade names, and trademarks.

LGST 3890. Service Learning: LGST. (1 Credit)
Freeman students may elect to fulfill their upper-level Newcomb-Tulane public service requirement through this service learning option that functions as an added component to the foregoing Legal Studies courses. This added one-hour component supplements the Legal Studies curriculum and gives students the opportunity to become familiar with courtroom procedure while acquiring research, investigation, and analytical skills through courtroom observation and data collection. Students are required to fulfill 20 – 40 hours of public service and will engage in reflective learning through journal exercises and class presentations.

LGST 4010. Legal Studies in Business. (3 Credits)

LGST 4100. Business Law. (3 Credits)
LGST 4100 examines the basic legal element of almost every business transaction – a contract. The course focuses on how businesspeople form and perform contracts, as well as possible remedies for breach of a contract. In addition to contracts, the course examines negotiable instruments and how they function in the banking system. The course then focuses on the general rights of creditors and how bankruptcy affects creditor rights. Business Law presents material on the structure of business organizations, including mergers and consolidations, and the use of agents in business. The course concludes with a variety of special topics including property law, landlord-tenant law, insurance law, estate law, and professional liability law. This course is required for the legal studies in business major.

LGST 4110. Legal Writing & Research. (3 Credits)
LGST 4110 develops fundamental legal writing skills and acquaints the student with the basic resources of computerized legal databases. Students learn the techniques of legal problem-solving and practice how to research and draft legal memoranda and briefs through a series of progressively more complex written assignments. This course is required for the Legal Studies in Business major.
LGST 4120. Internatnl Business Law. (3 Credits)
LGST 4120 introduces students to relevant features of the various legal systems currently governing the conduct of international business - national, regional, and international. Topics include international trade agreements, international dispute resolution, jurisdictional and choice of law problems, treatment of foreign investments, foreign corrupt practices, conflicting standards on labor, the environment, competition, and tariff law. The course presents policy problems and operational concerns that arise as the result of conflicting laws, gaps in laws, and developing international standards.

LGST 4130. Fraud Prevent & Investg. (3 Credits)

LGST 4140. Insurance & Risk Mgmt. (3 Credits)
LGST 4140 helps students navigate the ever-changing landscape of identifying and analyzing risk. Students learn how to manage risk through insurance and finance techniques that are integral to a firm’s overall risk management plan. This class also shows students how risk management impacts important financial decisions through techniques such as loss control, risk retention, and risk transfer. An added focus on speculative risk management, in addition to current insurance coverage, makes this class essential for managers who need to understand risk.

LGST 4150. Real Estate Law. (3 Credits)
LGST 4150 examines the fundamentals of real estate financing and development from a legal and managerial perspective. The course introduces real estate law to students. The course develops the student's skills in using legal concepts in a real estate transactional setting. The main topics covered include the following: land acquisition, subdivision, construction, permanent loans, joint ventures, management (leasing, environmental), limited partnerships, disposition of real property (sale of mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks), and recent legal developments.

LGST 4160. Law of E-Commerce. (3 Credits)
LGST 4160 examines the law relating to the developing field of electronic commerce or electronic business. The first part of the course looks at the online legal environment. Online legal environment issues typically involve dispute resolution, cyber torts and crimes, and intellectual property issues. The second part of the course examines management and e-commerce issues, which involve e-contracting, risk management, and information security. The third part of the course focuses on marketing and e-commerce and examines online marketing, consumer protection, and privacy issues. The fourth part of the course examines employment relationships and web technology, including monitoring employee activities. The fifth section of this course focuses on the economics, finance, and taxation of e-commerce.

LGST 4170. Employmt Law For HR Prof. (1-3 Credits)
LGST 4170 examines legal issues associated with the hiring process, such as recruitment, background checks; eligibility; hiring and promoting; and managing a diverse workforce, including affirmative action, harassment, and accommodations. The course also covers conditions of employment such as pay, benefits, terms of employment, and so forth; managing performance; and terminating an employee, including terminating union, non-union, and public sector employees.

LGST 4175. White Collar Crime. (3 Credits)
LGST 4175 examines white-collar crime, which is a significant problem in the business world. Major corporations and financial institutions fail because of unlawful activities, resulting in huge financial losses to Federal, state and local governments, as well as to private organizations and individuals. Whether students plan to pursue careers in business or law, they will need to be familiar with at least the basics of white-collar criminal law. This course covers a variety of subjects, including substantive criminal law, inchoate offenses, the attorney-client privilege, business ethics, and corporate criminal liability, as well as a number of specific offenses such as fraud, obstruction of justice, bribery, environmental crime, computer crimes, currency crimes, insider trading, and RICO.

LGST 4180. Sports & Entertnmt Law. (3 Credits)
LGST 4180 introduces students to the legal principles applicable to the sports and entertainment industries. The first part of the course focuses on entertainment law, and the second half explores sports law. The primary areas of the law that are examined are those relating to contracts, torts, intellectual property, agency, anti-trust, labor and employment, and the business forms used in the sports and entertainment industries. The course also delves into policy problems and operational concerns that arise as the result of conflicting laws, and gaps in the laws applicable to these two industries.

LGST 4200. LSAT Review. (1 Credit)
The Law School Admissions Test Review (LSAT) course prepares students for the LSAT, including familiarizing students with the LSAT's format and structure and developing test-taking strategies. The course is one credit hour taken on an S/U basis, and the course does not count toward the student's degree requirements. Open to all students.

LGST 4210. Mock Trial. (1.5 Credits)
LGST 4210 is a year-long course that examines procedural and evidentiary issues involved in case analysis and trial preparation. The course covers ethical decision making, including the concepts of professionalism, negotiations, public speaking, and legal research and writing. The course then focuses on the ethical and legal issues associated with the legal system, specifically the litigation process and alternative dispute resolutions. The course will include simulation exercises involving trial preparation and trial procedures, including motion filing and oral arguments. Trial materials will include subject matter related to business torts based on negligence; intent and strict liability; fraud; products liability; misrepresentations and misleading advertising; contracts; consumer protection issues; business crimes; bankruptcy; labor and employment law; laws surrounding equal opportunity; and property law, including patents, copyrights, trade secrets, trade names, and trademarks. The course will culminate in participation in a National Moot Court competition where students will compete with other undergraduate institutions.
LGST 4220. Moot Court II. (1.5 Credits)
LGST 4410. Special Topics. (1-3 Credits)

LGST 4550. Legal Studies Internship. (1 Credit)
Freeman School majors may elect to do a Business Internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval for the Internship, the student must visit the Career Management Center for instructions. The final grade for the internship is given on an S/U basis upon submission of a paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status.

LGST 4890. Service Learning LGST 4140. (1 Credit)
LGST 4891. Service Learning LGST 4110. (1 Credit)
LGST 4892. Service Learning LGST 4140. (1 Credit)
LGST 4893. Service Learning LGST 4150. (1 Credit)
LGST 4894. Service Learning LGST 4210. (1 Credit)

LGST 4910. Independent Study. (1-4 Credits)
Freeman School seniors demonstrating academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Legal Studies major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School.

LGST 4990. Legal Studies Honors Thesis. (3 Credits)
This course is the traditional thesis option for the Legal Studies in Business area. Students enrolled in this course will begin their theses in the fall semester. They will conclude their theses in LGST 5000 in the spring semester.

LGST 5000. Legal Studies Honors Thesis. (4 Credits)
This course is the traditional thesis option for the Legal Studies in Business area. Students enrolled in this course will conclude their theses in the spring semester. They will start the theses in LGST 4990 in the fall semester.

LGST 7210. Business Law. (3 Credits)
This course provides an overview of the laws that affect private business relationships, including contracts, torts, sales, negotiable instruments, secured transactions, principle-agency relationships, types of business organizations, antitrust, securities regulation, labor laws, administrative laws, and bankruptcy.

LGST 7920. Independent Study. (1-3 Credits)
Independent study: Business Law.
LING 3010. Semantics. (3 Credits)
What does the word cat mean? This course looks at three answers. One says that cat is just the set of all cats. Another says that cat refers to a prototypical cat, one described by the characteristics common to all the cats that you have ever seen. The third answer says that cat is the word that the brain associates with the cats that you saw when you were younger. Each of these answers assumes that the mind works in a certain way, so the right one tells us something about how the mind works in situations that have nothing to do with the meaning of cat.

LING 3430. Semantics of Nat. Lang. (3 Credits)
An introduction to the study of meaning in natural languages. The central techniques involve extending the methods of logical semantics for formal languages. No prerequisites, but prior exposure either to generative grammar (e.g., ANTH 3590) or symbolic logic (e.g., PHIL 1210) would not be wasted.

LING 3441. Lexicography. (3 Credits)
Lexicography is the making of dictionaries. Dictionaries take many forms and fulfill many functions. Dictionaries have evolved new formats; professional lexicographers share word gleaning with internet users. Dictionaries may be monolingual, di-, tri-, or multi-lingual, etymological or encyclopedic, synchronic or diachronic, prescriptive or descriptive, terminological or generic. Dictionary construction requires a number of skills which co-vary with the type of dictionary to be produced. This course provides an overview of dictionaries, their forms, formats and histories, while fostering a basic skill set for harvesting words and compiling lexicons. Dictionaries provide a cognitive map to communities of speakers, both past and present. Notes: Writing Practica Option.

LING 3700. Second Language Acquisition. (3 Credits)
This course is intended to familiarize students with the field of Second Language Acquisition, including a history of the field's origins. Discussion of recent theories of second language acquisition and an overview of approaches to research methodology in this field.

LING 3810. Special Topics In Linguist. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 3811. Special Topics in Ling. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 3820. Special Topics. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 3821. Special Topics. (3 Credits)
Special topics in linguistics.

LING 3822. Special Topics. (3 Credits)
Special topics in linguistics.

LING 3823. Special Topics. (3 Credits)
Special topics in linguistics.

LING 3824. Special Topics. (3 Credits)
Special topics in linguistics.

LING 3825. Special Topics. (3 Credits)
Special topics in linguistics.

LING 3890. Service Learning: LING 3000. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

LING 4110. Brain and Language. (3 Credits)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local health-care provider.

LING 4560. Internship. (1-3 Credits)
Internships with Community Partners to develop language and linguistic resources. Experiences may include language teaching, materials development, web-design and curricular innovation.

LING 4570. LX CPS Internship. (3 Credits)
Internships with Community Partners to develop language and linguistic resources. Experiences may include language teaching, materials development, web-design and curricular innovation.

LING 4720. Translation Studies Theory. (3 Credits)
This course is an exploration of the development of the field of Translation, from Ancient Civilization through the twenty-first century, with a heavy emphasis on primary source commentaries on translation produced by translators over time. Students should expect to study the writings and historical context of such translators as Cicero (100-43 BCE), St. Jerome (4th century AD), Erasmus (1500s), Martin Luther (1520s-1530s), Etienne Dolet (1540s), Friedrich Schleiermacher (1813), Walter Benjamin (1923), Roman Jakobson (1959), Eugene Nida (1960s), Miguel Leon Portilla (20th century Mexico), Jacques Derrida (responding to Jakobson), Lawrence Venuti (1990s), and Dennis Tedlock (1990s) and complete a comparative analysis of multiple versions of a translation of a text of their choosing.

LING 4810. Special Topics In Lingui. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 4850. Proseminar In Linguistics. (3 Credits)
This course will examine a topic within linguistics, integrating the various levels of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students will be asked to apply linguistic theory to data within their field of concentration, synthesizing materials from primary and secondary sources.

LING 4880. Writing Practicum: LING 4910. (1 Credit)
Writing practicum.

LING 4890. Service Learning LING 4110. (1 Credit)
Service learning.

LING 4910. Independent Study. (1-3 Credits)
Independent study in Linguistics.

LING 4990. Honors Thesis. (3 Credits)
Honors Thesis.

LING 5000. Honors Thesis. (4 Credits)
Honors Thesis.

LING 5110. Capstone Component: ANTH 3310. (0 Credits)
Cross-registered with a capstone component.

LING 5111. Capstone Component: LING 4850. (0 Credits)
Cross-registered with a capstone component.

LING 5112. Capstone Component: LING 4850. (0 Credits)
Capstone.
LING 6720. Translation Studies Theory. (3 Credits)
This course is an exploration of the development of the field of Translation, from Ancient Civilization through the twenty-first century, with a heavy emphasis on primary source commentaries on translation produced by translators over time. The course intends to prepare the advanced graduate student for undertaking independent research in the field of translation studies by familiarizing him/her with the issues in the field of translation from Ancient to Modern times.

LING 6810. Special Topics. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 6820. Special Topics. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 6823. Special Topics. (3 Credits)
Special topics in linguistics. For description consult the director.

LING 6880. Writing Intensive: LING 6720. (1 Credit)
Writing intensive.

LING 6910. Independent Study. (1-3 Credits)
Independent study in Linguistics.

LING 7010. Semantics. (3 Credits)
What does the word cat mean? This course looks at three answers. One says that cat is just the set of all cats. Another says that cat refers to a prototypical cat, one described by the characteristics common to all the cats that you have ever seen. The third answer says that cat is the word that the brain associates with the cats that you saw when you were younger. Each of these answers assumes that the mind works in a certain way, so the right one tells us something about how the mind works in situations that have nothing to do with the meaning of cat.

LING 7960. Independent Study. (3 Credits)
Independent study in Linguistics.

LING 9980. Master’s Research. (0 Credits)
Master’s Research.

LING 9990. Dissertation Research. (0 Credits)
Dissertation Research.

Literature (LITR)

LITR 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

LITR 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

Louisiana Studies (LOUS)

LOUS 2910. Special Topics. (3 Credits)
Special topics in Louisiana Studies.

LOUS 2911. Special Topics. (3 Credits)
Special topics in Louisiana studies.

LOUS 3035. Huey Long in Literature & Film. (3 Credits)
This course will consider the life of Huey Pierce Long as depicted in biography and film. It will discuss and analyze three major “biographical” and literary works about Long: Alan Brinkley’s comparative biography Voices of Protest: Huey Long, Father Coughlin, and the Great Depression; T. Harry Williams’s Huey Long, and Robert Penn Warren’s classic “political” novel, All the King’s Men. The course will also view and analyze two films about Huey Long: Ken Burns’s documentary Huey Long and an Academy Award film based on Robert Penn Warren’s All The King’s Men.

LOUS 3161. Civil War New Orleans. (3 Credits)
This course will explore the major historical events and persons associated with the Civil War in New Orleans through historical literature and local archival resources.

Management (BSMT)

BSMT 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMT discipline in BSLS Programs (1000 Level).

BSMT 2250. Business Communications. (3 Credits)
In today’s business environment, it is important to understand how to strategically use business communication channels. Business Communications provides basic concepts and skill-building exercises necessary for you to communicate effectively and professionally. This course will help you improve your business writing and communication skills by using business language clearly, concisely, and correctly; analyzing each audience to target and tailor messages appropriately; and, using critical thinking and a problem-solving approach to analyze business issues. These skills will help you communicate effectively in a variety of business settings.

BSMT 2310. Principles of Management. (3 Credits)
This course reviews and analyzes basic management processes such as planning, organization, coordination, and control. The course will survey various schools of management thought with emphasis on the process, human behavior and quantitative schools of management. No prerequisites are required.

BSMT 2750. Intro to Franchising. (3 Credits)
The course will examine franchising as a business form. During the semester, students will study franchising from the perspective of both the franchisor and the franchisee covering all relevant issues, including franchising agreements and related documents, financing, site selection, marketing, financial management, and operations. The course will examine the franchisee/franchisor relationship, contractual requirements, trademarks, territorial rights, compliance issues, legal considerations, and current issues in franchising.

BSMT 2910. Special Topics in Management. (1-3 Credits)
Special Topics in Management.

BSMT 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMT discipline in BSLS Programs (2000 Level).
BSMT 3250. Business Statistics. (3 Credits)
A survey of some of the more important concepts and techniques of statistics. Examples are drawn from the business world; in particular, time series analysis and index numbers are introduced. Students are introduced to computer implementation of statistical procedures. Student should have a background in high school algebra. The course meets math proficiency requirement for Bachelor of Arts degree only.

BSMT 3340. Managing Org Behavior. (3 Credits)
This course is an introduction to how organizations function. The student will develop abilities to diagnose and respond more flexibly in organizations they participate in and explore and reflect critically on key themes in modern organizations. Major emphasis is placed on teams, globalization and diversity, interpersonal and group communication, organizational cultures, and negotiating the fit between the individual and the organization.

BSMT 3380. Business Ethics. (3 Credits)
A theoretical critique and case-oriented analysis of the moral, ethical, and value issues that challenge business, industry, and corporate life. Students will discover ethical principles and strategies applicable to the management process.

BSMT 3600. Entrepreneurship. (3 Credits)
This course introduces students to entrepreneurship, discusses the personality traits common to many entrepreneurs, and explores ways to analyze new venture opportunities from marketing, production, and organizational perspectives. The course also emphasizes the legal considerations involved in starting a business and protecting a new idea and how to finance the venture.

BSMT 3650. Developing a Small Business. (3 Credits)
This course is designed to introduce students to the essentials of small business start-up and management. This course will teach students how to locate and to analyze opportunity, set up the operating structure, develop marketing and financial plans, and utilize financial reports for effective management of a developing small business.

BSMT 3700. Global Business. (3 Credits)
This course introduces the student to the fundamentals of international trade and the global business environment. The course covers policies and laws that affect small and large businesses engaged in international trade and the impact of globalization on people, the environment, national employment, and national competitiveness. The students will learn how small and large companies enter and engage in global business. The course includes the study of ethics and corporate citizenship.

BSMT 4910. Independent Studies. (1-3 Credits)
Independent Study in the BSMT discipline for the BSLS Programs.

Management (MGMT)

MGMT 3010. Organizational Behavior. (3 Credits)
MGMT 3010 applies concepts from psychology and social psychology to organizational problems that managers face. Topics such as perception, communication, attitudes, motivation, influence, group dynamics, and organizational change are covered in a lecture, discussion, and problem-solving framework. Prerequisites: ECON 1010, ECON 1020, MCOM 3010 (Students admitted fall 2014 and later); sophomore standing or above. This course includes a writing intensive component; Pre- or Co- requisites: CDMA 1201.

MGMT 3380. Business Ethics. (3 Credits)
This course considers the ethical responsibilities of managers and corporations. Specific objectives of the course include fostering an understanding of the ethical responsibilities in becoming a manager; improving individual and group skills in identifying and analyzing ethical issues in the contexts they arise, developing action plans based upon those analyses, and providing a safe setting in which to critically examine the assumptions and values people bring to complex business decisions that raise ethical issues. Class sessions will entail case discussions, exercises, and presentations of theoretical frameworks for interpreting business ethics.

MGMT 4001. Hospitality Seminar. (3 Credits)
The hospitality industry fuels the global economy and is a major contributor to growth in both developing and developed countries. Globally the industry contributes $7.6 trillion to GDP. In New Orleans alone, the industry provides almost 90,000 jobs, and visitors to our city spent $7.4 Billion in 2016. Today hospitality is more important than ever before and it has become a critical source of innovation for companies in all industries. Hospitality is a mechanism to create and capture customer value through experience, and has become important in many industries including technology, healthcare, financial services and education. From Apple to Walmart, from Amazon to Wells Fargo, companies are increasingly focused on hospitality as a mechanism to create market differentiation, build customer value, and provide a sustainable competitive advantage. This course takes a deep dive into entrepreneurial hospitality and examine how hospitality is driving customer experience in a wide variety of companies. The course provides a hands-on opportunity to learn from experts, entrepreneurs, and industry leaders.

MGMT 4010. Strategic Management. (3 Credits)
MGMT 4010 must be taken concurrently with MGMT 4900. Together, these courses serve as the Business Capstone Experience. In this course, students will integrate the knowledge and skills acquired from the BSM core curriculum to identify and diagnose the strategic issues that companies face in complex and competitive environments. Strategic Management encompasses a series of interrelated steps by which managers conduct analyses at the industry, business, and corporate levels; decide on strategies to enhance firm competitiveness; put those strategies into action; and constantly evaluate and modify those strategies, as needed. This case-based course helps students develop skills in conducting industry analyses, identifying the firm’s resources and capabilities, and addressing problems in strategy implementation. In MGMT 4010, students assume the role of the practicing general manager and develop a capacity to propose and implement sound, realistic, and specific solutions for the firm’s strategic problems. Prerequisites: All 3000-level BSM core courses, enrollment limited to students with senior standing, with priority given to graduating seniors.

MGMT 4100. Entrepreneurial Mgmt. (3 Credits)
This course considers the ethical responsibilities of managers and corporations. Specific objectives of the course include fostering an understanding of the ethical responsibilities in becoming a manager; improving individual and group skills in identifying and analyzing ethical issues in the contexts they arise, developing action plans based upon those analyses, and providing a safe setting in which to critically examine the assumptions and values people bring to complex business decisions that raise ethical issues. Class sessions will entail case discussions, exercises, and presentations of theoretical frameworks for interpreting business ethics.
MGMT 4110. Cases In Entrepreneurshp. (3 Credits)
MGMT 4110 reviews thirteen actual business cases. A visiting CEO (or other top executive) and the professor teach each case jointly. The class explores problems and opportunities encountered in the search, evaluation, and acquisition of new, as well as ongoing, ventures. Students will further develop analytical skills in finance, accounting, business analysis, management, and marketing that they have acquired in other courses. Brainstorming sessions will challenge and improve innovative thinking while assignments and presentations hone business communication skills. Discussion of entrepreneurship, family business, and small business management gives the student an overview of the alternatives to traditional corporate employment. Most importantly, students interact with top-level executives who are role models from whom they can learn how to be successful entrepreneurs. Prerequisites: Sophomore standing or above.

MGMT 4120. Corporate & Coopertv Strategy. (3 Credits)
In MGMT 4120, students integrate knowledge from the different functional areas and evaluate strategic decisions in a corporate context. This case-based course emphasizes the analysis of the drivers of value creation and value destruction in such corporate tools as mergers and acquisitions, alliances, and informal interorganizational networks. Students will learn to apply a set of tools that help them to make better corporate-level decisions addressing diversification, integration, and internal development issues facing modern multibusiness firms. The coursework includes a team project. Prerequisites: All 3000-level BSM core courses; junior standing or above.

MGMT 4130. Dimensions in HR Mgmt. (3 Credits)
MGMT 4130 introduces the major strategies and procedures for effectively managing human resources. Through readings, cases, and a series of experiential exercises, students learn about the legal environment of human resource management, analyzing jobs and work, staffing, performance management, training, compensation, and workplace safety. Prerequisites: MATH 1140, PSYC 1000; junior standing or above.

MGMT 4140. Entrepreneurial Mgmt. (3 Credits)
MGMT 4140 consists of two parts. In the first part, class members team up to choose a business. The teams then create a business plan. By maintaining the books of the firm, students see the financial impact of their decisions. This format emphasizes how day-to-day decisions add to or detract from corporate liquidity and profits or losses. The second part of the course comes from the professor’s many years of business experience. Topics include developing and recognizing business opportunities; using teamwork to organize a business; building a realistic business plan; raising capital and borrowing money; interviewing, hiring, and managing people; determining cost structure; analyzing margins; pricing; making decisions in groups; considering ethics; identifying industry characteristics; evaluating financial statements; negotiating; dealing with labor unions; creating a successful business partnership; understanding the banking system and how it works globally; and developing a philosophy of business. Prerequisites: Sophomore standing or above.

MGMT 4150. Enviro, Society & Capitalism. (3 Credits)
This course takes a strategic planning perspective to investigate environmental management issues in the context of assessing and responding to competitive and social forces. This course examines a serious challenge to corporations competing in the global economy: How to maximize profitability and production in such a way that will allow the planet to support operations indefinitely. Emphasis will be on the company’s ability to use both traditional management concepts and new sustainability practices to build and sustain a competitive advantage. Students will learn how an enterprise can meet sustainability goals while still fulfilling its financial and market objectives. Prerequisites: All 3000-level BSM core courses; junior standing or above.

MGMT 4160. Leadership. (3 Credits)
The purpose of this course is three-fold. First, students will develop a general understanding of leadership theories and an understanding of their own leadership traits. Second, students will use theories to help analyze real-world cases involving both successful and unsuccessful examples of leadership. Finally, students will practice their own leadership skills as they lead their teams in a variety of exercises and projects. Prerequisites: MGMT 3010, junior standing or above.

MGMT 4170. Negotiations. (3 Credits)
This course addresses the theoretical foundations and practical skills used in resolving differences and negotiating mutually satisfying outcomes. Students develop skills through simulated negotiations in a variety of contexts. Class topics include the nature of negotiations, different negotiating styles, distributive versus integrative bargaining, conflict, and intercultural bargaining. Self-reflection and giving and receiving feedback are key aspects in developing negotiation skills. Prerequisites: MGMT 3010, junior standing or above.

MGMT 4180. Mgmt of Tech & Innovatn. (3 Credits)
Technology, innovation, and entrepreneurship are among the most frequently used terms in today's business environment. We are bombarded by products and technologies that are changing the ways we live and work, but how do we analyze the processes that bring them to market? What exactly is technology? What forces shape its evolution? What roles do strategic alliances, standards, and intellectual property play in forecasting? How should we create product development teams? How should we create organizations that foster innovation? What is the role of creativity in the development of new technologies? These are some of the topics that are covered in this course. Prerequisites: All 3000-level BSM core courses; junior standing or above.

MGMT 4200. Student Venture Accelerator 1. (3 Credits)
In this course, students will develop an understanding of the resources, strategies, and management skills required to launch a new business – and some students will have the opportunity to create viable ventures that they can pursue through Student Venture Accelerator 2 in a subsequent semester. Working out of the Lepage Center's Student Venture Incubator, students will have the opportunity to take an idea from its earliest inception to analyze potential product-market fit. Throughout this course, student teams will work on their new ventures by developing a business model and business strategy; creating financial, marketing, sales, and hiring analyses; developing your founding documents and policies; setting up charts of accounts; and developing a new venture pitch. Prerequisites: All 3000-level BSM core courses.
MGMT 4210. Student Venture Accelerator 2. (3 Credits)
In this course, students will deepen their understanding of the resources, strategies, and management skills required to launch a new business — with a goal of creating a profitable venture that they can pursue well beyond the end of the course. Working out of the Lepage Center’s Student Venture Incubator, students will have the opportunity to take an idea to fruition by undertaking customer interviews to test your ideas, determine product-market fit, and obtain their first paying customers. Throughout this course, student teams will work on their new ventures by improving the business model and business strategy; developing financial, marketing, sales, and hiring plans; finalizing founding documents and policies; refining charts of accounts; and preparing for a board meeting simulation. To support the launch of each new venture, the professor, a team of mentors that includes entrepreneurs/executives-in-residence, and the Lepage Center’s expert network will provide coaching, referrals, and guidance that will be customized to the unique challenges facing each startup. Prerequisites: All 3000-level BSM core courses.

MGMT 4550. Management Internship. (1 Credit)
Freeman School majors may elect to do a Business Internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the Internship, the student must visit the Career Management Center for instructions. The final grade for the Internship is given on a Satisfactory/Unsatisfactory (S/U) basis when the student submits a paper/evaluation to the supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status. Prerequisites: All 3000-level BSM core courses.

MGMT 4600. Strategic Consulting. (3 Credits)
A strategic management consultant provides strategic guidance, tactical advice, and implementation support to senior managers in industry and government. Students in this course will learn to make value propositions that reflect their clients’ goals and maximize their clients’ competitive potential. Topics include industry analysis, consulting skills development, consultant-client relationships, stages of consulting (contracting, data collection and diagnosis, feedback and the decision to act, developing client commitment, implementation, results, and accountability), ethics in consulting, and differences between internal and external consulting. Students will learn to understand resistance and manage meetings; they will study project management and the management of consulting firms. Pre- or Co-requisite: MGMT 4010; senior standing.

MGMT 4610. Management of New Ventures. (3 Credits)
Entrepreneurs are concerned with the relentless pursuit of opportunities in the marketplace. This course explores the key characteristics of entrepreneurs and examines the entrepreneurial process. The course provides students with the concepts, techniques, and skills needed to manage the entrepreneurial process and face the challenges of entrepreneurial companies. By the conclusion of this class, students should understand their potential roles as entrepreneurs and should have gained a “real-world” orientation to the entrepreneurial process of conceiving and implementing an idea for a new venture. Pre- or Co- requisite: MGMT 4010; senior standing.

MGMT 4890. Service Learning: MGMT 4180. (1 Credit)
This course requires students to complete an Eco Challenge Project where they will develop a plan that utilizes the latest technologies to have the Metropolitan New Orleans area run on totally renewable energy. This public service experience will add to the students’ knowledge and experience by allowing them to see firsthand the needs of the community, and face the challenges in transforming the city to an area sustained entirely on renewable resources. Prerequisite: MGMT 3010; Corequisite: MGMT 4180; junior standing or above.

MGMT 4891. Service Learning: MGMT 4130. (1 Credit)
Student teams will work with the partnering organization on an HR-related project relevant to the needs of that organization. The teams will work in close coordination with the organization and the professor. The semester-long project will result in end-of-semester team presentations, and individual teams submitting a written report. Prerequisite: MGMT 3010; Corequisite: MGMT 4130; junior standing or above.

MGMT 4896. Service Learning: MGMT 4160. (1 Credit)
This course studies leadership and leadership development. At the center of the course is a service learning project that students will do in collaboration with the Center for Public Service. Each student will lead a team in doing a service project in the community. Students will be responsible for defining the mission, recruiting and motivating a team, formulating and executing a plan, and assessing the results of their efforts. In tandem with the service projects, class meetings will focus on various aspects of leadership. Students will analyze theories and receive practical advice about leadership. In addition, students will take several leadership assessments and receive feedback about their leadership styles. Students should leave the course with a sound understanding of the challenges of leadership, knowledge about research on leadership, practical experience doing leadership, and an increased awareness of their own leadership styles. Prerequisite: MGMT 3010; Corequisite: MGMT 4160; junior standing or above.
MGMT 4900. Busn Integratn Capstone. (1 Credit)
In MGMT 4900, students will integrate the knowledge, skills, and
concepts acquired from the core classes and majors in the Bachelor of
Science of Management degree. Students will examine the problem of
making strategic business decisions from functional area perspectives
and a total organizational perspective. The professor will organize the
class into teams, and the highlight of the course will be a final BSM
Case Competition involving all students who are taking the Capstone
course. The course requirements include an individual written case
analysis, and a team case analysis and presentation. The professor will
also grade students on class attendance and participation, and on their
abilities to work effectively and contribute as team members. In this
course, students will be required to take a comprehensive exam known
as the ETS® Major Field Test for the Bachelor's Degree in Business, and
this exam is part of the course grade. The exam contains 120 multiple-
choice questions designed to measure a student’s subject knowledge
and ability to apply facts, concepts, theories, and analytical methods.
Some questions are grouped in sets and based on diagrams, charts,
and data tables. The questions represent a wide range of difficulty
and cover depth and breadth in assessing students’ achievement
levels. The test covers the following areas (coverage): Accounting
(~15%), Economics (~13 %), Management (~15%), Quantitative
Business Analysis (~11%), Information Systems (~10%), Finance
(~13%), Marketing (~13%), Legal and Social Environment (~10%) and
International Issues (overlapping and drawn from other content areas
previously listed). Prerequisites: All 3000-level BSM core courses,
enrollment limited to students with senior standing, with priority given
to graduating seniors. Corequisite: MGMT 4010 MGMT 4900 must be
taken concurrently with MGMT 4010. Together, these courses serve as
the Business Capstone Experience.

MGMT 4910. Independent Studies. (1-3 Credits)
Freeman School seniors who demonstrate academic excellence are
allowed to pursue an Independent Study. The work may take the
form of directed readings, laboratory or library research, or original
composition. Instead of traditional class attendance, the student
substitutes conferences with the supervising faculty, as needed. An
Independent Study requires the approval of the supervising instructor
and the Associate Dean for Undergraduate Education. The credit does
not apply towards the Management major requirements for a BSM
degree; the independent study counts as Business elective credit
only. Interested students should contact the Office of Undergraduate
Education at the Freeman School. Prerequisites: Minimum cumulative
GPA of 3.333 or higher; senior standing.

MGMT 4990. Management Honors Thesis. (3 Credits)
This course is for BSM students in the Tulane Honors Program.
Students enrolled in this section will begin their Business Senior
Honors Thesis. They will conclude their Business Senior Honors Thesis
in MGMT 5000 in the spring semester.

MGMT 5000. Honors Thesis. (3 Credits)
This course is for BSM students in the Tulane Honors Program.
Students enrolled in this section of the course will complete their
Business Senior Honors theses. They will start the Business Senior
Honors theses in MGMT 4990 in the fall semester.

MGMT 5380. Junior Year Abroad. (1-20 Credits)

MGMT 5390. Junior Year Abroad. (1-20 Credits)

MGMT 6030. Strategic Management. (3 Credits)
This course is designed to present strategic management from the
point of view of the practicing general manager. It focuses on specific
knowledge and skills that are required to understand strategy and the
process by which it is developed in business organizations. It also
provides information on the situation and context in which strategy is
formed and implemented.

MGMT 6040. Business Ethics & Leadership. (3 Credits)
This course concerns the ethical foundations of leadership in
business and society. Students will gain an understanding of
various academic perspectives on leadership, real-world examples
of effective and ineffective leadership, and insights into their own
leadership capabilities. The emphasis on ethics will include some
moral philosophy, but will also involve the application of common
sense morality to business leadership. This means that active student
participation is essential in this course. The classroom experience
will include much conversation, debate, disagreement, and dissent
in response to provocative case studies, class exercises, and group
projects.

MGMT 6050. Operations Management. (3 Credits)

MGMT 6060. Human Resource Management. (3 Credits)
This course develops an understanding of how human resource
management influences organizational success, how human resource
strategy should align with the strategic goals of an organization, and
the skills that general managers need in order to successfully manage
human resources. This course will draw on economics, psychology,
sociology, and legal issues to inform students about recruiting,
selecting, training, placing, compensating, and managing employees
in order to develop and maintain a highly committed and high performing
workforce. Students will engage in a variety of exercises and projects
which require the application of course material.

MGMT 6070. Strategic Consult Organization. (3 Credits)
Strategic consulting aims to prepare students for internal and external
management consulting positions. Topics include industry analysis,
consulting skills development, consultant-client relationships, stages
of consulting (contracting, data collection and diagnosis, feedback and
the decision to act, developing client commitment, implementation,
results, and accountability), ethics of consulting, differences between
internal and external consulting, understanding resistance, managing
meetings, project management, and management of consulting firms.

MGMT 6080. Managing People in Orgs. (3 Credits)
This course provides students with knowledge of the elements of
individual, group, and organizational influences on behavior in
organizations and the impact that behavior has on individual, group,
and firm outcomes. It covers a range of issues and challenges including
creating an environment for success, managing diversity, managing
performance, motivating workers, understanding group processes, and
making decisions. In doing so, this course exposes students to current
thinking, strategies, and evidence-based best practices by incorporating
perspectives of leading practitioners, consultants, and researchers in
the field.
MGMT 6110. Managing People. (1.5-3.75 Credits)
MGMT 6140. Leadership & Ethics. (2-3 Credits)

MGMT 6150. Global Business Projects. (3 Credits)
This course provides an overview and some in-depth study of management at the executive level in Asia. With a conceptual base in books, current articles and brief lectures, it tackles the most important issues and current situations for top level management doing business in China, India, Japan, Korea, and Southeast Asia. Direct experience for the students is provided through a team project developing and presenting a strategy for an Asian client.

MGMT 6160. New Venture Planning. (3 Credits)
The primary objective of this elective course is to teach students to apply the skills learned in their functional area courses toward the goal of understanding entrepreneurship, becoming an entrepreneur, and launching a new venture. Working in teams, students learn to assess, plan, finance, launch, manage, and harvest a scalable, high-growth new venture.

MGMT 6270. Internship Studies. (1-3 Credits)
In this course, students will apply the intellectual capital obtained from coursework to a real business organization. The objectives of the course are to help the student integrate the concepts presented in separate functional area courses, to allow the student to experience how academic concepts are adapted to fit the realities of a particular business context, and to help the student understand how his or her academic training can help the organization. Note: MGMT 6270 does not count toward degree completion.

MGMT 6510. Leadership I. (2 Credits)
This course provides an overview of the world economy and the patterns of global interaction among countries. It develops the foundations of aggregate demand and aggregate supply in an open economy. The emphasis is on open economy macroeconomic issues for managerial decisions. Topics include the determination of interest rates, inflation, wage levels, real output growth, exchange rates, foreign investment, and international trade patterns in the world economy. Issues of government policy, such as government debt, and external balances of trade are also considered.

MGMT 6540. Asia - GI IV. (3 Credits)
Competing internationally is no longer limited to large multinational corporations. The globalization of production and markets, the decline in barriers to trade, and the development of the internet, world wide web, and transportation technologies have allowed even small companies access to global markets and supply chains. The objective of this course is to examine ways to design a strategy for competing efficiently in global markets. In a given industry, what are the mechanisms for market entry? How can international opportunities be evaluated and understood? What are the factors underpinning the success of global competitors in a given industry? How do you redesign the value chain of the firm across the globe? How do you successfully enter foreign markets? This course has a regional focus on Asia and includes an international business consulting project and an immersion experience in Asia.

MGMT 6620. Euro Union-Global Leadership II. (3 Credits)
Leaders in business organizations increasingly work globally and in multicultural environments. You may work regularly with customers, suppliers, and partners abroad, or as part of a globally dispersed cross-functional team, or as a manager on an international assignment. In all of these contexts, your effectiveness as a leader depends on how well you understand and are able to manage in a global context. This course has a regional focus on the European Union and includes an international business consulting project and an immersion experience in a major Western European city.

MGMT 6630. Latin Amer-Global Ldrshp III. (3 Credits)
This course provides a basis for understanding the Latin American external business environment from a social, cultural, economic, and political perspective, as well as its effect on managerial decisions. General international business theory is covered with lectures, case studies, and readings focused primarily on the countries of Argentina, Brazil, Colombia, Mexico, and Venezuela. Effective people management is a key to organizational functioning and success in that region. Therefore, individual competencies required to be an effective manager in Latin America are also identified. Those managerial competencies are studied within four categories: leadership, attitudinal, motivational, and cross-cultural. A direct experience for students is also provided through an international business consulting project, and a trip to a major Latin American city.

MGMT 7000. MBA Practicum. (9 Credits)
This multidisciplinary course is the experiential core of the Fast-Track MBA program. It challenges students to identify, create, and evaluate business opportunities for an existing company. This experience is tailored to the students’ career objectives. Students conduct a comprehensive assessment of a company’s strategy including the customer value proposition, product and service offerings, product innovation, new product development process; organizational structure; finance; marketing, including customer segmentation; supply chain management and operations, including distribution channels; and corporate strategy, including alliances, acquisitions, and divestitures. The assessment will also include an evaluation of the industry, including value chain, competitive dynamics, and elements of the macro environment relevant to business strategy. This course is taught by faculty from different disciplines within the Freeman School. Students will also engage with industry practitioners throughout the course.

MGMT 7001. Entrepreneurial Hosp Sem. (3 Credits)

MGMT 7010. Org Rsh Methods & Analytics. (3 Credits)
This course is designed to develop students’ knowledge of the process and tools of organizational research, and students’ critical thinking and skills in regard to the conduct of such research. Importantly, this course will provide students with hands-on experience in planning research, analyzing individual level and organizational level data, and disseminating information and insights to possible decision-makers. The course will cover a range of topics including but not limited to ethics in organizational research, clarifying research questions and hypotheses, research design and sampling, measurement issues and survey design, data analysis and presentation, report writing, and research communication strategies. Learning in relation to these topics will be facilitated through lecture and discussion, case studies, experiential exercises/workshops, group projects, and student presentations.
MGMT 7050. Global Strat Capstone. (3 Credits)
This capstone course integrates and summarizes fast-track MBA course work. The material is developed at an advanced MBA level with the goal of utilizing the collective experience of the students to enhance the learning experience. The course utilizes Glo-Bus, an online global simulation that focuses on competitive global business strategy. Glo-Bus allows students to run an action camera and drone company in head-to-head competition against companies run by other class members. Company operations parallel those of actual action camera and drone companies. Just as in the real world, companies compete in a global market arena, selling digital cameras in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America. Students make decisions relating to R&D, component usage, camera and drone performance, product line breadth, production operations, work force compensation, outsourcing, pricing, sales and marketing, and finance. The challenge is to craft and execute a competitive global strategy that results in a respected brand image, keeps your company in contention for global market leadership, and produces good financial performance as measured by earnings per share, return on investment, stock price appreciation, and credit rating. All aspects of the global business strategy simulation parallel the functioning of the actual action camera and drone market, thus allowing students (1) to think rationally and logically in deciding what to do and (2) to get valuable practice in making a variety of different business decisions under circumstances that mirror real-world competitive conditions.

MGMT 7100. Corporate & Coop Stratgy. (3 Credits)
This case-based course prepares students to make sound corporate strategy decisions. Corporate strategy involves defining the firm’s scope in terms of geography, markets, technology, and levels of integration. The desired changes in the scope can be achieved through several important tools of corporate strategy, including acquisitions, alliances, and internal development. The course takes an in-depth look at the strategic decisions that can maximize the value-creation potential of the M&A, alliances, and interorganizational networks. The course requirements include a term project that allows each student to focus on the aspects of corporate strategy that interest him or her the most.

MGMT 7110. Negotiations. (3 Credits)
The behavioral processes and phenomena that are inherent in virtually all types of negotiations are explored. Emphasis is on systematic preparation of a negotiating strategy. In-class exercises, role plays, and simulations are used by students to test their strategies and tactics.

MGMT 7120. Competition & Strategy. (2-3 Credits)
Analytical tools are presented for formulating competitive strategies. In-depth analysis of several industries and competitors is undertaken to help predict competitors’ behavior and future industry evolution. Additional considerations include how government, technology, and other environmental factors affect competition. This course also provides analytical approaches to examine the corporate strategies of diversified firms. The principal focus will be on high technology industries and services.

MGMT 7140. New Prod Dev-Hospitality Ind. (3 Credits)
This course teaches students the fundamentals of new product development and provides first-hand experiences through application. It provides an understanding of the design innovation process and a set of tools and experiences in finding and developing innovative solutions to address strategic business problems in any industry. Students explore creativity from an individual and team perspective as they identify innovation opportunities and develop and prototype potential solutions. Students examine the key concepts of the design innovation process and apply these concepts in a systematic way to the problem of crafting compelling and competitive offerings. The format of the course is a mixture of lecture, exercises, activities, guest speakers, and field work, drawing from the wealth of examples found in New Orleans and specifically in the New Orleans hospitality industry. The course incorporates a group project in which students design an innovative prototype or proof of concept for a new product or service.

MGMT 7170. Healthcare Policy & Reform. (3 Credits)
This elective will benefit students by giving them a foundation of knowledge in three key areas of focus on the United States healthcare system: access to care, cost of care, and quality of care. Students will gain an understanding of how the insurance industry, Medicare, and Medicaid evolved into what it is today, their purpose, and their role in the three key areas of the healthcare system. Students will also learn about the government’s role in healthcare and the history of healthcare reform. Finally, students will be able to see how these lessons apply in the real world through a series of guest lectures from hospital administrators, insurance company executives, experienced physicians, and ex-government employees.

MGMT 7180. Innovation Tech Commercial. (3 Credits)
This course is designed to teach students to develop models of innovation and apply innovation theory and practices from across a range of commercial size-scales—from small startup companies to intrapreneurial units within large, established companies. The twin poles of theory and practice are balanced through classroom lectures and experiential training. Weekly lectures furnish students with effective and portable theoretical frameworks for identifying, selecting, and executing opportunities for technological innovations in healthcare, energy, water, and the environment. In the experiential training component, students will apply their classroom learning to develop targeted, formal innovation and entrepreneurship business models. Completion of this course will supply students with intellectual groundwork and practical experience in advancing inventive technological ideas toward commercialization and ultimately public benefit. This course builds on the frameworks and case method teaching utilized in MGMT 7210 Management of Technology and Innovation, which is a recommended prerequisite.

MGMT 7210. Mgmt of Tech & Innovatn. (3 Credits)
Maintaining or creating a competitive advantage requires innovation in process and product technologies. In many industries, top companies in one decade are struggling or absent in the next due to an inability to deal effectively with innovation development. In many cases, top companies fade from prominence due to an inability to anticipate or adjust to the introduction of disruptive technologies by other firms. In this course, frameworks and tools for managing technology advancement are introduced.
MCOM 3100. Management Communication. (3 Credits)
Open to firear students in their second semester and above. This course includes a writing intensive component. Emphasizing a problem-solution approach, MCOM 3100 focuses on often overlooked— but essential—business writing skills, including grammar, punctuation, organization, etc. Through case exercises and focused assignments, MCOM instructors teach students to produce professional written documents and deliver oral presentations; analyze various communication purposes, strategies, and audiences; and work effectively in teams. Some sections of this course will satisfy one of the University's Public Service requirements and will provide an additional Public Service credit. Prerequisite: ENGL 1010.

MCOM 3100. Social Media. (3 Credits)
Using case studies and real-world examples from large corporations and small business, students explore current and future ways professionals communicate through online social networks, user-generated content, and content sharing. This course looks at these new channels of communication that make up social media and the Web, and it explores how these tools fit into a company's traditional integrated communication strategy. Prerequisites: MCOM 3010, junior standing or above.

MCOM 3200. Conscious Busn Practices/Posit. (3 Credits)
The goals of this course are to make the student a positively, penetrating and powerful participant in their personal and professional lives, through exploration of positive business practices, mediation, communication, positivity, and negotiation. Students will acquire the skills and abilities to be a positive force in personal and professional settings. Learn to meditate, communicate, collaborate, activate creativities, enhance intuition, marshal resources and integrate the highest possibilities and business opportunity. Explore the methods and means to entrepreneurially address issues in need of service, support, advance, and expansion. Develop frameworks and strategies for paramount personal impact and purposeful satisfaction. Prerequisites: MCOM 3010, LGST 3010 and MGMT 3010.

MCOM 3300. Organizational Comm.. (3 Credits)
This course emphasizes the development of critical-thinking, communication, and team-building skills among students and focuses on enhancing team dynamics, leadership, and communication. For six weeks, students will engage in a global virtual team experience with students from other universities and other countries. As a result, students will know how to work in a virtual work environment using virtual collaboration tools (IBM Connections), manage a virtual team processes and collaboration, and develop leadership skills. Using case studies, we will explore crisis communications and corporate social responsibility as it relates to team coordination, leadership, and ethics. The course complements individual communication skills students have developed in other courses. Prerequisites: MCOM 3010, junior standing or above, Business students only.

MCOM 3890. Service Learning: MCOM 3100. (1 Credit)
Freeman students may elect to fulfill their upper-level Newcomb-Tulane public service requirement through this service learning option that functions as an added component to Management Communication. This added one-hour component supplements the Management Communication curriculum and gives students the opportunity to identify communication opportunities and challenges within a specific organization, identify and analyze various stakeholder groups associated with the organization, and consider the role of communication in achieving the organization’s goals. Students are required to fulfill 20-40 hours of public service and will develop and execute a semester-long project for their community partner. Corequisites: MCOM 3100, junior standing or above.

MCOM 3530. Junior Year Abroad. (1-20 Credits)

MCOM 5390. Junior Year Abroad. (1-20 Credits)

MCOM 6100. Management Communication. (2 Credits)
This course is a blend of principles and practice, subject and skill. Students apply communication theories to relevant business situations to develop specific behaviors and skills. The successful manager must analyze communication situations, develop communication strategies, and demonstrate appropriate behavior leading to intelligent, flexible decisions. Specifically, students evaluate communication issues in both internal and external environments, and communicate orally and in writing both as an individual employee and as a member of a work group. In addition, the course examines corporate communication issues such as communication management, image, identity, reputation, and media relations.
MCOM 6020. Business Communications. (3 Credits)
This course is a blend of principles and practice, subject and skill. Students apply communication theories to relevant business situations to develop specific behaviors and skills. The successful manager must analyze communication situations, develop communication strategies, and demonstrate appropriate behavior leading to intelligent, flexible decisions. Specifically, students evaluate communication issues in both internal and external environments, and communicate orally and in writing both as an individual employee and as a member of a work group. In addition, the course examines corporate communication issues such as communication management, image, identity, reputation, and media relations.

MCOM 6130. Financial Communications. (3 Credits)
Finance and accounting are disciplines that are pre-eminently quantitative, yet fundamentally rely on human interaction. This course arms finance and accounting students with the tools and knowledge of advanced communication principles, enabling them to deliver complicated financial information to various audiences in a way that fosters sound investment decisions. Through training in financial reporting in both written documents and in oral presentations, students will become an effective interface between the financial system and its stakeholders.

MCOM 7910. Independent Study. (1-3 Credits)

Management Science (MGSC)

MGSC 3010. Intro to Business Analytics. (3 Credits)
This course introduces students to using the computer as a business-modeling tool. The overarching goal is to teach students to use computers to analyze models and interpret data for integrated decision making across multiple domains, including Finance, Marketing, Accounting, Strategy, and Operations. The course material consists of four modules. The first module concerns data modeling and builds on MATH 1140 by reviewing data modeling in Excel. The second module focuses on deterministic modeling, including decision-making under certainty, and the use of optimization models such as linear programming. This module also covers topics such as portfolio optimization, transportation, and assignment, and introduces students to the concepts of problem formulation and sensitivity analysis. The third module focuses on spreadsheet automation, including concepts for programming in Excel. The fourth module covers probabilistic modeling. This module uses simulation and decision analysis principles in uncertain environments. In addition, students will learn to choose the appropriate probability distribution for a given problem. Prerequisite: MATH 1140 or MATH 1230.

MGSC 4320. Business Analytics. (3 Credits)
This course introduces the concepts, methods, and software used in the emerging field of Business Analytics. Students use computer languages, software packages, and statistical methods to collect and to analyze large data sets and to apply the results in business performance improvement and planning. The course employs examples, exercises, and cases that demonstrate how Business Analytics has been transforming decision-making processes in many companies and industries. Students improve their knowledge of and skills in computing and data analysis and enhance their analytical capabilities and problem-solving abilities. Prerequisite: MGSC 3010.

MGSC 6020. Business Stats and Models. (3 Credits)
Methods for summarizing, analyzing, and making inferences from statistical data germane to management are learned. Topics include descriptive statistics, probability concepts, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing, simple and multiple regressions, and chi-squared tests. The methods are applied to management problems drawn from finance, marketing, accounting, operations management, human resources management, economics, and strategic planning.

MGSC 6090. Ops and Supply Chain Mgmt. (3 Credits)
The management of technology, people, and business processes presents one of the most critical challenges to business leaders. To achieve competitive advantage, managers must thoroughly understand the complex processes underlying the development, manufacture, and distribution of products as well as the creation and delivery of services. This course will expose students to topics and techniques related to operations, design, and management of supply chains by means of qualitative and quantitative techniques. The course material is applicable to a broad range of industries such as electronics, online services, insurance, healthcare, retail, fashion, automotive, manufacturing, and more. The topics covered include: process, capacity, inventory, revenue, supply chain, quality, and project management.

MGSC 7000. Bus Analytics Practicum. (3 Credits)
This course introduces business analytics. It involves three components: (1) an overview of business analytics, (2) introduction to tools for business analytics and (3) field trips to companies and follow-up sessions on how business analytics creates value in the real-world.

MGSC 7100. SQL Data Fund and Bus Intel. (3 Credits)
This course is designed for the Master of Business Analytics program of the Freeman School. The effective use of data across firms to deliver fast and intelligent services presents one of the most critical challenges to today’s business leaders. This course is designed to introduce students to basic concepts and techniques in the theory, design, implementation and administration of relational databases. Topics to be covered include, the database design process, the entity-relationship (ER) model, normalization, queries in Structured Query Language (SQL), distributed and client-server databases, database administration, and big data analysis. We will build a database application as a completion project. This course focuses on the skills and concepts needed to design and query databases and therefore contribute to companies’ competitive positions.
MGSC 7310. Modeling and Analytics. (3 Credits)
The widespread proliferation of IT-mediated economic activity generates a large amount of micro-level data about consumer, supplier, and competitor preferences. This has led to the emergence of a new form of competition based on the extensive use of analytics, experimentation, and fact-based decision-making. In nearly every industry, the competitive strategies that organizations are employing today rely extensively on data analysis to predict the consequences of alternative course of action, and to guide executive decision-making. This course provides a hands-on introduction to the concepts, methods, and processes of business analytics. Students will learn how to obtain and draw business inferences from data by asking the right questions and using the appropriate tools. Topics include data preparation, statistical tools, data mining, and the overall process of using analytics to solve business problems. Students will work with real-world business data and analytics software such as R. Students should also have a basic familiarity with elementary probability and be comfortable with basic data manipulation.

MGSC 7320. Advanced Spreadsheet Modeling. (3 Credits)
This course covers the use of Microsoft Excel and the programming language Visual Basic for Applications (VBA) within Excel for obtaining, managing, and processing information. Example areas covered include (1) automatically producing customized mass emails and summary reports, (2) updating Excel databases with 100 or more sheets, (3) copying from a user’s workbook to a separate master workbook for analysis and returning solutions, and (4) solving a series of optimization models for various exchange rates. Most of the managerial problems used for illustration involve financial and operations applications. Illustrations from actual company projects demonstrate the power and versatility of course concepts. No prior exposure to VBA or any other programming language is required.

MGSC 7330. Bus Stats and Modeling with R. (3 Credits)
Students work in teams on various analytics projects sponsored by faculty and industry partners. Each team needs to apply techniques and tools from Modeling and Analytics course on real-world problems. In addition to gaining real-world experience, students develop communication, presentation and leadership skills pertinent to business analytics.

MGSC 7520. Adv Modeling and Analytics. (3 Credits)
This course intends (1) to expose students to advanced theories and techniques in business analytics and (2) to familiarize students with advanced tools and packages. The advanced theories and techniques will cover the following broad areas: data analytics (e.g., feature selection, imputation), model analytics (e.g., advanced models, model enhancement), and customer analytics (e.g., consumer survival, consumer choice, counting & timing) and other special topics. R and Python including their various packages are the main tools we use. We may cover other advanced techniques and tools depending on interest and time availability.

MGSC 7600. Business Analytics Proj II. (3 Credits)
Students work in teams on various analytics project sponsored by faculty and industry partners. Each team needs to apply techniques and tools from Modeling and Analytics on real-world problems. In addition to gaining real-world experience, students develop communication, presentation and leadership skills pertinent to business analytics.

MGSC 7960. Independent Study. (1-3 Credits)

Managerial Perspectives (PERS)
PERS 4570. Business Svc Learning Int. (1-3 Credits)
This practicum is designed for students who are participating in an intensive business public service internship experience. The goal of this course is to offer students an opportunity to discuss issues related to their service learning internship experience, to encourage them to actively explore issues related to both their internship setting and their major, and to facilitate individual growth and career development. The course requires 60 hours of public service and contains a workshop that meets one hour per week for ten weeks. The course provides three credits towards the BSM degree. Students are restricted to one internship for credit. Corequisite: PERS 4890.

PERS 6010. Career Development I. (0 Credits)
This seminar, graded on a pass/fail basis, begins during MBA orientation and is designed to provide students with the tools and information to identify appropriate career goals. Additionally, students will begin the development of their internship and job search strategies. Topics include: networking skills development, business etiquette/protocol, and interviewing skills. A passing grade in this seminar is required for graduation from the two-year MBA program only.

PERS 6050. Job of The Executive. (2 Credits)
This intensive course, held during orientation, helps students think critically about their role as an executive in an organization. Further, it develops students’ understanding of leadership, developing strategies, and managing organizational issues. With the overwhelming amount of information regarding these subjects, the successful executive will understand the daily issues dealt with and the problems that arise, then develop strategies to overcome these issues and problems in order to create a high performing organization. Through readings, discussions, experiential learning, and business detailed analyses of outcomes, students develop new solutions to problems or issues and think critically about the role of the executive.

PERS 6140. Leadership Development. (0 Credits)
PERS 6150. Law and Business Seminar. (0 Credits)
PERS 6200. Healthcare Industry Seminar. (0 Credits)
PERS 6210. Healthcare Industry II. (3 Credits)

Marketing (BSMK)
BSMK 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMK discipline in BSLS Programs (1000 Level)

BSMK 2910. Special Topics in Marketing. (1-3 Credits)
Special topics in Marketing.

BSMK 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for BSMK discipline in BSLS Programs (2000 Level).

BSMK 3200. Intro to Marketing Principles. (3 Credits)
A study of our present-day marketing system from a managerial point of view. Subjects covered include strategic marketing, products, consumers and target markets, promotion, channels of distribution, market research, pricing, feasibility analysis, and global marketing.
BSMK 3300. Consumer Behavior. (3 Credits)
Understanding the consumer is the key to developing and implementing successful marketing strategies. Disciplines such as psychology, sociology, and anthropology provide insight into the factors that influence the decision to buy. These factors are used to identify market segments and to explain their buying habits and mental processes.

BSMK 3400. Principles of Advertising. (3 Credits)
This course covers the fundamentals of advertising, beginning with the history and evolution of advertising as an element in the economy, a specialized form of communication, a craft, and an area of ethical sensitivity. At the practical level, students will be introduced to media planning and the emergence of new media, market research, agency organization and creativity as well as the legal and ethical concerns that advertising professionals must bear in mind.

BSMK 4910. Independent Studies. (1-3 Credits)
Independent Study in the BSMK discipline for the BSLS Programs.

Marketing (MKTG)

MKTG 3010. Marketing Fundamentals. (3 Credits)
This course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of consumers, the marketplace, and the marketing environment on marketing decision making; the determination of the organization’s products, prices, channels and communication strategies; and the organization’s system for planning and controlling its marketing effort. Prerequisites: MATH 1140 or 1230, MATH 1150 & 1160 or 1210, ECON 1010, ECON 1020, PSYC 1000, MCOM 3010 and sophomore standing or above.

MKTG 4100. Consumer Behavior. (3 Credits)
This course examines the basic theories, concepts, and findings in understanding the behavior of consumers in the marketplace. The course is focused on exploring the cognitive and emotional factors that govern consumer decision making. The course draws substantially on real-world marketing stimuli to illustrate how the success (or failure) of marketing strategies depends on the close correspondence to (or violation of) principles of consumer behavior. Prerequisite: MKTG 3010.

MKTG 4105. Customer Relationship Mktg. (3 Credits)
Customer relationship marketing (CRM) is the overall business process by which companies use marketing strategies and activities to build and maintain client relationships, reinforce customer loyalty, and increase brand value. The objective of the course is to examine the strategic, analytical, and technological aspects of CRM to provide students with fundamental knowledge of CRM and an understanding of the implementation of CRM systems and analysis of customer data. Topics covered in the course include relationship marketing; customer lifetime value; customer equity; customer databases; customer retention; customer loyalty; operational, analytical, and collaborative CRM; reasons for CRM implementation failure; and the role of CRM in marketing management. Prerequisite: MKTG 3010.

MKTG 4110. Research and Analytics. (3 Credits)
This course provides a hands-on introduction to marketing research, an organized approach to developing and providing information for marketing decision-making. Through a combination of lectures, exercises, and projects, the course familiarizes students with data collection techniques such as focus groups, surveys, and experiments, as well as data analyses techniques such as hypothesis testing and regression. Specific applications include preference measurement, market segmentation and targeting, customer economics, product and brand policies, pricing, advertising, and digital marketing. Prerequisite: MKTG 3010.

MKTG 4115. Marketing Research Lab. (1.5 Credits)
This course is a co-requisite of the Marketing Research lecture course and is designed to supplement that material. The laboratory is designed to help students attain skills in data collection, statistical analysis, and interpretation of data collected from primary and secondary sources. Emphasis is on hands-on experience with real-world projects and cases that emulate the experience of a market research analyst. Prerequisite: MKTG 3010.

MKTG 4117. Business to Business Mktg. (3 Credits)
The class take an integrated approach to product marketing management in the business-to-business marketplace. The course covers analysis of core competencies, competitive environments, positioning and segmentation strategies, cost structure, personal selling, and customer satisfaction. Prerequisite: MKTG 3010.

MKTG 4120. Advanced Marketing Strategy. (3 Credits)
Marketing strategy bridges the gap between decisions made for short-term results and those made for the strategic survival and success of the firm. Readings, cases, and classroom discussions will cover product-market portfolios, market share, experience curves, and resource allocation. Markstrat, a computer-based marketing simulation, illustrates these concepts by involving student teams in competitive markets that offer a risk-free environment for strategic experimentation. Prerequisite: MKTG 3010.
MKTG 4127. Channels of Distribution. (3 Credits)
This course provides students with an opportunity to analyze and evaluate various marketing channel structures and decisions, and to understand their impact on the rest of a company’s marketing mix. The course takes the perspective of the manufacturer and is organized around the two main tasks of channel management: designing a channel structure and coordinating within the channel. Throughout the course, we will focus on how marketing channels can add value to both the customer and the manufacturer. Specific topics covered will include direct v. indirect channels, single vs. multi-channel distribution systems, franchising, channel conflict, distributing authority in channel relationships, the role of strategic alliances, and the impact of e-commerce on channel management. Prerequisite: MKTG 3010.

MKTG 4137. Pricing. (3 Credits)
The course will introduce the student to the basic considerations a firm faces in devising a pricing policy. The broad aims of the course are the following: Expose students to the concepts, theories, and latest thinking on pricing from the viewpoint of a marketing manager; enable the student to understand the pricing strategies of a firm in a variety of situations; work towards the above objectives, while drawing primarily on Microeconomic models. Prerequisite: MKTG 3010.

MKTG 4145. New Products Marketing. (3 Credits)
While new products offer unique opportunities for business growth, most new products fail in the marketplace. This course will introduce students to the new product development process to maximize the likelihood of success. Students will learn how to identify potential ideas and markets for new product development; how to position, price and advertise new products; and how to measure potential sales and success prior to launch. Prerequisite: MKTG 3010.

MKTG 4155. Brand Management. (3 Credits)
The brand names associated with products and services are among a firm’s most valuable assets. This course addresses the fundamental branding decisions a firm faces when determining how to build, measure, and manage brand equity. In this course, the objectives are to (1) define the important issues in planning and evaluating brand strategies, and (2) introduce the appropriate concepts and techniques that improve a brand’s long-term sustainability. The course combines lectures, case discussions, guest speakers, and a brand evaluation project. Prerequisite: MKTG 3010.

MKTG 4165. Retailing. (3 Credits)
This course in an introduction to the retail environment and its role in the marketing process. It will include discussions on operations, location strategy, store organization, personnel, buying, merchandising, inventory control, pricing, vendor relations, sales promotions, and consumer demand. Prerequisite: MKTG 3010.

MKTG 4170. Mkgt Planning & Implementation. (3 Credits)
This course focuses on the development of dynamic marketing plans for a broad array of companies who may be facing accelerated growth opportunities and/or operating difficulties. Focus will be on choosing the right marketing vehicles, determining how the vehicles need to work together, developing the implementation work plan, mapping out sequencing, and defining metrics and measurement process. Student teams will draw on this information, as well as knowledge acquired from earlier marketing courses, to implement a field study. For classroom discussions, we will be using a mix of text, articles, and case studies focusing on companies across diverse industries. Fieldwork will also be discussed in class, culminating in team marketing plan presentations. Prerequisite: MKTG 3010.

MKTG 4220. Sales Force Management. (3 Credits)
Salespeople are a primary channel of communication between the firm and the consumer. Taught through lectures, cases, and a simulation game, this course covers the selection, motivation, compensation, job-assignment, and supervision of salespeople. Prerequisite: MKTG 3010.

MKTG 4230. Global Marketing. (3 Credits)
MKTG 4230 focuses on marketing management problems, techniques, and strategies necessary to incorporate marketing concepts into the framework of the world marketplace. It follows a multi-disciplinary approach, including concepts from Sociology, Science, Economics, and Marketing, to give students a broad understanding of the subject matter. This class also considers contemporary issues, including globalization and the impact of the Internet. Prerequisite: MKTG 3010.

MKTG 4240. Relationship Marketing. (3 Credits)
In marketing, nothing is as critical as building and maintaining relationships with key constituencies. Business corporations and non-profit institutions, alike, realize the importance of long-lasting relationships and their impact on these organizations’ success. The major objectives of this course are twofold. First, it will focus on the marketing tools and techniques that organizations use to identify key constituencies, build relationships, and assess their impact on the organizations’ performance. Second, the course will provide students with a forum for presenting and defending their recommendations, and for critically examining and discussing the recommendations of others. Prerequisite: MKTG 3010.

MKTG 4250. Social and Online Marketing. (3 Credits)
The media landscape has undergone significant changes in recent years. The amount of time people devote to traditional media outlets has been steadily declining. Meanwhile, online and social media channels have been growing at breakneck speed, leaving businesses scrambling to understand and effectively tap these emerging marketing channels. In this course students will learn tools and frameworks to understand how companies can implement effective online and social media marketing campaigns. Prerequisite: MKTG 3010.

MKTG 4260. Advertising and Promotions. (3 Credits)
This course will examine the conceptual underpinnings of marketing communication and reflect the role of media strategies in providing information, persuading, and creating and selling popular culture. This course emphasizes the development of integrated marketing communication programs. Students will learn how to identify the fundamentals of different media options, how to evaluate marketing communication programs/outcomes, and how to develop an integrated marketing communication campaign. The course will also introduce students to trends and issues marketing communication has faced historically and today. The class will devote a substantial portion of in-class and out-of-class time to applying the concepts and developing a real-world marketing communication program. Prerequisite: MKTG 3010.
MKTG 4275. Law in Marketing. (3 Credits)
The course will assist the student in developing an appreciation and understanding of legal and ethical issues implicit in marketing decision-making. Law in Marketing will help students discover the competitive advantage in the legal challenges present in marketing decisions. For example, the course takes an in-depth look at the relationship between intellectual property, product development, and marketing. Explorations of these topics range from how to identify potential intellectual property rights to how protect those rights by using a variety of intellectual property protections such as patents, copyrights, trademarks, trade dress, and trade secrets to give a firm a comparative advantage. The course will examine these intellectual property issues from both a U.S. and a global perspective. Likewise, the course will examine strategies for addressing competitors that infringe on a firm’s intellectual property rights through techniques such as litigation and licensing. The course’s coverage will also include product claims, legal regulations for advertising and labeling, comparative advertising, and how restrictions in these areas might work to a firm’s advantage. Moreover, the course will examine ethical issues implicit in marketing decisions and explore how these ethical issues relate to legal issues and marketing decisions, generally. For example, it will explore decisions to either market or not to market goods and services in certain parts of the world. Prerequisite: MKTG 3010 & LGST 3010.

MKTG 4280. Sports Marketing. (3 Credits)
The Sports Marketing course provides students with a practical application of marketing concepts in this unique industry, with an emphasis on strategy development. The course explores how businesses and organizations market their products and services, including product decisions, distribution, pricing, and development of promotional programs. Topics include examining the marketing environment, segmenting audiences, building a relevant brand, developing communication strategies and channels, managing customer relationships, and delivering sports experiences. The course will incorporate a guest speaker series and project work to provide students with professional perspectives within the sports industry. Prerequisite: MKTG 3010.

MKTG 4285. Marketing Projects. (3 Credits)
This course gives students an opportunity to apply their marketing knowledge learned from their coursework to solve real business issues for companies. The faculty sponsor will provide a set of potential projects and contacts with companies, and guide students through defining the scope of their projects and execution. Students will present their solutions to representatives from their target companies at the end of the semester for feedback. An example project would be creating a marketing plan for a local start-up company, where students will tackle the market research, public relations, digital production, social media marketing, fundraising/sales, and real estate challenges of launching a new business. Prerequisite: MKTG 3010.

MKTG 4290. Service Marketing. (3 Credits)
This course introduces students to the challenges professionals and organizations face in creating, marketing, and delivering high-quality services. Class sessions center around lecture presentations and case-based learning on topics such as measuring and managing customer satisfaction, coordinating marketing and operations in designing and implementing service delivery, developing the human and technical skills of employees who deliver services, and utilizing emerging technology. Assignments provide students with hands-on understanding of concepts and methods practitioners use in today’s competitive markets to analyze customer/client requirements; measure service quality; and design, promote, and deliver outstanding services in financial, healthcare, educational, high-tech, manufacturing, nonprofit, and retail organizations. Prerequisite: MKTG 3010.

MKTG 4410. Special Topics. (1-3 Credits)
This course is designed to teach students the elements of social and online marketing, through hands-on exercises. Students will be working inside analytic programs, researching and purchasing domain names and internet traffic through traditional Pay-Per-Click marketing channels with a course-sponsored budget, as well as creating a full sales process for message or product of their choosing. The outcome will be direct experience taking a product or message to market, with application of knowledge learned through previous courses.

MKTG 4550. Marketing Internship. (1-3 Credits)
Freeman School majors may elect to do a Business Internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the Internship, the student must visit the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status.

MKTG 4600. Cases in Marketing. (3 Credits)
Integrating materials across the consumer behavior/ marketing curriculum, this Capstone course reviews and advances the students’ understanding of consumer needs as they relate to effective marketing decisions on product, pricing, advertising, personal selling, sales promotion, and distribution channels. It considers the contexts of global marketing, Internet marketing, and not-for-profit marketing. Prerequisites: All BSM 3000-level core courses.

MKTG 4650. Global Marketing. (3 Credits)
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.
MKTG 4910. Independent Study. (1-3 Credits)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences with the supervising faculty, as needed. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Marketing major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Prerequisite: Minimum cumulative GPA of 3.333 or higher, senior standing.

MKTG 4990. Marketing Honors Thesis. (3 Credits)
This course is the traditional thesis option for the Marketing area. Students enrolled in this course will begin their theses in the fall semester and will continue and conclude with MKTG 5000 in the spring semester. Prerequisite: MKTG 3010 (Fall Semester Only)

MKTG 5000. Marketing Honors Thesis. (4 Credits)
This course is the traditional thesis option for the Marketing area. Students enrolled in this course will conclude their theses in the spring semester. They will start the theses in MKTG 4990 in the fall semester.

MKTG 5390. Junior Year Abroad. (1-20 Credits)

MKTG 5940. Transfer Coursework. (0 Credits)

MKTG 5950. Marketing Honors Thesis. (4 Credits)

MKTG 5960. Marketing Honors Thesis. (4 Credits)

MKTG 5980. Independent Study. (1-3 Credits)

MKTG 7280. Research and Analytics. (3 Credits)
This quantitative course focuses on gathering, analyzing, and interpreting data about markets and customers. It is designed for managers who will be using market research so it is intended for students who with to go into marketing management, consulting, and entrepreneurship. Students will learn about the types of marketing decision problems in which research information is most useful - problems of target market selection, new product or service introduction, customer retention, and pricing, among others. The learning objectives for the course include defining the decision problem and determining what information is needed, acquiring trustworthy and relevant data and judging its quality, and analyzing data to make certain types of marketing decisions.

MKTG 7290. Marketing Plng and Impl. (3 Credits)

MLAR 7010. Ancient Political Thought. (3 Credits)
This course will study classical works of ancient political philosophy in the Western tradition, with a concentration on Plato and Aristotle. We will examine their understanding of political life and the place of the individual in society, exploring the questions they raise that remain of central importance in our world today: What is justice? What is a citizen? Why is the rule of law desirable? What is the relation between freedom and equality in democracy?

MLAR 7020. Modern Political Thought. (3 Credits)
This course will be devoted to a study of classical works of modern political philosophy in the Western tradition. How did the early modern political philosophers try to make a new beginning by turning to a realism they thought missing in the ancients? How did they go about defending individual rights in society on that basis? We will examine Machiavelli's introduction of this approach, and its development in the political theories of thinkers such as Hobbes, Locke and Rousseau.

MLAR 7030. Masterwrks West Lit Foundation. (3 Credits)
This course will examine literary texts, ancient and medieval, that have played an important role in shaping Western thought and imagination. We will explore the understanding of the human condition that comes to light in works such as the Bible, the Homeric poems, Greek tragedy, the dialogues of Plato, the writings of Augustine or Dante, among others.

MLAR 7040. Masterwrks West Lit Modern Era. (3 Credits)
This course will examine literary texts central to the Western tradition from the Renaissance to the present. We will explore the understanding of the human condition that comes to light in works such as those of Cervantes, Shakespeare, Dostoevsky, Kafka, Toni Morrison, and others.
MLAR 7050. Understanding Amer Foundations. (3 Credits)
This course is an intense analytical investigation of social, political, economic, religious, and philosophical issues in the early years of the American republic. The course examines the people and events of the founding of the American republic from the revolution, through the creation of the American Constitution, and culminating in the election of 1800. This course is primarily an intellectual history course and the main scholarly work that we will read is the work of historians, but the course also delves deeply into issues in political theory, political economy, and political and social philosophy. The course charts the development of American political ideas about constitutionalism, governance, political freedom, economic freedom, representative democracy, republicanism, and federalism primarily from the vantage point of the careers of two of the main figures from this period, John Adams and Thomas Jefferson. The views of other figures will also be central to our investigation, particularly the views of James Madison and Alexander Hamilton. The student will be challenged to examine fundamental assumptions about these topics in order to rethink the intellectual origins of the American political tradition in its founding years.

MLAR 7060. Understanding Amer Modern Era. (3 Credits)
This course is an intense encounter with the work of perhaps the most significant, original, and influential philosopher in American history, Richard Rorty (1931-2007). The material that we read will cover all the main aspects of Rorty’s philosophical and political work. The main focus of the course will be an attempt to come to terms with Rorty’s critique of the cult and culture of professional philosophy. We will also be concerned with an attempt to understand Rorty as a major figure in the American intellectual tradition and locate him within the history that includes such figures as Emerson, Whitman, William James, John Dewey, and other figures considered to be exemplars of naturalism, pragmatism, or neo-pragmatism in one form or another.

MLAR 7070. Political World. (3 Credits)
This course examines the political economy of food by exploring the processes of production, regulation, and consumption that determine the relationships between humans and the food we eat in the world today. We will explore the moral, political, social, and economic dimensions of this topic with the goal of providing a platform for personal exploration and transformation. The presentation of material in the course is designed to be engaging, provocative, and stimulating and to provide the student with an opportunity to make informed decisions about the moral and political dimensions of their own relationship to food.

MLAR 7080. The Economic World. (3 Credits)
This course examines the causes and consequences of the Great Recession, the economic crisis of 2008 and beyond. Over the past thirty years, the economic and political landscape of the world has been transformed by sweeping economic changes that reflect the influence of the once marginalized but now dominant ideology of neo-liberalism and free market fundamentalism. These changes have created the greatest accumulation of individual wealth in human history, but also have arguably created greater suffering, poverty, inequality, anti-democratic developments, and the growing potential for the catastrophic failure of the global economy, as evidenced by recent events. We will consider a variety of political and economic views of the Great Recession, from a broad spectrum of economic and political thinkers.

MLAR 7100. Special Topics. (3 Credits)
Special topics in liberal arts.
MLAR 7101. Special Topics. (3 Credits)
Special topics in liberal arts.
MLAR 7102. Special Topics. (3 Credits)
Special topics in liberal arts.
MLAR 7103. Special Topics. (3 Credits)
Special topics in liberal arts.
MLAR 7113. Philosophy of Religion. (3 Credits)
This course will analyze various ways of understanding the nature and importance of religious experience and religious beliefs. We will consider some of the most influential arguments for the existence of God and examine central issues such as the problem of evil or the relation between revelation and reason.

MLAR 7122. King Arthur: History & Legend. (3 Credits)
In this course, we will investigate the evidence, both textual and archaeological, for the existence of an historical Arthur, King of the Britons, and will then consider how that evidence was transformed into an imaginative cycle of stories concerning kingship and chivalry that were highly influential within and beyond the Middle Ages. We will pay particular attention to three themes: the ideals of monarchy and knightly behavior that inform the Arthurian stories (e.g. the medieval theory of the divine right of kings); the development within the Arthurian materials of ideas about medieval romantic love or fin amor, especially in representations of the passionate but doomed relationship between Lancelot and Guinevere; and the mystical dimensions of Arthurian romance, as these emerged from writings about the Round Table fellowship’s pursuit of the Holy Grail. We will read Sir Thomas Malory’s late medieval revision of the Arthurian story cycle, but with reference to other non-Malory materials to be introduced and explained by the instructor (e.g. a long alliterative poem concerning Arthur’s battle with the giant of St. Michael’s Mount). We will also deal briefly at the end of the course with Victorian adaptations of the Arthurian materials, especially those by Tennyson in his Idylls of the King and William Morris in his Defence of Guenevere. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Text: Sir Thomas Malory, Le Morte Darthur: The Winchester Manuscript, ed. by Helen Cooper (Oxford: Oxford University Press, 2008).

MLAR 7123. Robin Hood. (3 Credits)
This course will explore the legendary history of the medieval outlaw figure, Robin Hood, as it developed through the Medieval and Early Modern periods and into our own century. We will begin by examining historical and archaeological evidence for the person “Robin Hood” (including pre-Christian influences on his character) and then will consider Robin Hood’s complex literary and cultural identity. We will also be concerned with various political uses to which the figure of Robin Hood was put in the Medieval and Early Modern periods and with Robin Hood’s persistent role in modern British and American popular culture, especially the movies. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Texts: Stephen Knight and Thomas Ohlgren, eds., Robin Hood and Other Outlaw Tales, 2d ed. (Kalamazoo: Medieval Institute Publications, 2000) and Stephen Knight, Robin Hood, A Mythic Biography (Ithaca: Cornell University Press, 2009).
MLAR 7124. Great Irish Famine. (3 Credits)
The Great Irish Famine, 1846-1852, is the central event in the history of modern Ireland. The Famine or the Great Hunger killed approximately one million Irish, forcing the emigration of another two million, and altering not only the history of Ireland, but also the history of Britain, Australia, Canada, and the United States. This course will concentrate on the seminal issues concerning the Famine: Ireland’s political and social relationship with British society, the tortured relationship between landlord and tenant, the desperate poverty which afflicted the Irish underclass and threatened much of the population with ruin, the bitter sectarian conflicts which convulsed the island and tainted its political and economic arrangements, and Ireland’s struggle for self-determination. We will discuss the causes of the Famine (which were different from the blight which attacked the potato), the domestic and international responses to it, and its consequences for Ireland, Britain, and the United States. This course is a seminar and will emphasize reading, discussion, and writing.

MLAR 7126. Tudors in TV and Film. (3 Credits)
This course will look at popular depictions of Henry VIII, Thomas Cromwell, Catherine of Aragon, and Anne Boleyn. We will explore questions about creators of historical fiction: Do they have obligations to their audience and to the memory of the dead? Are there some cases in which it is particular important to achieve historical accuracy and others not?

MLAR 7129. Canterbury Tales. (3 Credits)
This course will investigate the medieval phenomenon of pilgrimage—or religious vacationing—by way of a reading of one of the classics of English literature, Geoffrey Chaucer’s 14th c. masterpiece, The Canterbury Tales. In addition to the motif of devotional journeying, we will study the different medieval social classes (knights, clerics, and peasants) and story types (chivalric romances, fabliaux or bawdy tales, saints lives) that Chaucer explores in his literary masterwork.

MLAR 7130. Love/Romance in Lit & Film. (3 Credits)
In this course we will look at the portrayal of love, romance, and marriage in modern society in short stories, plays and films.

MLAR 7132. Masculinities. (3 Credits)
What does it mean to be “masculine”? What effects does the concept of “masculinity” have on men, on women, and on society? Until recently, masculinity was considered “natural” for “real men.” Recently, however, traditional notions have been challenged by economic crises, social conditions, feminists, and men who do not “fit” the characteristics of “traditional” masculinity. This class takes a critical look at the concept of “masculinity,” particularly “hegemonic masculinity,” its domination of various “sub” masculinities, and its constructions in popular culture. Through readings, lectures, class discussions, and analyses of films and other cultural elements, we examine what it means to conform to and challenge “hegemonic masculinity” in the United States over the last half century or so.

MLAR 7133. Culture & Politics of Marriage. (3 Credits)
Although today there are numerous ways to construct a family in America, marriage continues to be the preferred option. Nearly 100% of Americans routinely report a desire to marry at some point in their lives. Roughly 90% of them do marry at least once, and over half do it more than once. Yet soaring divorce rates point to a disconnect between what we expect marriage to be and what it actually is. As young children, we’re told that marrying our prince/princess will ensure us a happily ever after, as it did for Cinderella, and this cultural message only gets stronger as we grow up. We’re so bombarded by these assurances that we take it for granted that we must marry our prince or princess just to be happy. For this reason, we rarely stop to consider that marriage is a social institution that creates, reinforces, and reflects power and hierarchy. This is a master’s level seminar on the social institution of marriage. This course engages questions such as: What is marriage? Where does our notion of marriage come from? How does popular culture act to construct and reinforce that notion and make it part of our taken-for-granted stock of knowledge? How do our idealized notions of marriage differ from our practice of marriage? What politics are implicated in our idealized notions about marriage, and how do those politics play out in the practice of marriage? Drawing on class readings, discussions, and exercises, we engage these issues (and more) as part of the ongoing family values debate that questions whether marriage is in crisis or simply in transition. The intent of this course is to make students aware of some of the hidden forces that shape our contemporary attitudes and ongoing cultural debates about marriage and family.

MLAR 7134. History, Power and the State. (3 Credits)
This course will explore the theme of power and the state through a study of films, such as “The Man for All Seasons,” “Amistad,” “Schindler’s List” or “Book Thief.” We will discuss the historical accuracy of the films, asking what they can teach us, both about the period depicted and the period in which they were made, considering in particular the way people have thought about power and the state.

MLAR 7135. Huey Long in Literature & Film. (3 Credits)
This course will consider the life of Huey Pierce Long as depicted in biography and film. It will discuss and analyze three major biographical and literary works about Long: Alan Brinkley’s comparative biography Voices of Protest: Huey Long, Father Coughlin, and the Great Depression, Richard D. White, Jr.’s Kingfish The Reign of Huey P. Long, and Robert Penn Warren’s classic political novel, All the King’s Men. The course will also view and analyze two films about Huey Long: Ken Burns’s documentary Huey Long and an Academy Award film based on Robert Penn Warren’s All the King’s Men. The course will also discuss and assess Long’s life in light of other writings on the history of Louisiana, the South, and nation from the 1890s through the 1930s.

MLAR 7136. Philosophy of Art. (3 Credits)
This course is an examination of central philosophical questions about the nature of art. We will examine philosophers’ responses to questions such as: what is art? Does art differ from craft? Must art be beautiful? Is art universal or the same across cultures? Are there objective standards for determining the value of a piece of art? What is the relationship of aesthetic value to moral value, and what role (if any) does art play in social justice? We will also examine issues that arise in relation to particular art forms, including poetry, music, painting, dance, and theater.
MLAR 7137. Love and Death in Lit and Film. (3 Credits)
In this course we analyze the representation of love and death in works of literature and cinema. We will discuss questions about the way these works reveal presumptions of gender, economic class, public and private life.

MLAR 7140. Represent of War in Lit/Film. (3 Credits)
In this course we will look at the ways war has been portrayed by writers or film directors and address a number of important questions: Why do countries go to war? When, if ever, is resorting to war legitimate or necessary? What are the psychological effects of war?

MLAR 7153. The Twentieth Century. (3 Credits)
Was it the most violent century or the most humane? Technologically advanced or spiritually sick? What is often called “the American Century” seems to be characterized by contradictions. What is its legacy? This course will address that question by considering important events and processes, including World War II, the Cold War, Existentialism, Colonialism, Imperialism, and Post-Colonialism.

MLAR 7155. Utopia and Dystopia. (3 Credits)
This course is devoted to the depiction of utopia and dystopia in Western culture from Plato to the present. We will consider the relation between the two: Why does utopia so often turn into dystopia? What are the elements of a perfect society? Why have all attempts to create a utopian society failed, at least so far?

MLAR 7157. Witchcraft Early Modern Europe. (3 Credits)
In this course students analyze the causes of the rise of witchcraft prosecution in late medieval and early modern Europe (roughly 1300-1700), while also examining recent historiographical trends in early modern witchcraft research. Topics include the relationship between gender and witchcraft, as well as the effects of social, political, and religious change on witchcraft accusations and trials.

MLAR 7160. Contempory Culture in Lit/Film. (3 Credits)
In this course we will look at problems in our contemporary culture as they have been represented in short stories, plays, and films.

MLAR 7161. Civil War New Orleans. (3 Credits)
This course is a seminar which emphasizes reading, discussion, research, and writing. Despite the contentsions of some historians, the Civil War had a profound impact on the people and history of New Orleans. During the late antebellum period (1840s-1850s), the city was the principal slave market in the nation. This domestic trade fueled the lower south and New Orleans' economic development. Slavery shaped the economic and social character of the south, over the years creating not only a society with slaves, but also a slave society. Despite its dominance and apparent unanimity, slavery was also a contentious and divisive institution. Slavery in New Orleans was no exception to these twin dynamics. The historical records, newspapers, acts of sales, successions, census records, and private correspondence demonstrate the centrality of slavery to New Orleans' antebellum society. On the other hand, the city’s complex racial, ethnic, and sectional composition heightened political and social tensions, raising suspicions and fears about racial identity, naturalization and citizenship, and loyalty. Slavery and ethnicity shaped issues of civil liberties, criminal justice, and politics. The presidential and secession elections of 1860 and 1861 sharply divided New Orleans, as they did throughout much of the urban south. These divisions did not disappear with mobilization and civil war, but were only intensified in the hothouse of occupation, reunion, reconstruction, and, above all, loss. New Orleans suffered greatly during and after the Civil War. Thousands of men were killed or died from wounds and disease and even more were maimed physically and scared emotionally. The fighting ended, but the war continued beyond Appomattox Court House. To this day, the privileges and immunities of American citizens are intensely debated, bringing not only hope but also rancor and division, as much as they did in antebellum New Orleans and America.

MLAR 7166. Genocide as a Political Weapon. (3 Credits)
This course examines the character of genocide in the modern world, from the killing of the Armenians during World War I to events in Rwanda and Bosnia. What is a genocide? Is it something different than mass murder? What lessons can we learn from the Holocaust and subsequent examples of genocide?

MLAR 7169. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7171. Introduction to the Bible. (3 Credits)
This course examines the structure and content of the Bible from historical, literary, philosophic, and religious or theological perspectives.

MLAR 7193. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7194. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7195. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7196. Special Topics. (3 Credits)
Special topics in liberal arts.

MLAR 7240. Justice, Law & Public Policy. (3 Credits)
This course will examine considerations of justice and morality that help shape law and public policy. Issues to be discussed may include: crime and punishment, drugs, gun control, treatment of enemy combatants, torture, surveillance and privacy, free speech and national security.
MLAR 7245. Medieval New Orleans. (3 Credits)
By way of numerous Power Point tours of on and off campus sites and materials, as well as our reading of a popular American novel, Mark Twain's A Connecticut Yankee in King Arthur's Court, this course will consider the influence of medieval culture and ideas on New Orleans and, to some extent, Southern culture in general, especially during the post-Civil War period and Reconstruction. For instance, we will discuss medieval architectural styles preserved in Tulane and other local buildings (Richardsonian Romanesque and Gothic Revival), experience medieval music by New Orleans' Musica da Camera (a special guest performance), and explore real medieval manuscripts materials from the Tulane Rare Books Room in Jones Hall. We will also talk about medieval influences on such pre-Lenten festivals as Mardi Gras and on such regional foods as gumbo and turducken. Class will conclude with our viewing of a musical film version of Connecticut Yankee, which suggests how Hollywood adapted medieval experience to bring it in line with certain nineteenth-century attitudes toward the Middle Ages. Three written assignments: a midterm (essay format), short critical paper (5 typed pp.), and a final examination (on course terminology).

MLAR 7247. Shakespeare. (3 Credits)
What makes Shakespeare a great writer and why are some of his plays and poems judged to be greater than others in terms of their literary merits? We will take up this twofold question by way of a discussion of some of Shakespeare's "greatest hits," examples derived from each of his major literary genres.

MLAR 7250. Verbal and Visual Rhetoric. (3 Credits)
This course will focus on theories and practices of verbal discourse in comparison with visual imagery and technology. While concentrating on rhetorics of western cultures, some comparison will be made with rhetorical discourse and imagery in other cultures. The course will examine topics such as the interfaces of religion and politics, mass media and persuasive campaign, or the role of values in institutional leadership and issue campaigns.

MLAR 7280. Philosophy of Religion. (3 Credits)
This course examines various attempts to understand the nature and importance of religious experience and religious beliefs from a naturalistic perspective. We will discuss the ontological, epistemic, and axiological significance of claims about the nature of religious experience and religious beliefs in an attempt to situate these phenomena in a broader naturalistic understanding of the self and the world. After a consideration of the varieties of religious experience as exemplified in the work of William James, we will review arguments by Pascal Boyer and Daniel Dennett to the effect that the origin, development, and diversity of religious belief and religious experience are all phenomena that are scientifically explainable within the naturalistic frameworks of evolutionary biology and cognitive psychology.

MLAR 7400. Gender, Culture and Families. (3 Credits)
Research suggests that gender and family are inseparable concepts. Family carries particular gender role expectations at both the "ideal" and the "practice" level. However, we rarely think about what family is or how gender plays into family—we simply take gendered family roles for granted. Yet where do our ideas about family and gender come from? This class will explore our perceptions of the gender-family nexus, and the changes that have occurred over the last half century or so, from the perspective of popular culture.

MLAR 7451. Religions of the World. (3 Credits)
This course will examine the teachings of several major religious traditions—including Hinduism and Buddhism as well as Judaism, Christianity, and Islam—through selected readings from their sacred scriptures.

MLAR 7500. Independent Study. (3 Credits)
For specific topics, see Schedule of Classes.

MLAR 7550. Holocaust in Film & Literature. (3 Credits)
This course will consider the Holocaust, the attempted genocide of European Jewry by the Nazis during World War II, and the diverse ways that the events related to it are portrayed and understood by diverse audiences. The course is divided into thematic sections that highlight the different issues motivating the authors and creators of relevant texts and films.

MLAR 7940. MLA Transfer Credit. (3 Credits)
MLA Transfer Credit.

MLAR 7990. Masters Research. (3 Credits)
Research in Liberal Arts.

MLAR 99980. Masters Research. (3 Credits)
Research in Liberal Arts.

Materials Phys. & Engineering (MPEN)

MPEN 6290. Computation Material Sci & Eng. (3 Credits)

MPEN 6350. Kinetics of Material Systems. (3 Credits)
This course covers all aspects of kinetics in material systems. Topics include thermodynamics, steady state and time dependent diffusion, phase transformations, statistical mechanics, structure evolution, boundaries and interfaces, solidification, and precipitation effects.

MPEN 6360. Structure of Materials. (3 Credits)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures; specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

MPEN 6370. Processing of Biomaterials. (3 Credits)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.
MPEN 6380. Materials for Energy. (3 Credits)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniques used for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/ anabolism to biomass conversion, and magnetohydrodynamics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

MPEN 6660. Photonic Materials & Devices. (3 Credits)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research. Prerequisites: PHYS 2350 and PHYS 2360 (or equivalent) or instructor approval.

MPEN 6620. MicroFab and Nanotech. (3 Credits)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics and electromagnetism to practical nano/microfabrication processes and techniques. This course is open for the intr.

MPEN 6660. Special Topics. (1-3 Credits)
Special Topics.

MPEN 6720. Mechanic Behavior of Materials. (3 Credits)
The course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including; tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

MPEN 6760. Thermodynamics of Materials. (3 Credits)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

MPEN 6950. Engineers for Int'l Deve. (1 Credit)
Engineers for International Development at Tulane University exists for students to participate in community-driven development programs worldwide through the design and implementation of sustainable engineering projects, while fostering responsible leadership. We work both internationally and locally to build and educate communities about their basic infrastructure systems such as drinking water, sanitation, and safe homes.

MPEN 7910. Research I. (3 Credits)
MPEN 7920. Research II. (3 Credits)
MPEN 7930. Research III. (3 Credits)
MPEN 7940. Research IV. (3 Credits)
MPEN 7951. Advanced Research I. (3 Credits)
MPEN 7952. Advanced Research II. (3 Credits)

Maternal And Child Health (MCHL)

MCHL 6040. Nurs Fmly Hlth/Fmly Plan. (2 Credits)
MCHL 7930. Susan's Course. (1 Credit)

Mathematics (MATH)

MATH 1001. College Mathematics Prep. (1 Credit)
A five week review of algebra, trigonometry and other pre-calculus concepts relevant to success in calculus and statistics using an artificially intelligent assessment and learning system. This course is open only to students participating in the Newcomb-Tulane College Summer Experience program.

MATH 1005. Explore Experiment Math. (3 Credits)
An introduction to selected topics in mathematics through inquiry-based discovery. Students will make novel calculations, search for patterns, formulate conjectures, and ultimately prove theorems based on their exploration. The emphasis of the course is on the search for structures in mathematics through guided discovery. This course is open only to high school students participating in the Tulane Science Scholars program.

MATH 1110. Probability & Statistics I. (3 Credits)
Elementary probability theory with applications; random variables; distributions including a thorough discussion of the binomial, and normal distributions; central limit theorem; histograms; sampling distributions; confidence intervals; tests of hypotheses; linear models; regression and correlation; chi-square test; non-parametric statistics. 1110 is a prerequisite for 1120. These courses do not count toward the Mathematics B.S. requirement in SSE. Students may receive credit for only one of MATH 1110, 1140 or 1230.

MATH 1110. Probability & Statistics I. (3 Credits)
Elementary probability theory with applications; random variables; distributions including a thorough discussion of the binomial, and normal distributions; central limit theorem; histograms; sampling distributions; confidence intervals; tests of hypotheses; linear models; regression and correlation; chi-square test; non-parametric statistics. 1110 is a prerequisite for 1120. These courses do not count toward the Mathematics B.S. requirement in SSE. Students may receive credit for only one of MATH 1110, 1140 or 1230.

MATH 1140. Statistics For Business. (4 Credits)
An introductory statistics course for BSM students using MSExcel. Includes confidence intervals and hypothesis tests for one and two populations and introduction to linear regression. Extensive coverage of data collection and analysis as needed to evaluate statistical results and to make good decisions in business. In comparison to Math 1110, the course spends more time on statistical inference problems, less on probability. This course does not count toward the Mathematics B.S. requirement. Students may receive credit for only one of MATH 1110, 1140 or 1230.
MATH 1150. Long Calculus I. (3 Credits)
The material of Calculus 1210 is covered in two semesters, with diversions for topics in algebra, trigonometry, complex numbers as the need for these topics arises. Mathematics 1150 is a prerequisite for 1160. Students finishing the course sequence 1150-1160 may continue with 1220 or any other course having Calculus 1201 as a prerequisite. The combination of 1150 and 1160 may count as one course toward the B.S. degree requirement.

MATH 1160. Long Calculus II. (3 Credits)
The material of Calculus 1210 is covered in two semesters, with diversions for topics in algebra, trigonometry, complex numbers as the need for these topics arises. Mathematics 1150 is a prerequisite for 1160. Students finishing the course sequence 1150-1160 may continue with 1220 or any other course having Calculus 1201 as a prerequisite. The combination of 1150 and 1160 may count as one course toward the B.S. degree requirement.

MATH 1210. Calculus I. (4 Credits)
Functions and their graphs, limits and continuity, derivatives and applications of derivatives, and introduction to the integral.

MATH 1220. Calculus II. (4 Credits)
Integration; exponential, logarithmic, and trigonometric functions; techniques of integration; mean value theorem; Taylor's Theorem and Taylor series; and infinite series.

MATH 1230. Stats For Scientists. (4 Credits)
The objective of this course is to provide a practical overview of the statistical methods and models most likely to be encountered by scientists in practical research applications. Students will learn statistical concepts by generating and analyzing stochastic datasets using the Minitab software package. Specific topics that will be covered in this course include descriptive and continuous distributions, sampling methods, and descriptive statistics, the Central Limit Theorem and its applications, estimation methods, confidence intervals, hypothesis testing, linear regression, and Analysis of Variance. Students may receive credit for only one of MATH 1110, 1140 or 1230. Only MATH 1230 counts towards the B.S. degree.

MATH 1310. Consolidated Calculus. (4 Credits)
A combined course in Calculus I and II for students with a background in Calculus I.

MATH 1940. Transfer Coursework. (3 Credits)
Each semester for offerings. 20 or 40 hours of public service with a CPS Service Learning component to MATH courses. See Schedule of Classes.

MATH 2010. Math Modeling of World. (3 Credits)
This course exposes students to the process of mathematical modeling as a way to describe, explain, understand, or predict situations arising in everyday life. Examples of such situations might include: the design of handicapped ramps, estimating the number of sand bags needed to raise a levee a few feet, understanding and predicting the number of daylight hours at different places in the world, analyzing the consequences of child support payment adjustment formulas used by the states, etc. The modeling process emphasizes making assumptions, translating the empirical situation into mathematical language, drawing conclusions from the mathematical solution, interpreting and validating those conclusions in the context of the original situation and revising assumptions as necessary. Prerequisite: Calculus I or equivalent.

MATH 2170. Intro To Discrete Math. (3 Credits)
An introduction to the concepts and techniques of discrete mathematics including set theory, mathematical induction, graphs, trees, ordered sets, Boolean algebras, and the basic laws of combinatorics.

MATH 2210. Calculus III. (4 Credits)
A basic course in differential and integral calculus of several variables. Vectors in the plane and space. Vector functions, derivatives, arc length, curvature. Functions of several variables: continuity, partial derivatives, chain rule, gradient, optimization, Lagrange multipliers. Double and triple integrals: change of variables, polar coordinates, cylindrical and spherical coordinates, surface area. Vector fields: gradient, curl, divergence, line and surface integrals, Green's, Stokes', and Divergence theorems.

MATH 2240. Intro To Applied Math. (4 Credits)
An introduction to the techniques of applied mathematics. The emphasis will be on the mathematical modeling by differential equations of a variety of applications in the natural sciences. Numerical and graphical techniques for finding both quantitative and qualitative information about solutions will be discussed and implemented on the computer. No programming experience is assumed.

MATH 2890. Service Learning. (1 Credit)
Service learning component to MATH courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

MATH 2940. Transfer Coursework. (3 Credits)

MATH 3050. Real Analysis I. (3 Credits)

MATH 3060. Intro Statistic I. (3 Credits)

MATH 3070. Intro To Probability. (3 Credits)

MATH 3090. Linear Algebra. (4 Credits)
An introduction to linear algebra emphasizing matrices and their applications. Gaussian elimination, determinants, vector spaces and linear transformations, orthogonality and projections, eigenvector problems, diagonalizability, Spectral Theorem, quadratic forms, applications. MATLAB is used as a computational tool.

MATH 3110. Abstract Algebra I. (3 Credits)
An introduction to abstract algebra. Elementary number theory and congruences. Basic group theory: groups, subgroups, normality, quotient groups, permutation groups. Ring theory: polynomial rings, unique factorization domains, elementary ideal theory. Introduction to field theory.
MATH 3140. Experimental Mathematics. (3 Credits)
The exploration of Mathematical tools in Symbolic Languages. Examples are taken from calculus, differential equations, and linear algebra.

MATH 3200. Combinatorics. (3 Credits)
Basics of combinatorics with emphasis on problem solving. Provability, pigeonhole principle, mathematical induction, counting techniques, generating functions, recurrence relations, Polya's counting formula, a theorem of Ramsey.

MATH 3250. Theory of Computation. (3 Credits)
Introduction to the theory of computation: Formal languages, finite automata and regular languages, deterministic and nondeterministic computation, context free grammars, languages, pushdown automata, turning machines, undecidable problems, recursion theorem, computational complexity and NP-completeness.

MATH 3260. Algorithms and Complexity. (3 Credits)
Students who have taken neither MATH 2170 nor MATH 3200 require the permission of the instructor. A study of important algorithms (including searching and sorting, graph/network algorithms, and algorithms in number theory) and algorithm design techniques (including greedy, recursive, and probabilistic algorithms). Covers the analysis of algorithms (including worst-case and average-case analysis) and discussions of complexity classes for decision and enumeration problems (including P, NP, #P, PSPACE).

MATH 3280. Information Theory. (3 Credits)
This introduction to information theory will address fundamental concepts, such as information, entropy, relative entropy, and mutual information. In addition to giving precise definitions of these concepts, the course will include a probabilistic approach based on equipartitions. Many of the applications of information will be discussed, including Shannon's basic theorems on channel capacity and related coding theorems. In addition to channels and channel capacity, the course will discuss applications of information theory to mathematics, statistics, and computer science.

MATH 3310. Scientific Computing I. (3 Credits)

MATH 3650. Number Theory. (3 Credits)
The subject of number theory is one of the oldest in mathematics. The course will cover some basic material and describe interesting applications. One of the recurrent themes is the realization that mathematics that was developed usually for its own sake, has found applications in many unexpected problems. Some of the topics covered in the course are Pythagorean triples, prime numbers, divisibility and the highest common divisor, linear diophantine equations, congruences, round-robin tournaments and perpetual calendars, multiple functions, perfect numbers, primitive roots, pseudo-random numbers, decimal fractions and continued fractions, quadratic reciprocity.

MATH 3660. Special Topics. (1-3 Credits)
Special Topics.

MATH 3890. Service Learning. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

MATH 3940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

MATH 3980. Senior Seminar. (1 Credit)
Under faculty guidance, students will select a topic in current mathematical research, write an expository article on that topic, and give an oral presentation. This seminar is required of all mathematics majors who are not doing an Honors Project within the department.

MATH 3990. Senior Seminar. (3 Credits)
Under faculty guidance, students will select a topic in current mathematical research, write an expository article on that topic, and give an oral presentation. This seminar is required of all mathematics majors who are not doing an Honors Project within the department.

MATH 4060. Real Analysis II. (3 Credits)
An in-depth treatment of multivariable calculus. Extends the material covered in Mathematics 2210. Chain rule, inverse and implicit function theorems, Riemann integration in Euclidean n-space, Gauss-Green-Stokes theorems, applications.

MATH 4120. Abstract Algebra II. (3 Credits)

MATH 4210. Differential Geometry. (3 Credits)
Theory of plane and space curves including arc length, curvature, torsion, Frenet equations, surfaces in three-dimensional space. First and second fundamental forms, Gaussian and mean curvature, differentiable mappings of surfaces, curves on a surface, special surfaces.

MATH 4240. Ordinary Differential Equations. (3 Credits)
Review of linear algebra, first-order equations (models, existence, uniqueness, Euler method, phase plane, stability of equilibria), higher-order linear equations, Laplace transforms and applications, power series of solutions, linear first-order, systems (autonomous systems, phase plane), application of matrix normal forms, linearization and stability of nonlinear systems, bifurcation, Hopf bifurcation, limit cycles, Poincare-Bendixson theorem, partial differential equations (symmetric boundary-value problems on an interval, eigenvalue problems, eigenfunction expansion, initial-value problems in 1D).

MATH 4250. Math Found Comp Security. (3 Credits)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, cryptographic protocols and information flow. The course includes a study of the RSA encryption scheme, stream and block ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

MATH 4300. Complex Analysis. (3 Credits)
The complex number system, complex integration and differentiation, conformal mapping, Cauchy's theorem, calculus of residues.

MATH 4410. Topology. (3 Credits)
MATH 4411. Intro to Alg Topology. (3 Credits)
An introduction to algebraic topology with perspectives on applications to sensor networks, target detection and learning theory. Elementary algebraic topology: fundamental group, simplicial complexes, homology, long exact sequences, excision, Lefschetz fixed point theorem, persistent homology. Applications to coverage in sensor networks, deSilva-Ghrist criterion, target enumeration.

MATH 4470. Analyt Method Appl Math. (3 Credits)
Derivations of transport, heat/reaction-diffusion, wave, Poisson’s equations; well-posedness; characteristic methods for first order PDE’s; D’Alembert formula and conservation of energy for wave equations; propagation of waves; Fourier transforms; heat kernel, smoothing effect; maximum principles; Fourier series and Sturm-Liouville eigen-expansions; method of separation of variables, frequencies of wave equations, stable and unstable modes, long time behavior of heat equations; delta-function, fundamental solution of Laplace equation, Newton potential; Green’s function and Poisson formula; Dirichlet Principle.

MATH 4560. Internship. (1-3 Credits)
MATH 4660. Special Topics. (1-3 Credits)
Special Topics.

MATH 4880. Writing Intensive. (1 Credit)
MATH 4900. Advanced Topics In Math. (3 Credits)
This course covers a variety of advanced topics in mathematics and exposes students to recent developments not available in other parts of the mathematics curriculum. Topics covered will vary from semester to semester. Recent topics offered include Knot Theory and 3-Manifolds, Algebraic Combinatorics, Cardiac Modeling, Number Theory.

MATH 4910. Independent Study. (1-3 Credits)
No more than four hours of 4910-4920 may be counted toward satisfying the major requirements.

MATH 4920. Independent Study. (1-3 Credits)
No more than four hours of 4910-4920 may be counted toward satisfying the major requirements.

MATH 4940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

MATH 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

MATH 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

MATH 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

MATH 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

MATH 6020. Mathematical Statistics. (3 Credits)
Thorough review of key distributions for probability and statistics, including the multivariate calculus needed to develop them. Full derivation of sampling distribution. Classical principles of inference including best tests and estimations. Methods of finding tests and estimators. Introduction to Bayesian estimators.

MATH 6030. Stochastic Processes. (3 Credits)
Markov processes, Poisson processes, queueing models, introduction to Brownian Motion.

MATH 6040. Linear Models. (3 Credits)
Overview of multivariate analysis, theory of least squares linear regression, regression diagnostics, introduction to generalized linear models with emphasis on logistic regression. The student will complete several extended data analysis assignments using SAS, S-Plus, or R.

MATH 6050. Real Analysis I. (3 Credits)
Introduction to analysis. Real numbers, limits, continuity, uniform continuity, sequences and series, compactness, convergence, Riemann integration. An in-depth treatment of the concepts underlying calculus.

MATH 6060. Real Analysis II. (3 Credits)
An in-depth treatment of multivariable calculus. Extends the material covered in Mathematics 2210. Chain rule, inverse and implicit function theorems, Riemann integration in Euclidean n-space, Gauss-Green-Stokes theorems, applications.

MATH 6070. Intro To Probability. (3 Credits)
An introduction to probability theory. Counting methods, conditional probability and independence. Discrete and continuous distributions, expected value, joint distributions and limit theorems. Prepares student for future work in probability and statistic.

MATH 6080. Intro Statstcl Inference. (3 Credits)

MATH 6090. Linear Algebra. (3 Credits)

MATH 6110. Abstract Algebra I. (3 Credits)

MATH 6120. Abstract Algebra II. (3 Credits)

MATH 6200. Combinatorics. (3 Credits)

MATH 6210. Differential Geometry. (3 Credits)
Theory of plane and space curves including arc length, curvature, torsion, Frenet equations, surfaces in three-dimensional space. First and second fundamental forms, Gaussian and mean curvature, differentiable mappings of surfaces, curves on a surface, sp.
MATH 6240. Ordinary Differential Equa. (3 Credits)
Review of linear algebra, first-order equations (models, existence, uniqueness, Euler method, phase line, stability of equilibria), higher-order linear equations, Laplace transforms and applications, power series of solutions, linear first-order, systems (autonomous systems, phase plane), application of matrix normal forms, linearization and stability of nonlinear systems, bifurcation, Hopf bifurcation, limit cycles, Poincare-Bendixon theorem, partial differential equations (symmetric boundary-value problems on an interval, eigenvalue problems, eigenfunction expansion, initial-value problems in 1D). Students may not receive credit for both 2240 and 4240.

MATH 6250. Math Found Comp Security. (3 Credits)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, crypto- protocols and information flow. The course includes a study of the RSA encryption scheme, stream and clock ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

MATH 6260. Advanced Algorithms. (3 Credits)

MATH 6280. Information Theory. (3 Credits)
This introduction to information theory will address fundamental concepts, such as information, entropy, relative entropy, and mutual information. In addition to giving precise definitions of these concepts, the course will include a probabilistic approach.

MATH 6300. Complex Analysis I. (3 Credits)
The complex number system, complex integration and differentiation, conformal mapping, Cauchy's theorem, calculus of residues.

MATH 6310. Scientific Computing I. (3 Credits)

MATH 6350. Optimization. (3 Credits)
Constrained and unconstrained non-linear optimization; Linear programming, combinatorial optimization as time allows. Emphasis is on realistic problems whose solution requires computers, using Maple or Mathematica.

MATH 6370. Time Series Analysis. (3 Credits)
This course provides an introduction to time series analysis at the graduate level. The course is about modeling based on three main families of techniques: (i) the classical decomposition into trend, seasonal and noise components; (ii) ARIMA processes and the Box and Jenkins methodology; (iii) Fourier analysis. If time permits, other possible topics include state space modeling and fractional processes. The course is focused on the theory, but some key examples and applications are also covered and implemented in the software package R.

MATH 6410. Topology I. (3 Credits)

MATH 6470. Analy Methods Appl Math. (3 Credits)

MATH 6500. Differential Geometry I. (3 Credits)

MATH 6550. Differential Geometry II. (3 Credits)

MATH 6570. Stochastic Diff Equatns. (3 Credits)

MATH 6610. Algebra I. (3 Credits)
MATH 6620. Algebra II. (3 Credits)

MATH 6660. Special Topics. (1-3 Credits)
Special Topics.

MATH 6710. Analysis I. (3 Credits)

MATH 6720. Analysis II. (3 Credits)

MATH 6810. Applied Math I. (3 Credits)

MATH 6820. Applied Math II. (3 Credits)

MATH 6940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

MATH 7010. Topology I. (3 Credits)

MATH 7020. Topology II. (3 Credits)

MATH 7030. Stochastic Processes. (3 Credits)
Markov processes, Poisson processes, queueing models, introduction to Brownian Motion.

MATH 7110. Algebra I. (3 Credits)

MATH 7120. Algebra II. (3 Credits)

MATH 7150. Probability Theory I. (3 Credits)
Markov processes, Poisson processes, queueing models, introduction to Brownian Motion.

MATH 7210. Analysis I. (3 Credits)

MATH 7220. Analysis II. (3 Credits)
MATH 7240. Mathematical Statistics. (3 Credits)
Consists of Math 6020 and additional meetings and readings to cover advanced limit theorems and foundations of mathematical statistics.

MATH 7260. Linear Models. (3 Credits)

MATH 7291. Algebraic Geometry I. (3 Credits)
This is the first semester of a second year course for graduate students with research interest in Algebraic Geometry and related areas. The course will give students a necessary background preparation for research in Algebraic Geometry or to read and understand papers in this area. Topics in this course include: affine and projective varieties, morphisms of varieties, nonsingular varieties, and category theory.

MATH 7292. Algebraic Geometry II. (3 Credits)
This is the second semester of a second year course for graduate students with research interest in Algebraic Geometry and related areas. The course will give students a necessary background preparation for research in Algebraic Geometry or to read and understand papers in this area. Topics in this course include: sheaves and schemes, line bundles and divisors, projective morphisms, and applications in toric geometry, homogeneous spaces, and algebraic group embeddings.

MATH 7310. Applied Mathematics I. (3 Credits)
This is a first year graduate course in Applied Mathematics. A solid working knowledge of linear algebra and advanced calculus is the necessary background for this class. The topics covered include a mix of analytical and numerical methods that are used to understand models described by differential equations. We will emphasize applications from science and engineering, as they are the driving force behind each of the topics addressed.

MATH 7320. Applied Math II. (3 Credits)
This is a first year graduate course in Applied Mathematics. A solid working knowledge of linear algebra and advanced calculus is the necessary background for this class. The topics covered include a mix of analytical and numerical methods that are used to understand models described by differential equations. We will emphasize applications from science and engineering, as they are the driving force behind each of the topics addressed.

MATH 7340. Numerical Methods In Pde. (3 Credits)

MATH 7350. Scientific Computing I. (3 Credits)
This course covers the statistical analysis of datasets using R software package. The R environment, which is an Open Source system based on the S Language, is one of the most versatile and powerful tools available for statistical data analysis, and is widely used in both academic and industrial research. Key topics include graphical methods, generalized linear models, clustering, classification, time series analysis and spatial statistics. No prior knowledge of R is required.

MATH 7360. Data Analysis. (3 Credits)
This course provides an introduction to time series analysis at the graduate level. The course is about modeling based on three main families of techniques: (i) the classical decomposition into trend, seasonal and noise components; (ii) ARIMA processes and the Box and Jenkins methodology; (iii) Fourier analysis. If time permits, other possible topics include state space modeling and fractional processes. The course is focused on the theory, but some key examples and applications are also covered and implemented in the software package R.

MATH 7440. Linear Models. (3 Credits)

MATH 7510. Differential Geometry I. (3 Credits)

MATH 7520. Differential Geometry II. (3 Credits)

MATH 7530. Partial Diff Equations I. (3 Credits)
MATH 7540. Partial Diff Equations II. (3 Credits)

MATH 7550. Probability Theory II. (3 Credits)
Various types of convergence, independent increments, stable laws, central limit problem. Central limit theorems, \( x^2 \) distribution, contingency tables. Sampling distributions for normal populations \((t, x^2, F)\). Estimation of parameters: minimum variance, maximum likelihood, sufficiency, nonparametric estimation. Hypothesis testing: Neyman-Pearson lemmas, general linear models, analysis of variances and covariance, regression. Introduction to time series, sampling design, and Bayesian theory.

MATH 7560. Stochastic Process II. (3 Credits)
Various types of convergence, independent increments, stable laws, central limit problem. Central limit theorems, \( x^2 \) distribution, contingency tables. Sampling distributions for normal populations \((t, x^2, F)\). Estimation of parameters: minimum variance, maximum likelihood, sufficiency, nonparametric estimation. Hypothesis testing: Neyman-Pearson lemmas, general linear models, analysis of variances and covariance, regression. Introduction to time series, sampling design, and Bayesian theory.

MATH 7570. Scientific Computation II. (3 Credits)
Floating point arithmetic (limitations and pitfalls). Numerical linear algebra, solving linear system by direct and iterative methods, eigenvalue problems, singular value decompositions, numerical integrations, interpolations. Unconstrained optimization.

MATH 7580. Scientific Computing III. (3 Credits)
Numerical ODE, both initial and boundary value problems. Numerical PDE. Introduction to fluid dynamics and other areas of application.

ANES 4020. Basics of Anesthesiology. (2 Credits)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process.

ANES 4021. Advanced Anesthesiology. (2 Credits)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesia subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesia cases and the preoperative evaluation process.

ANES 4040. Anesthesiology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

MD - Anesthesiology (ANES)

ANES 4020. Basics of Anesthesiology. (2 Credits)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process.

ANES 4021. Advanced Anesthesiology. (2 Credits)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesia subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesia cases and the preoperative evaluation process.

ANES 4040. Anesthesiology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.
ANES 5000. Introduction To Anesthesiology. (1 Credit)
This elective introduces medical students to the Anesthesiology specialty. The course includes differing combinations of classroom problem-based case discussions, group lectures with other students or residents, and visits to the simulation center and operating rooms. Operating rooms and the simulation center are where students are provided with hands-on experience with endotracheal intubation and the placement of intravenous lines. Supervision is by residents and/or attendings. Discussion topics might include airway management, general vs. regional anesthetic techniques, preoperative & postoperative assessment, intraoperative monitoring, pharmacology, cardiovascular and pulmonary physiology, and co-existing disease, as well as anesthetic complications such as awareness during general anesthesia, malignant hyperthermia, regional anesthetic mishaps, and failed intubation.

ANES 5500. Clinical Preceptorship - Anes. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ANES 5540. Anesthesiology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ANES 9020. ANES Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Biochemistry (BIOC)

BIOC 1003. Metabolic Biochemistry. (5 Credits)
BIOC 1004. Cellular Biochemistry. (2 Credits)
BIOC 1010. Biochemistry. (7 Credits)
Biochemical understanding of proteins and nucleic acids is fueling a revolution in medicine, demonstrating how the basic principles of biochemical structure govern molecular regulation in normal human health or malfunction in disease. Medical Biochemistry at Tulane University School of Medicine divides its focus into two sets of broad topics. Cellular Biochemistry focuses upon the molecular and cellular level of biochemistry, providing information about how cell organelles and structures function. Metabolic Biochemistry focuses upon biochemical pathways involved in intermediary metabolism. Both stress normal function and why disease states occur if these functions are abrogated. In this manner students can appreciate the relevance of biochemical structure and function. Numerous clinical cases are provided, relating disease states to biochemistry, to help students integrate complex disease states viewed from a cellular stand point.

BIOC 1111. Biochemistry Summer Course. (5 Credits)

MD - Brain & Behavior (BRBH)
BRBH 2006. Brain, Mind and Behavior. (6 Credits)
The Brain, Mind, and Behavior course is an integration of neuroscience and its application in pre-clerkship neurology and psychiatry.

MD - Clinical Diagnosis (CLDG)
CLDG 2004. Clinical Diagnosis. (3 Credits)
Clinical Diagnosis is a required, year-long course for sophomore medical students. It is designed to enhance history-taking skills while introducing the student to both normal and abnormal exam findings. The course is inter-digitated with the mechanisms of disease course and is, therefore, organ systems-based. This allows the student to approach the patient's exam with an understanding of the underlying pathophysiology, thus reinforcing the principles of basic science at the bedside. In addition to the history and physical exam sessions with the preceptor, the student will be introduced to statistics and evidence-based medicine, clinical reasoning sessions, SP FEX sessions, and SIM Center activities. There are also ward preparation sessions which present and allow for group discussion of ethical issues which the students may face as clinical clerks.

MD - Dermatology (DERM)

DERM 4000. Dermatology. (4 Credits)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Students on the 4-week rotation will be expected to give a 15-minute oral presentation at the conclusion of their rotation.

DERM 4020. Dermatology. (2 Credits)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum.

DERM 4040. Dermatology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

DERM 5500. Clinical Preceptorship - Derm. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

DERM 5540. Dermatology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
DERM 9000. Dermatology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

DERM 9020. Dermatology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Emergency Medicine (EMER)

EMER 4000. Emergency Medicine. (4 Credits)
Emergency Medicine in New Orleans is a fascinating and challenging blend of fast-paced patient care, hands-on learning, multidisciplinary team interactions, and a strong focus on the social determinants of health. In Advanced Emergency Medicine, students will obtain insight into and experience with the principles and practice of emergency medicine and trauma care; gain knowledge and skills in the evaluation and treatment of the acutely ill undifferentiated patient; be exposed to a variety of procedural experiences; and explore the variety of subspecialties and career options in Emergency Medicine. The 4-wk EMER4000 elective is open ONLY to students who intend to match in EMER.

EMER 4020. Emergency Medicine. (2 Credits)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient — that is, figuring out who is truly “sick” or “not sick” — is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates.

MD - Family Medicine (FAMY)

FAMY 3000. Family Medicine. (6 Credits)
The family medicine clerkship is a six-week required course for third-year medical students. Clerkship students are paired with a community family medicine physician “preceptor.” Preceptors are board-eligible family medicine physicians who volunteer their time to mentor Tulane medical students during the clerkship. Students work one-on-one with their preceptor to learn the essentials of family medicine through direct patient care.

FAMY 3500. Family Medicine Subinternship. (4 Credits)
Hands-on, ward-based inpatient experience on a Family MEDICINE hospital service in an approved academic program under the supervision of Tulane Clinical faculty. The experience is equivalent to that of a FAMILY MEDICINE intern, but with fewer patients. Patients are of all ages and both genders.

FAMY 4020. Family Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

FAMY 4021. Hospice. (2 Credits)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN's and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care.

FAMY 4022. Spanish Clinical Elective. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4023. Sports Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements with a noninvasive sports medicine specialty. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4040. Family Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

FAMY 4041. Hospice. (4 Credits)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN's and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care.
FAMY 4042. Spanish Clinical Elective. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4121. Community Medicine. (2 Credits)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health.

FAMY 4140. Community Medicine. (4 Credits)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health.

FAMY 4540. Rural Montana Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4800. International. (8 Credits)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomicities of medical care around the world.

FAMY 4840. International. (4 Credits)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomicities of medical care around the world.

FAMY 5001. Autonomy in the Clinical Rel.. (1 Credit)
Autonomy is a cornerstone value of medical ethics. Even so, there is widespread disagreement regarding the nature of autonomy, what it means to respect the autonomy of others, and autonomy’s proper role – as well as its limits – in medicine. This course provides students an opportunity to explore these issues and how they affect the students’ professional lives. It begins with a treatment of the various theories of autonomy. It then moves on to such questions as: Does respecting patient autonomy require providing patients with whatever treatment they wish? How do we respect the autonomy of patients who can no longer make autonomous decisions of their own? Does physician autonomy justify withholding medically indicated interventions to which the physician has moral objections? Students will have the opportunity to wrestle with these and other questions in an open, supportive, discussion-based setting. Doing so will provide students with an understanding of important issues in professionalism and patient care which will be valuable for their Step 2 exams.
FAMY 5002. Bioethics and Film. (1 Credit)
FAMY 5003. Clinical Research Ethics. (1 Credit)
FAMY 5004. Stories in Order to Live. (1 Credit)
FAMY 5051. Health Care Policy and Reform. (1 Credit)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients’ behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term.

FAMY 5052. Tibetan Refugee Health. (1 Credit)
This elective is a 2 week international rotation in Dharmasala, India, where students will gain experience working in an underserved global health setting, while providing health services to Tibetan refugees. Daily activities will include medical assessments of refugees, team meetings with attending physician, lectures by various local medical experts, tours of local medical facilities, and opportunities to learn from local practitioners. Students will be supervised by a board certified physician during the rotation. The 2 week elective will be followed by an optional 1 week of organized travel to experience further cultural immersion.

FAMY 5200. Art of Observation. (1 Credit)
FAMY 5500. Clinical Preceptorship - Fam M. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
FAMY 5551. Health and Human Rights. (1 Credit)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights.
FAMY 5555. Family Medicine Elective. (1 Credit)
This is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation, history taking (T1’s) and history and physical taking (T2’s), and a final clinical evaluation.

FAMY 5559. Pre-Clinical Primary Care. (1 Credit)
Pre-clinical students may apply to participate in a 4 week primary care preceptorship program during the summer following their T1 year. Preceptorships are arranged with practitioners, group practices, or clinics in the disciplines of Family Practice, General Internal Medicine, General Pediatrics, or OB/GYN that provide primary care in rural or medical disadvantaged areas through out Louisiana. As this is an early clinical experience during the basic science years of medical education, the approach to this preceptorship has been characterized by some as an ‘observer-ship’ reflecting the limited ability of the early trainee to participate in independent patient care. However, the preceptorship provides a rich opportunity for early development of clinical skills and application of basic science knowledge.

FAMY 9000. Family Med. Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

FAMY 9020. Family Med. Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Foundations Medicine I (FIM1)
FIM1 1005. Foundations Med I. (5 Credits)
Foundations in Medicine I serves as the clinical counterpart to the basic science courses. While the medical knowledge you’ll acquire via your basic science coursework is the traditional cornerstone of medical education, it’s the tip of the iceberg when it comes to what it takes to be a competent physician. In recent years, the organization that accredits medical schools has developed a list of competencies in which medical schools should ensure students are proficient prior to graduation. Tulane has adapted these competencies into our own set of objectives encompassing, in addition to knowledge, the domains of patient care, practice-based learning and improvement, interpersonal communication, professionalism, systems-based practice, interprofessional collaboration, personal and professional development, and community health and engagement. Foundations in Medicine is tasked with ensuring you are introduced to each of these domains, whose mastery is critical in your journey toward competency as a practicing physician.
FIM1 5003. Service Learning Leadership. (1 Credit)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.
FIM1 5004. Summer Preceptorship. (1 Credit)
FIM1 5005. Social Contexts in Medicine. (1 Credit)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.
FIM1 5007. Intro to Medical Education. (1 Credit)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom’s taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

MD - Foundations Medicine II (FIM2)

FIM2 2005. Foundations Med II. (2 Credits)
Foundations in Medicine II serves as the clinical counterpart to the basic science courses. This course is tasked with ensuring you are introduced to each of Tulane’s institutional competency domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM2 5005. Social Contexts in Medicine. (1 Credit)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM2 5007. Intro to Medical Education. (1 Credit)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom’s taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

FIM2 5205. Service Learning Leadership. (1 Credit)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

MD - General Medicine (GENM)

GENM 8000. Full Time Medical Stud. (12 Credits)
This course has no specific content: it serves as a place-holder for T1 & T2 curriculum.

MD - Genetics (GENE)

GENE 1007. Genetics. (1 Credit)
The Genetics course is designed to provide an overview of human genetic concepts and clinical disorders that have a genetic component. The course seeks to teach students to apply knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical areas including cytogenetics, molecular genetics, biochemical genetics, population genetics and clinical genetics.

GENE 5500. Clinical Preceptorship. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

GENE 5540. Genetics Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Gross Anatomy (GANT)

GANT 1008. Gross Anatomy. (8 Credits)

GANT 1111. Gross Anatomy Summer Course. (8 Credits)

GANT 5005. Teaching Medical Gross Anatomy. (1 Credit)
Students will serve as a teaching assistants in gross anatomy. Each student will assist a faculty member in the laboratory.

GANT 5006. Teaching Medical Histology. (1 Credit)
Students will serve as teaching assistants in the Medical Histology course and will gain hands-on teaching experience in small group facilitation and presentation.

GANT 5007. MS Elective. (1 Credit)

GANT 5008. Medical Mandarin I. (1 Credit)
6 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5009. Medical Mandarin II. (1 Credit)
7 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5010. China Summer Mission Trip. (1 Credit)
4 week-long mission trip dedicated to learning about an alternative healthcare systems in both rural and urbanized China. Students will be engaged in clinical encounters, improving cultural competency, navigating language barriers. When not on rotation, students will be able to experience the local culture and partake in excursions.

GANT 5011. Spirituality in Medicine. (1 Credit)
Interested in learning more about the different religions and cultures of New Orleans and their views on medicine, death and disease? Want to know how this can help you provide better health services to your patients? This elective will develop your understanding of a wide variety of religions and cultural views on health care, including such faith practices as Islam, Voodoo, Buddhism, and local Vietnamese culture. Through this elective, you will become a more sensitive and compassionate physician to those of differing faith practices and cultural traditions.
GANT 5012. Leadership in Healthcare I. (1 Credit)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities.1-4 The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health...”. 6 The mission statement of the Tulane University School of Medicine states “…to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders”. To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best.8 The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership.9 Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5013. Leadership in Healthcare II. (1 Credit)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities.1-4 The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health...”. 6 The mission statement of the Tulane University School of Medicine states “…to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders”. To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best.8 The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership.9 Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5500. Advanced Gross Anatomy. (1 Credit)
Individual projects of dissection by advanced medical and graduate students. Enrollment may be limited by the availability of cadavers. No final examination.

GANT 5540. Anatomy and Med Ed Research. (1 Credit)
Students participate with a member of the faculty in an ongoing research program as a means of learning research principles and techniques. In addition, reading assignments from original literature will be made and if results warrant, a publication should develop from the work. No final exam.

MD - Histology (HSTO)

HSTO 1001. Histology. (5 Credits)
The Histology course is designed to provide students with a thorough understanding of the microscopic appearance and function of normal structures in the human body. This allows students to integrate this information with other disciplines such as Gross Anatomy, Pathology, and Physiology.
PATH 4220. Dermatopathology. (2 Credits)
The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday.

PATH 4230. Hematopathology. (2 Credits)
Students will encounter about 20 new cases, involving CBC’s, blood smears, bone marrow biopsies, flow cytometry, molecular diagnostics, coagulation studies, hemoglobin electrophoresis and protein electrophoresis. The student will gather pertinent clinical history on assigned cases, and preview slides with the hematopathology fellow. At each afternoon’s sign-out with the faculty and fellow, the student will have the opportunity to present their brief case histories and to summarize the laboratory data at hand. Morphologic evaluation and case interpretation will take place during sign-out. The student will also have an opportunity to observe specimen work-up in the flow cytometry lab. Every evening, the student will be given sample cases to solve that reflect the kinds of cases seen at sign-out. These exercises will be reviewed with the course director every morning.

PATH 4240. Surgical Pathology. (2 Credits)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center or UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday.

PATH 4440. Surgical Pathology. (4 Credits)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday.

PATH 5500. Clinical Preceptorship - Path. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PATH 5540. Pathology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PATH 6100. Pathology Research Elective. (2,4 Credits)

PATH 6300. Mechanisms of Disease 1. (5 Credits)
The course integrates the study of the nature of disease with the structural and functional changes that accompany those disease processes. This course is for graduate students and not intended for medical students.

PATH 6310. Mechanisms of Disease 2. (5 Credits)
This course follows Mechanisms of Disease 1. It is intended for graduate students and not intended for medical students.

PATH 6400. Molec & Cellular PATH. (4 Credits)

PATH 7600. Cancer Biology and Pathology. (3 Credits)

PATH 9000. Pathology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

PATH 9020. Pathology Visiting Student. (2 Credits)

PATH 9090. Pathology Master's Research. (6 Credits)
Master’s Research is mandatory for students in the 2-year M.S. in Molecular and Cellular Pathobiology program to conduct research to fulfill the thesis requirement. It is the student’s responsibility to choose a Pathology faculty member as the thesis advisor by the end of the second semester. It is expected that the student spend a minimum of 20 hours a week working on the thesis project. The thesis is expected to be completed in two semesters and must be approved by a thesis committee, consisting of three faculty members.

MD - Medicine (MED)

MED 3000. Medicine. (8 Credits)
The entire rotation is an inpatient rotation. In other words, all patients seen will be hospitalized patients or patients being evaluated for hospitalization. Students will spend their time at either Tulane University Hospital or the University Medical Center-NO or both. The Veterans Hospital service is contained within the Tulane University Hospital until the new VA hospital is built (estimated Spring 2017). Students will spend 6 weeks on a general internal medicine hospitalist service and 2 weeks on a subspecialty consulting service, either cardiology, hematology/ oncology,
MED 3020. Medicine. (2 Credits)  
gastroenterology, infectious disease, or nephrology.

MED 3040. Medicine Research. (4 Credits)  
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

MED 3041. DeBakey Scholar Research. (4 Credits)  
The DeBakey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBakey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students’ professional growth through continuing education and lifelong learning. DeBakey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.

MED 3400. Medicine. (4 Credits)  
This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

MED 3401. Eli Lilly. (4 Credits)  
This 4-week elective involves enrollment in the Medical Student Rotation Program at Eli Lilly in Indianapolis. It’s an experiential learning program that features a student-centric curriculum and structured mentorship in various aspects of pharmaceutical development. It includes independent projects, industry-led workshops, exposure to many facets of drug discovery and development, and networking opportunities with Lilly medical leaders.

MED 3410. Internal Med Specialty Clinic. (4 Credits)  
The Ambulatory and Subspecialty Clinics Rotation is designed to supplement the Internal Medicine Clerkship. Most of Internal Medicine is practiced in the outpatient setting and this is an opportunity to learn from clinic and subspecialty faculty. Students will rotate through a variety of clinics, including both primary care and subspecialty clinics. Students will be exposed to common internal medicine complaints, chronic disease, and highly specialized care. Students will also attend a number of education seminars focused on specific topics in internal medicine, such as Allergy, Hypertension, Dyslipidemia, etc. In addition, students will complete a self-study curriculum rooted in general internal medicine. Students will read the most up to date literature and guidelines on the treatment and prevention of IM diseases.

MED 3500. Medicine Subinternship. (4 Credits)  
The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital setting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.

MED 4000. MD/MBA Elective. (4 Credits)  
MED 4019. Learning in Venture Capital. (2 Credits)  
The New Orleans BioFund (NOBF) has created an educational program that brings highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects that bring highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects most of which will be current investment deals the fund is working on. Students will track their deals from due diligence to deal closing. NOBF associates will assign tasks, answer questions, and provide guidance to each student. Students will research, draft memos, and give presentations periodically to demonstrate their work. NOBF associates will provide targeted feedback to ensure by the end of the term students are comfortable with the basics of VC.
MED 4020. Stories: Narrative Medicine. (2 Credits)
MED 4021. Technology Commercialization. (4 Credits)
This is an elective primarily for fourth-year students in the 4-yr combined MD/MBA program. The elective is an experiential learning opportunity in Tulane's Office of Technology Transfer. Students participating in the elective will be able to combine their interests and training in business and medicine to contribute to commercialization of biomedical intellectual property developed at Tulane. Students will be given projects that include patent research, marketing research, and feasibility studies for products at various stages of development in the Office of Technology Transfer. Students will apply concepts of strategy, marketing, new venture planning, and valuation in real time. Students will be assigned projects that are actively being commercialized through the Office of Technology Transfer. Students will gain experience with intellectual property law, the role of venture capital, and the role of universities in developing an idea into a commercializable product. The one-month rotation will be experiential in nature. Students participating in the elective will work full time for the entire month. Students will participate in the mechanics of bring an idea to market through activities in the Office of Technology Transfer and the New Orleans Bioinnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.

MED 4022. Online Medical Spanish Level 1. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4023. Online Medical Spanish Level 2. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4024. Online Medical Spanish Level 3. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4026. Making Medicines: Drug Dev. (2 Credits)
This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

MED 4028. Intro to Clinical Teaching. (2 Credits)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4029. Upperclassman Tutoring. (4 Credits)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassmen students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.
MED 4032. Student-Run Clinic Elective. (2 Credits)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane's student-run clinics. T3s/T4s are a valuable part of the clinicals: they help guide the T1s/T2s through what is often their very first experience with patients; they provide instruction and assistance with obtaining a medical history, formulating an assessment and plan, documentation, and presentation; and they help provide quality care to persons with limited access to healthcare. Tulane's student-run clinics appeal to incoming students, and help develop our students into effective and open-minded physicians. This elective is intended to improve junior and senior students’ clinical teaching skills, and to increase student involvement in the student-run clinics.

MED 4033. Healthcare in Central America. (2 Credits)

MED 4210. Cardiology. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4220. Endocrinology. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat endocrine diseases. Students are to become familiar with the principles of clinical endocrinology in an outpatient setting. Teaching will be largely focused on clinical activities; seeing patients in the clinic setting at three locations. Students will also be encouraged to attend and participate in our weekly endocrine conference on Monday afternoons, from 4 – 6 pm, monthly multidisciplinary tumor board meetings (4th Wednesday of the month, 2-3 pm), and other weekly didactic sessions.

MED 4230. Gastroenterology. (2 Credits)
This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

MED 4240. Hematology/Oncology. (2 Credits)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.

MED 4260. Allergy/Immunology. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.
MED 4270. Infectious Disease. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4275. Medicine-Pediatrics. (4 Credits)
This 4-week elective provides students exposure to both adult and pediatric patients, through both inpatient and outpatient duties.

MED 4276. Medicine-Pediatrics. (2 Credits)
This 2-week elective provides students exposure to both adult and pediatric patients, through both inpatient and outpatient duties.

MED 4280. Nephrology. (2 Credits)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with renal disease. Students will also learn how to assess fluid balance and manage patients on hemodialysis. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of nephrology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all renal conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds.

MED 4290. Pulmonary. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4400. Advanced Clinical Teaching. (4 Credits)
This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane’s medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane’s most accomplished educators, including Dr. Jeff Wiese (author of Teaching in the Hospital) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

MED 4409. Community Health. (4 Credits)
The Tulane Community Health Clerkship is a 4-week non-clinical rotation focusing on social determinants of health. These are the non-medical aspects of patients’ lives such as education, housing, employment, language, environment, nutrition, and safety that affect their health. The skills students gain in this course are vital to contextualizing care to individual patient needs and addressing broader population health issues. Students meet with the instructor once weekly (twice in the first week) for didactic instruction and group discussions based on readings. Core topics include health disparities, cultural humility, contextualization of patient care, and workforce and programmatic interventions to address social determinants of health. Students also spend approximately 20 hours per week working at a community partner organization where they design, implement, enhance or evaluate an intervention that addresses social determinants of health. Students connect classroom and community experiences through weekly reflective writing assignments and a final presentation.

MED 4410. Cardiology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.

MED 4412. Teaching Kitchen. (4 Credits)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you’ll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.
MED 4420. Endocrinology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

MED 4430. Gastroenterology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in gastroenterology should see the description for the 2-week gastroenterology elective.

MED 4450. Hematology/Oncology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in hematology/oncology should see the description for the 2-week hematology/oncology elective.

MED 4460. Allergy/Imm/Rheum. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immunology/rheumatology should see the description for the 2-week allergy/immunology/rheumatology elective.

MED 4470. Infectious Disease. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in infectious disease should see the description for the 2-week infectious disease elective.

MED 4480. Nephrology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in nephrology should see the description for the 2-week nephrology elective.

MED 4490. Pulmonary. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the pulmonary elective should see the description for the 2-week pulmonary elective.

MED 4500. MED/PEDS Subinternship. (4 Credits)

MED 4520. ICU. (2 Credits)
This 2-week elective is for students with an interest in critical care medicine. The students will see 2-3 VA ICU level patients each day and present on rounds. Students will work with Tulane/VA faculty as well as Tulane Pulmonary/Critical Care Fellows.

MED 4540. ICU. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the ICU elective should see the description for the 2-week ICU elective.

MED 4620. Quality Improvement. (2 Credits)
This 2-week elective is for students interested in Quality Improvement and Patient Safety. This is an online elective. Students are expected to complete a required number of modules on the Institute for Health Improvement (IHI) Open School Model over a two-week period for credit. The modules can be done as correspondence and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules.

MED 5000. Affordable Care Act. (1 Credit)
This elective provides students opportunities to learn about nuances of the Affordable Care Act (ACA). Emphasis will be on the three pillars of ACA, including individual mandate, employer mandate and insurance companies.

MED 5001. Bioethics Seminar. (1 Credit)
This elective provides students opportunities to explore issues of organ donation, genetic screening and controversial medical procedures. Research ethics, and reproductive autonomy will be part of the discussion.

MED 5003. Disparities in Health Care. (1 Credit)
The United States is the most diverse country in the world. The US is made up of citizens from all types of backgrounds, races, ethnicities, and beliefs. Cultural competence in health care is a course that gives students the opportunity to learn about cultural biases, social determinants of health, and adapt clinical and communication skills to adequately treat a diverse patient population. Furthermore, this course will help prepare students for USMLE Step II CS, a mandatory nationwide exam in which students must interact with patients of different races and ethnicities. This is an opportunity for students to gain worthy clinical and communication skills in order to deliver effective care to all patients, regardless of their background.

MED 5004. MBA Elective. (1 Credit)

MED 5007. Narrative Medicine. (1 Credit)
What does it mean to experience illness? What emotions are felt when a student meets their first patient in anatomy lab, silently waiting and seemingly voiceless? Narrative medicine is an interdisciplinary field that explores these questions and challenges disparities in health care by allowing participating students to voice to their experiences, be heard, and valued. The field is steadily growing, featuring the works of such doctor-authors as Atul Gawande, MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a primer, giving foundational tools and a space for students to engage with narrative medicine and more fully own their academic and clinical experiences.

MED 5009. Health Care Law & Regulation. (1 Credit)
This elective provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. By the end of this elective students should be able to explain both the current state of American health law and the social forces that have shaped its historical development. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. This elective is intended to provide only an introductory overview of the major issues in health law.

MED 5010. Integrative Medicine Elective. (1 Credit)
Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven't been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrative Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.
MED 5011. Foundations: Ethics & Justice. (1 Credit)
This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

MED 5052. History of Medicine Seminars. (1 Credit)
Weekly speakers will discuss various topics of interest to medical historians. Discussion of the medical aspects and their impact on current medical thought and practice will be emphasized.

MED 5100. DeBakey Program. (1 Credit)

MED 5101. Sexual Health. (1 Credit)
This elective is designed to develop medical students' knowledge and skills toward encouraging healthy sexualities and managing sexual concerns among their patients. Medical students will be able to apply a lot of this information during their rotations. Sessions vary in topics and teaching methods and are purposefully designed to provide cross-disciplinary perspectives.

MED 5149. Recruiting the Next Generation. (1 Credit)
Participants in this course will learn how to serve as standardized patients. They will run role-play scenarios with applicants to the School of Medicine. They will rate applicants' performance for the admissions committee as well provide formal feedback to applicants to exemplify how focused Tulane is on formally developing students' interpersonal skills.

MED 5152. Culinary Medicine in Practice. (1 Credit)
The T1/T2 course will teach fundamental dietary and nutrition knowledge with basic culinary skills through hands-on cooking classes. Lessons will be keyed to the basic science curriculum (biochemistry, physiology, etc.) while linking concepts learned to the practical clinical skills needed for the patient-physician discussion about the importance of dietary and lifestyle change. Students will be expected to watch a 15-20 minute presentation and take a short quiz prior to scheduled class time. Step preparation is tied into the course, and students get to eat what is cooked! Most time in the classroom is spent in a fun, interactive environment in the kitchen.

MED 5153. Medicine in Martial Arts. (1 Credit)
This course will provide students a brief overview of some of the anatomical, physiological, and pathological concepts encountered in the first 2 years of medical school and Step 1 through the context of martial arts. Lecture topics will include such things as boxing, the mystical "touch of death," and rear-naked choke. There will be both a lecture component and optional practical component where students will learn select techniques and be able to practice them in a controlled and supervised environment. Please note that this is not a self-defense class.

MED 5500. Clinical Preceptorship - Med. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5501. Out In The Field With Geriatri. (1 Credit)
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS).

MED 5505. Mind Body Medicine. (1 Credit)
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

MED 5506. Medical Humanities. (1 Credit)
This elective focuses on the application of literature and film to medical education and practice.

MED 5507. Palliative & End of Life Care. (1 Credit)
The art and science of palliative and end of life care remain under-discussed and under-taught during the preclinical years of medical education. This can lead to both patient and provider frustration in addition to less than optimal patient centered care. This elective will foster a better understanding of core concepts palliative and end of life care while empowering students to begin the journey of feeling comfortable with having difficult conversations.

MED 5540. Medicine Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5567. Emergency Medicine Volunteerin. (1 Credit)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.
MD - Neurology (NEUR)

NEUR 3000. Neurology. (4 Credits)
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the inpatient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain, dizziness-vertigo and episodic loss of consciousness, weakness and gait impairment, stupor and coma, cerebrovascular disease, seizures and epilepsy, traumatic injury - brain and spine, neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection, abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia, neuromuscular disorders, acute spinal cord disorders.

NEUR 3020. Neurology. (2 Credits)
This is a 2-week elective for students who want to learn more about neurocritical care. Students will be exposed to a variety of cases at Tulane Medical Center including neurosurgical patients in the ICU, neurology consults from other ICU services and critical care management of patients on the stroke service. Attendance is required daily for the 2-week block. Topics covered include but are not limited to evaluation of coma, ventilator management, subarachnoid hemorrhage management, intracranial pressure monitoring and management, sodium management in the ICU and post-operative care of spinal surgery. There is no call associated with this elective and there is no final examination.

NEUR 3500. Neurology Subinternship. (4 Credits)

NEUR 4000. Neurology. (4 Credits)
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site.

NEUR 4040. Neurology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

NEUR 5500. Clinical Preceptorship - Neuro. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NEUR 5540. Neurology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NEUR 9020. Neurology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Microbiology (MICR)

MICR 1111. Microbiology Summer Course. (4 Credits)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MICR 2000. Intro to Infectious Diseases. (4 Credits)
The IID course is designed to provide medical students with a broad-based foundation in the basic concepts of medical microbiology. Course material is presented in two distinct sections: 1) a 3-week introductory module touching upon basic principles in immunology, bacteriology, mycology, virology, and parasitology; 2) more in-depth sessions on specific pathogens within the context of their respective diseases taught throughout systems modules.

MICR 5541. Immunology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MICR 5542. Microbiology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5568. Entrepreneurship In Bioscience. (1 Credit)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

MED 5570. Medical Spanish. (1 Credit)
Medical Spanish is a half-semester long course dedicated to learning and improving medically-related Spanish speaking skills. The class will involve students in learning medical vocabulary, going through clinical cases, applying vocabulary in mock interview situations, and learning about various aspects of Latino culture. This elective is facilitated by members of the Tulane Latin American Medical Student Association (LAMSA).

MED 9000. Medicine Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MED 9020. Medicine Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
MD - Neuroscience (NESC)

NESC 5500. Neuroscience Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Neurosurgery (NRSR)

NRSR 3500. Neurosurgery Subinternship. (4 Credits)
NRSR 4000. Neurosurgery. (4 Credits)
NRSR 4020. Neurosurgery. (2 Credits)
NRSR 4040. Neurosurgery Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.
NRSR 5500. Clinical Preceptorship - Nsur. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
NRSR 5502. Introduction To Neurosurgery. (1 Credit)
Students will be given an introduction to career opportunities in neurosurgery. The course will be conducted through weekly conferences, daily rounds, clinic, and observation in the operating room. Students will be provided exposure to the neurological examination, as well as the diagnosis and treatment of common neurosurgical pathologies.
NRSR 5540. Neurosurgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
NRSR 9000. Neurosurgery Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Obstetrics & Gynecology (OBGY)

OBGY 3000. Obstetrics & Gynecology. (8 Credits)
This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required.

OBGY 3500. OB/GYN Subinternship. (4 Credits)
OBGY 4000. Obstetrics & Gynecology. (4 Credits)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women’s health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience.

OBGY 4020. Obstetrics & Gynecology. (2 Credits)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women’s health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. At the conclusion of the course the student will achieve a more advanced level of knowledge, clinical skills, and independence of judgment under faculty and resident supervision in a focused aspect of Obstetrics and Gynecology. Such students are expected to demonstrate increased initiative in the care of their patients and increased knowledge gained through more advanced reading and discussion of principles related to the care their patients.

OBGY 4040. OB/GYN Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OBGY 4220. Advance OB/GYN. (2 Credits)

OBGY 5000. Introduction to OB/GYN. (1 Credit)
This elective is an introduction to the field of Obstetrics and Gynecology for interested first and second year medical students. Besides shadowing attendings and residents providing obstetric and gynecologic care to patients in the outpatient setting, students have the opportunity to observe continuity of care by following a patient throughout their care. Students will also observe surgeries at Tulane Medical Center and Lakeside. Students will participate in a lecture series which will introduce the different sub-specialties as well as practice settings in OB/GYN.

OBGY 5500. Clinical Preceptorship - Obgyn. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OBGY 5540. Ob/Gyn Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OBGY 9000. OB/GYN Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OBGY 9020. OB/GYN Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
MD - Ophtalmology (OPTH)

OPTH 4000. Ophthalmology. (4 Credits)
A four-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periorcular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery.

OPTH 4020. Ophthalmology. (2 Credits)
A two-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periorcular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery.

OPTH 4040. Ophthalmology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OPTH 4046. Ophthalmology Research. (6 Credits)

OPTH 5500. Clinical Preceptorship - Ophth. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OPTH 5501. Introduction To Ophthalmology. (1 Credit)
This course is designed to provide the student with an introduction to clinical ophthalmology and with knowledge of the relationships of ocular problems which physicians will encounter during their practice of medicine. The lectures will be conducted between 1:00 and 3:00 p.m. on Fridays. Students are to attend at least one day of the 68th Annual Symposium: Updates in Glaucoma, Retina and Neuro-Ophthalmology, February 15-17, 2019, at the Sheraton New Orleans Hotel, 500 Canal Street, New Orleans, LA 70130. Students are also invited to attend any of the following Lectures and Grand Rounds as time allows:

OPTH 5540. Ophthalmology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OPTH 9000. Ophthalmology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OPTH 9020. Ophthalmology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Orthopaedic Surgery (ORTH)

ORTH 4000. Orthopaedic Surgery. (4 Credits)
This is a four-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Each week, students will join a resident-faculty team at our affiliated hospitals. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties, including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference.

ORTH 4020. Orthopaedic Surgery. (2 Credits)
This is a two-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference.

ORTH 4040. Orthopaedic Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

ORTH 4041. Orthopaedic Pediatric. (4 Credits)
This is a four-week elective designed for the student interested in pediatric orthopaedics. The student will join a resident-faculty team for four weeks at our affiliated hospitals. They will take call, attend grand rounds and conferences, and participate in all inpatient and outpatient clinical activities including surgical cases. Student evaluation is by faculty.

ORTH 4042. Physical Medicine and Rehab. (4 Credits)
Students may be eligible to complete a PM&R elective at an away site. See eMedley information about approval for away rotations. Students should see ORTH4121 and ORTH4140 for a Tulane-based PM&R elective.

ORTH 4121. PM&R/Sports Medicine. (2 Credits)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.
ORTH 4141. PM&R/Sports Medicine. (4 Credits)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4500. PM&R Subinternship. (4 Credits)
Students may be eligible to complete a PM&R Subinternship at an away site. See eMedley information about approval for away rotations.

ORTH 5053. Orthopaedic Pathways. (1 Credit)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through exposure in the clinic office, conferences, rounds, operating room (if applicable), and professional association. This elective is split into four subspecialties. Subspecialties include Foot and Ankle Surgery, Total Joint Surgery, Sports Medicine, and Shoulder/Elbow.

ORTH 5056. Orthopaedic Spring Elective. (1 Credit)
Participants will be given hands-on learning on how to reduce fractures and dislocations, make splints and casts, and incise, debride, and suture wounds. They will receive biweekly lectures on the following topics: musculoskeletal chief complaints and their workup, a primer to fractures and dislocations, being a team physician, and musculoskeletal imaging. Students may be given the opportunity to observe operative cases. Students will be required to participate in a scheduled Sim Center activity on Sterile Scrubbing Technique and Proper OR Procedure. Students will take a musculoskeletal competency test at the end of their elective in order to solidify their knowledge. This test will be compiled by the residents. No book will be required for purchase—all material tested will be included in information provided to students in electronic form. The students completing the elective will be given a certificate stating their participation in the musculoskeletal elective.

ORTH 5500. Clinical Preceptorship - Ortho. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ORTH 5501. Introduction To Orthopaedic Su. (1 Credit)
This elective is designed to give students an introduction to orthopaedic surgery and the diagnosis and treatment of the musculoskeletal system. It is taught by senior faculty in the Department of Orthopaedic Surgery. The sessions will consist of problem-based case presentations via a Socratic interactive dialogue between faculty and students. Students will be exposed to various aspects of orthopaedic surgery including general orthopaedics, total joints, sports medicine, pediatrics, trauma, oncology, hand, spine and foot/ankle. There will be no written or oral examinations. Pass/fail grades will be based upon class attendance, class participation, and oral student presentations.

ORTH 5540. Orthopaedic Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ORTH 9000. Orthopaedic Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

ORTH 9020. Orthopaedic Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Otolaryngology (OTLN)

OTLN 3500. Otolaryngology Subinternship. (4 Credits)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations.

OTLN 4000. Otolaryngology. (4 Credits)
The student will function as a sub-intern during this four-week rotation. The rotation is divided into two two-week rotations at Tulane University Hospital and Clinics and Ochsner. The elective is designed to be an outstanding learning environment for students interested in pursuing Otolaryngology as a career or students who would benefit from exposure to Otolaryngology for their career. Students will be expected to track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient’s hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is an intense clerkship experience.

OTLN 4020. Otolaryngology. (2 Credits)
The student is introduced to Clinical Otolaryngology during this two-week rotation at Tulane University Hospital and Clinics. The elective is designed to be an outstanding learning environment for students interested in learning more about Otolaryngology as either a possible career, or students who would benefit from exposure to Otolaryngology for their career. Students are expected to attend both the Otolaryngology clinic as well as track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient’s hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is a focused clerkship experience. The student is expected to read the Primary Care Otolaryngology online textbook from the American Academy of Otolaryngology Head and Neck Surgery. During the rotation, the faculty will review relevant topics and the students are expected to demonstrate competency in the subject matter.
OTLN 4040. Otolaryngology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OTLN 9000. Otolaryngology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OTLN 9020. Otolaryngology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pediatrics (PEDS)

PEDS 3000. Pediatrics. (8 Credits)
The Pediatric Clerkship is an 8-week clinical rotation designed to provide an introductory experience in the care of children for junior or senior medical students. The curriculum is based on a national curriculum formulated by the Council on Medical Student Education in Pediatrics and is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general or specialty oriented inpatient ward services, and the well-baby and neonatal intensive care nurseries.

PEDS 3004. Pediatrics. (4 Credits)
This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care.

PEDS 3020. Pediatrics. (2 Credits)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care.

PEDS 3040. Pediatric Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

PEDS 3500. MED/PEDS Subinternship. (4 Credits)

PEDS 4119. Advanced Pediatric Experience. (4 Credits)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T-4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student.

PEDS 4120. PEDS Emergency Medicine. (2 Credits)
This is a 2-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases.

PEDS 4140. PEDS Emergency Medicine. (4 Credits)
This is a 4-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases.

PEDS 4210. PEDS Cardiology. (2 Credits)
This is a two-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiology cases. Students will learn about Congenital Heart Diseases and how they are managed in infants, children and adults.

PEDS 4230. PEDS Gastroenterology. (2 Credits)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues.

PEDS 4240. PEDS Genetics. (2 Credits)

PEDS 4250. PEDS Hematology/Oncology. (2 Credits)

PEDS 4270. PEDS Infectious Disease. (2 Credits)
During this 2-week elective, the student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature.

PEDS 4275. PEDS Medicine-Pediatrics. (4 Credits)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations.

PEDS 4276. PEDS Medicine-Pediatrics. (2 Credits)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations.

PEDS 4280. PEDS Nephrology. (2 Credits)
This is a two-week elective on the Nephrology service.
PEDS 4290. PEDS Pulmonary. (2 Credits)
This is a two-week elective that provides an introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will be exposed to a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing.

PEDS 4410. PEDS Cardiology. (4 Credits)
This is a four-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenital Heart Diseases and how they are managed in infants, children and adults.

PEDS 4430. PEDS Gastroenterology. (4 Credits)
This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues.

PEDS 4440. PEDS Genetics. (4 Credits)

PEDS 4450. PEDS Hematology/Oncology. (4 Credits)

PEDS 4461. PEDS Allergy/Immunology. (4 Credits)

PEDS 4462. PEDS Allergy/Immunology. (2 Credits)

PEDS 4475. PEDS Infectious Disease. (4 Credits)
The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature.

PEDS 4480. PEDS Nephrology. (4 Credits)
This is a four-week elective on the Nephrology service.

PEDS 4490. PEDS Pulmonary. (4 Credits)
A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing.

PEDS 4500. Pediatric Wards Subinternship. (4 Credits)

PEDS 4501. Pediatric NICU Subinternship. (4 Credits)

PEDS 4502. Pediatric PICU Subinternship. (4 Credits)

PEDS 4520. PEDS Adolescent Medicine. (2 Credits)
This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules.

PEDS 4540. PEDS Adolescent Medicine. (4 Credits)
Care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules.

PEDS 5500. Clinical Preceptorship - Peds. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PEDS 5501. Pediatric Hematology/Oncology. (1 Credit)
The student is expected to participate for a semester in the elective, which will involve about 1/2 day per week following patients in the Pediatric Hematology/Oncology clinic. The students will be mentored by the Pediatric Hematology/Oncology attending physician. Initially, students will see and examine patients in the presence of the attending. As the student becomes more experienced and comfortable, he/she will take histories, do examinations, formulate the assessments and plans and make presentations to the attending physician before the physician sees the patient. Because the majority of patients have chronic illnesses, the student will be able to follow many patients over most of the year. A variety of illnesses are seen such as leukemia, solid tumors, and sickle cell disease, anemia's and coagulation disorders. Emphasis will be placed on understanding the pathophysiology of these disorders.

PEDS 5540. Pediatric Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PEDS 9000. Pediatrics Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

PEDS 9020. Pediatrics Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pharmacology (PHAR)

PHAR 2003. Pharmacology. (5 Credits)
The Pharmacology course covers primary concepts such as mechanisms of drug action, drug indications, contraindications, drug interactions & side effects.

PHAR 5001. Health and the Environment. (1 Credit)
This course will introduce students to topics about the intersection between the environment and human health. Lectures will explore topics ranging from molecular biology to ecosystem-level determinants of health. The courses will be a mixture of lectures and interactive discussion sessions mediated by various faculty and visiting lecturers.

PHAR 5500. Clinical Preceptorship - Phar. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
PHAR 5530. Cardiovascular Pharmacology Res. (1 Credit)
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.

PHAR 5540. Pharmacology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Physiology (PYSI)

PYSI 1002. Physiology. (5 Credits)
This course involves the study of the body’s function from molecules to the whole organism. Students are expected to apply fundamental principles of physics and chemistry to the understanding of the body’s function and regulatory mechanisms.

PYSI 1111. Physiology Summer Course. (5 Credits)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

PYSI 5110. Capstone component: PYSI 1002. (0 Credits)

PYSI 5500. Clinical Preceptorship - Pysi. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYSI 5540. Physiology Research. (1 Credit)
Several faculty members, led by our Chairman, Dr. L.G. Navar, are investigating the role of the kidney and blood vessels in the pathophysiology of hypertension. Students will be exposed to various experimental approaches used in the study of renal function, hemodynamics, tubular transport processes, and fluid and electrolyte regulation. Student can learn techniques for the evaluation of renal function, renal tubule reabsorption, and vascular responses to different antihypertensive drugs, as well as the expression and regulation of genes involved in hypertension. Basic methodological approaches also will be covered in a systematic manner. The remainder of the student’s time will be spent in one or more laboratories of participating faculty.

MD - Psychiatry (PYCH)

PYCH 3000. Psychiatry. (4 Credits)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose.

PYCH 3500. Psychiatry Subinternship. (4 Credits)
During the psychiatry sub-internship, students will gain increased supervised responsibility for patients with severe psychopathology in an inpatient setting. The goals are to deepen understanding of psychopathology and psychotherapeutics, learn evaluation and management skills for patients with a broad range of psychiatric disturbances, and begin to gain skills necessary for first-year residency as a psychiatry intern.

PYCH 4000. Psychiatry. (4 Credits)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose.

PYCH 4020. Psychiatry. (2 Credits)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYCH 4040. Child Psychiatry. (4 Credits)
This elective is offered for 4th year medical students interested in combined training and want a closer look at the environments and practice styles of dual-boarded physicians. The elective involves experiences in our two Med/Psych continuity clinics and the consult/ liaison service run by a combined physician. Students may also participate in a traumatic brain injury clinic run in conjunction with the NFL and observe forensic evaluations of medically-complicated psychiatric cases. Rotating students will be expected to attend didactics in both the Internal Medicine and Psychiatry departments as well as our weekly Med/Psych conference. By the end of the rotation, the student will lead the weekly conference on a topic chosen in collaboration with the course director.

PYCH 4050. Clinical Preceptorship - Pych. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYCH 5534. Psychiatry Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
**MD - Public Health (PHEA)**

**PHEA 4000. Public Health. (4 Credits)**
Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.

**PHEA 4001. Tropical Medicine. (4 Credits)**
Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.

**PHEA 4002. MD/MPH. (4 Credits)**
Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.

**PHEA 5001. Public Health. (1 Credit)**
T1/T2 elective available only to students in the MD/MPH combined degree program.

**MD - Radiology (RADS)**

**RADS 3020. Radiology. (2 Credits)**
The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and power point presentation of an interesting case encountered while on service.

**RADS 3040. Radiology. (4 Credits)**
See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit.

**RADS 3044. Radiology Research. (4 Credits)**
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

**RADS 4000. Interventional Radiology. (2 Credits)**
This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites.

**RADS 4021. Radiation Oncology. (2 Credits)**

**RADS 4040. Radiology Oncology Research. (4 Credits)**
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

**RADS 4041. Radiation Oncology. (4 Credits)**
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

**RADS 5500. Clinical Preceptorship - Rads. (1 Credit)**

**RADS 5540. Radiology Research. (1 Credit)**

**RADS 9000. Radiology Visiting Student. (4 Credits)**
Admissions and Student Affairs.

**MD - Surgery (SURG)**

**SURG 3000. Surgery. (8 Credits)**
The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for expected results, risks and complications of specific operations. Students are expected to scrub on a number of operations and will follow patients from presentation, work-up, and treatment, including operations and post-treatment/postoperative care.

**SURG 3040. Surgery Research. (4 Credits)**
The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities.
SURG 3120. Outpatient Surgery. (2 Credits)
During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG 3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement.

SURG 3240. Honors Surgery. (4 Credits)
This is a four-week course creating an intense and comprehensive surgical experience. This course will be limited to 4th year medical students. Such students will be chosen/accepted to this course based on high evaluations during their core surgery rotations and have demonstrated an aptitude and interest in a surgical career. The course will consist of the following: Dedicated lectures by selected faculty, which will encompass topics including surgical diseases, innovative surgical procedures, introduction to academic research, career planning and litigation issues; student presentations on specific surgical issues and procedures; dedicated simulation training including "Intern BootCamp" that Tulane surgical interns currently undergo; an introductory course and simulation training on the DaVinci Surgical Robotic system by residents and faculty; an animal lab over two/three days where the students will perform surgical procedures themselves with supervision and feedback; individual time to meet and discuss career goals, resume/personal statement review and interview preparation with faculty members. The overall goal is to help prepare these students to become outstanding interns at the start of their surgical residency. The course will be Pass/Fail, and students may use this to help strengthen their residency applications by stating they were chosen for, and passed the Tulane Honors Surgery Course.

SURG 3500. Surgery Subinternship. (4 Credits)

SURG 4000. Surgery. (4 Credits)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call.

SURG 4002. Surgery. (2 Credits)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call.

SURG 4020. Plastic Surgery. (4 Credits)
SURG 4021. Plastic Surgery. (2 Credits)
SURG 4520. SICU. (2 Credits)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures.

SURG 4540. SICU. (4 Credits)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures.

SURG 5500. Clinical Preceptorship - Surg. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 5540. Surgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 5550. Surgical Pathways. (1 Credit)
This elective is designed to give you an up close look into the life of a surgeon and that of an academic center's clinical surgical program. We have redesigned the elective in hopes that all of you are able to gain new knowledge while still maintaining your duties and obligations of being a T1/T2 pre-clinical student.

SURG 5640. Plastic Surgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 9000. Surgery Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

SURG 9020. Surgery Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
**MD - Urology (UROL)**

**UROL 3500. Urology Subinternship. (4 Credits)**
The student will function as much in the capacity of an intern as can be permitted under present medico-legal limitations. Ward rounds will be made daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

**UROL 4000. Urology. (4 Credits)**
Students enrolled in this elective will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

**UROL 4020. Urology. (2 Credits)**
During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

**UROL 4040. Urology Research. (4 Credits)**
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

**UROL 5500. Clinical Preceptorship - Uro. (1 Credit)**
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

**UROL 5540. Urology Research. (1 Credit)**
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

**UROL 9000. Urology Visiting Student. (4 Credits)**
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

**Microbiology - Graduate (MIIM)**

**MIIM 7010. Seminar Microbiol,Immun. (1,2 Credits)**
**MIIM 7020. Seminar Microbiol, Immun. (1,2 Credits)**
**MIIM 7030. Topics in Microbiology. (1-3 Credits)**
**MIIM 7050. Thesis Research Design. (2 Credits)**
**MIIM 7065. Scientific Writing. (2 Credits)**
This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer.
Advanced musicianship laboratory.

Harmonic vocabulary. Formal analysis of classic period works.

Chromatic harmony and modulation, written exercises using expanded vocabulary. MUSC 1520. Advanced Harmony. (3 Credits)

Period. Basic musicianship laboratory.

With written exercises and analysis of music from the common practice period.

The study of diatonic and secondary chord structures and progressions with written exercises and analysis of music from the common practice period. Basic musicianship laboratory.

Chromatic harmony and modulation, written exercises using expanded harmonic vocabulary. Formal analysis of classic period works. Advanced musicianship laboratory.

MIIM 7100. Clinicial Cases & Underlying Mech. (2 Credits)
MIIM 7120. Advanced Virology. (4 Credits)
MIIM 7150. Dynamics Immuno & Microb Inter. (3 Credits)
MIIM 7210. Special Problems. (1-5 Credits)
MIIM 7220. Advanced Research Methods. (1-4 Credits)
MIIM 7250. Vaccine Biology. (3 Credits)
MIIM 7310. Research. (1-10 Credits)
MIIM 7320. Research. (1-10 Credits)
MIIM 7400. Responsible Conduct-Biomed Rsh. (2 Credits)
MIIM 7500. Graduate Microbiology. (4 Credits)
MIIM 7550. Microbiology Laboratory. (3 Credits)
MIIM 7600. Medical Immunology. (3 Credits)
MIIM 7620. Advanced Immunology. (3 Credits)
MIIM 7720. Medical Mycology. (3 Credits)
MIIM 7750. Medical Parasitology. (3 Credits)
MIIM 8100. Viral Pathogenesis Jml Club. (2 Credits)
MIIM 9970. Master's Thesis. (1-2 Credits)
MIIM 9980. Master's Research. (2 Credits)
MIIM 9990. Dissertation Research. (0 Credits)

Music (MUSC)

MUSC 1000. Fundamentals of Theory. (3 Credits)
Basic course in the elements of music. Both semesters.

MUSC 1010. Adv Fund Theory Songwrt. (3 Credits)
The focus of this course involves writing songs and acquiring basic skills in arranging.

MUSC 1050. The Art of Listening. (3 Credits)
A course designed to increase the listener's perception and enjoyment of music employing masterworks of the European classical tradition.

MUSC 1060. Survey of Euro Art Music. (3 Credits)
A chronological survey of masterworks of the European classical tradition.

MUSC 1090. Intro To Popular Music. (3 Credits)
MUSC 1190. Freshmen Writing Seminar. (4 Credits)
MUSC 1290. Semester Abroad. (1-20 Credits)
MUSC 1410. Hist Euro Music To 1800. (3 Credits)
Primarily for music majors and minors.

MUSC 1420. Hist European Music Since 1800. (3 Credits)
Primarily for music majors and minors.

MUSC 1510. Harmony. (3 Credits)
The study of diatonic and secondary chord structures and progressions with written exercises and analysis of music from the common practice period. Basic musicianship laboratory.

MUSC 1520. Advanced Harmony. (3 Credits)

MUSC 1530. Jazz Theory. (3 Credits)
This course will be an intense study of jazz harmony and its application. The course is designed for music majors and minors as well as for non-majors who have a firm grasp of music fundamentals.

MUSC 1650. History West Art Music. (3 Credits)

MUSC 1880. Writing Intensive: MUSC 1420. (1 Credit)

MUSC 1890. Service Learning: MUSC 1900. (1 Credit)
Service learning students will gain firsthand knowledge of musical socialization - the role of young people in extending the city's musical traditions - by interacting with students and instructors at the Roots of Music afterschool music program for middle-school children. Service learning students will schedule 40 hours of work over the course of the semester. Each Tulane student will assist with academic tutoring one weekday per week from 3:30 pm to 6:00 pm.

MUSC 1900. Music in New Orleans. (3 Credits)
This course is intended as an introductory survey of New Orleans music, including jazz, brass band, Mardi Gras Indian, rhythm and blues, funk, and hip-hop, through an intensive exposure to existing research, field trips, and occasional visits from local researchers and musicians. Musical socialization—the role of young people in extending the city's musical traditions—will be a running theme throughout the course and will connect the course materials to the optional service learning project.

MUSC 1940. Transfer Coursework. (3 Credits)

MUSC 2050. Orchestral Music. (3 Credits)
The development of music for orchestra from Bach to Mahler. Listening, analysis, and written reports.

MUSC 2070. Advanced Tonal Theory. (3 Credits)
A course designed to increase the listener's perception and enjoyment of music employing masterworks of the European classical tradition.

MUSC 2170. Transfer Coursework. (3 Credits)

MUSC 2290. Hist Amer Popular Music. (3 Credits)
This is a survey history of American popular music from pre-Civil War Minstrelsy to MTV. The course is intended for the general student body, with no musical prerequisites required. Lectures integrate an in-depth discussion of the music itself, generously illustrated by recordings, with a solid presentation of the music's historical and cultural context. Major topics include the multicultural roots of American popular musics, the parallel development of four separate streams of popular music (an urban mainstream and three rural sub streams), the increasing tendency of these separate streams to interact to create new popular styles, and the function of the music industry in the dissemination of popular musical styles.

MUSC 2300. Computer Apps In Music. (3 Credits)
An introduction to the critical role of computers in the music field today. As a survey of computer tools and techniques, this course will include applied work with notation, MIDI, digital sound-editing and multi-media software.
MUSC 2310. Electronic Music History. (3 Credits)
This course will involve an examination of the electronic music repertoire with a focus on both the music and technology. We will learn about the history of electronic music through philosophies, aesthetics, and technologies that have been and are being used today.

MUSC 2390. Semester Abroad. (1-20 Credits)

MUSC 2410. American Music. (3 Credits)
A chronological survey of music in the United States from the Pilgrims to jazz and rock. The course traces the widely varied paths taken by music in America and shows how the three spheres of folk, popular, and classical music have continually interacted to form a variegated whole. Lectures move from genre to genre, placing each in its historical and sociological order.

MUSC 2420. World Musics. (3 Credits)
An overview of the field of ethnomusicology and the types of issues and concerns that have guided the research of world music within that field. A number of selected musical case studies from Asia, the Middle East, Africa and the Americas that illuminate the differences and similarities between Western musics and their counterparts in other parts of the world. Particular interest will be given to the way in which cultural, social, and religious beliefs have informed stylistic, performance practice, and aesthetic development in other parts of the world as a means of reflecting about the same types of connections in Western music.

MUSC 2450. Intro To Opera. (3 Credits)
Course includes lectures concerning the nature of opera and also a historical outline of the development of opera in Europe. Emphasis is then placed on viewing a number of complete operas, which will be screened on laser discs.

MUSC 2800. Intro To Music Business. (3 Credits)
This course prepares students for operational and administrative as well as creative and technical positions within the music and entertainment industry.

MUSC 2880. Writing Intensive: MUSC 2420. (1 Credit)

MUSC 2890. Service Learning: MUSC 2800. (1 Credit)

MUSC 2940. Transfer Coursework. (3 Credits)

MUSC 3300. Music Cultures of World. (3 Credits)
A survey of music in different societies throughout the world with assignments and readings in music other than Western art music. The lectures explain how to listen to this music and consider systematically the function of music in societies ranging from Australian Aborigines, to Indian classical musicians, to urban popular music in Latin America.

MUSC 3310. Topics: Musics Latin Amr. (3 Credits)
This course will provide a survey of Latin American music and culture. The content of the course will change on a rotating basis each fall term. Topics include: Caribbean; Andean Countries; Mexico and Central America.

MUSC 3320. Musical Theatre In Amer. (3 Credits)
A survey of vernacular theatre music in America from its European roots in opera buffa, ballad opera, and operetta through the jazz and rock developments of the sixties.

MUSC 3330. Jewish Music. (3 Credits)
Survey of Jewish liturgical music from Biblical times to the present, and of Jewish popular, theatre, and folk music. Emphasis on European, Israeli, Sephardic, and American traditions.

MUSC 3340. History of Jazz. (3 Credits)
Development of jazz as a cultural, sociological phenomenon, and survey of jazz styles.

MUSC 3350. Music In Contem Society. (3 Credits)
An introduction to the music of the contemporary world as it interacts with social, political, and cultural processes that distinguish the 20th century. Examines the full spectrum of modern musical styles (classical, jazz, popular, folk, rock) as they have adapted to the mass communications technology of the present day.

MUSC 3360. The Latin Tinge. (3,4 Credits)
This course explores the relationship of African-American popular music and Latin American popular music, with a special focus on how New Orleans is a key site mediating these musical mixtures. It compares U.S. popular styles with styles from other countries in the hemisphere.

MUSC 3370. Studies in Great Composers. (3 Credits)
The music of three influential composers is studied in depth against the background of their careers and times. The composers selected will change each term; contact the instructor or department for more information. Student must have ability to read, analyze, and discuss musical notation in order to be successful in the course.

MUSC 3390. World Vocal Traditions. (3 Credits)
This course is an ethnomusicological exploration of selected vocal traditions from around the world. Anchored around three sets of guest lectures and live performances by Tuvan throat singers, a Persian Jewish singer, and a singer of Afro-Cuban religious music, the course will examine both the musical sounds that voices can produce, and the ways in which these voices are woven into the cultures from which they emerge.

MUSC 3410. Russian Music. (3 Credits)
The history of 19th- and 20th-century Russian music with special emphasis on Tchaikovsky, Prokofiev, and Shostakovich.

MUSC 3430. Blues In American Life. (3 Credits)
The blues, as both a musical form and a state of being, is the primary layer of African American culture. This course considers how the blues permeates American life, through the music of work songs, rural blues, classic blues, jazz, rhythm and blues, cowboy and rock n roll.

MUSC 3440. Black Music, Black Lives. (3 Credits)
Black music is celebrated as the signature artistic contribution America has given to the world. Music has been a source of power for people subject to enslavement, legal segregation, and an ongoing struggle for political citizenship and economic equity. This course highlights the agency of black musicians and the political significance of the music they have created, from slave songs to hip-hop. This is a social and cultural history, and no musical training is required for understanding course materials.

MUSC 3450. Music & Politics. (3 Credits)
Though often considered apart from social and political trends, music is central to thought and action in the public sphere. From patriotism to protest, from sponsorship to censorship, music challenges the belief that public opinion is expressed solely through language. Students are encouraged to listen for the politics of music, whether in Beethoven’s symphonies written after the French Revolution or in the realist depictions of inner-city life in contemporary hip-hop. Readings are drawn from recent research in social theory and the cultural study of music. This course is open to all undergraduate students.
MUSC 3460. Music, Religion, Spirit. (3 Credits)
Music forms vital part of ritual for most religions around the world. In performing and listening to music, religious affiliates seek connection with the supernatural, foster community ties, and create tradition bridging past, present, and future. Furthermore, music gives religious groups visibility in the broader society, whether in live or recorded performance. This course explores the traditional musical practices of the three major monotheistic religions - Judaism, Christianity, Islam - followed by one unit on Indian religions, and one unit about of selected spiritual practices inherited from Africa currently practiced in the Americas, including voodoo, candomble, and Santeria. We will also critically look at historical and current social perceptions reacting to these musical practices and to their practitioners. This is a cultural history class; no musical training is required.

MUSC 3480. Music and Gender. (3 Credits)
In this course, we’ll explore the relationship between gender and music in the West over the past 450 years. How have shifting rules and boundaries of gender identity interacted with similarly shifting rules and boundaries about beauty, function, and construction of music? In what ways has music helped to represent and/or define gender in culture? Further, how do gender identities intersect with other categories if social and cultural identity such as race, ethnicity, and class? This course will use a variety of case studies from popular and art music to explore the relationships between musical practice and gender identification, including: the courtesans and castrati of Baroque opera; Glam Rock; Clara Schumann, jazz singers; and Elvis Presley. Course open to both music majors and non-majors.

MUSC 3700. Contemp Music Industry. (3 Credits)

MUSC 3870. Writing Intensive: MUSC 3440. (1 Credit)

MUSC 3880. Writing Intensive: MUSC 3310. (1 Credit)

MUSC 3882. Writing Intensive: MUSC 3310. (1 Credit)

MUSC 3890. Service Learning: MUSC 3440. (1 Credit)

MUSC 3940. Transfer Coursework. (3 Credits)

MUSC 4110. Chamber Music. (3 Credits)

MUSC 4400. Music & Dsp. (3 Credits)
This course introduces the student to the breadth and depth of signal processing used in musical applications. The course will cover fundamentals of signal processing and familiarize the student with classic computer music theories as well as state-of-the art topics for sound synthesis, analysis, and computer music composition. Students work mostly in a graphical coding language for audiovisual applications called Pure Data. No prior coding experience is required although experience with Matlab, Python or other languages translates well. Pure Data is an excellent coding language for students interested in both creative applications and science and engineering projects.

MUSC 4410. Music Performance System. (3 Credits)
This course is a HCI (Human Computer Interface)-based course with a concentration in musical applications. The course will be hands-on, writing code, building circuits with conjunction of microcontrollers and sensors.

MUSC 4420. Algorithmic & Comp Music. (3 Credits)
This course will be an exploration of computer music composition using various available techniques and state-of-the-art tools. This will be a hands-on course with compositional exercises and projects, working in our digital studio, and producing a concert at the end of the term.
MUSC 4954. Special Topics in Musicology. (3 Credits)
MUSC 4955. Spec Topic In Musicology. (3 Credits)
MUSC 4956. Spec Topic In Musicology. (3 Credits)
MUSC 4990. Honors Thesis. (3 Credits)
MUSC 5000. Honors Thesis. (3-4 Credits)
MUSC 5190. Semester Abroad. (1-20 Credits)
MUSC 5370. Washington Semester. (1-20 Credits)
MUSC 5380. Junior Year Abroad. (1-20 Credits)
MUSC 5390. Junior Year Abroad. (20 Credits)
MUSC 5940. Transfer Coursework. (0 Credits)
MUSC 6010. Advanced Theory. (3 Credits)
MUSC 6020. Advanced Theory. (3 Credits)
MUSC 6030. Band Instrum & Arranging. (3 Credits)
MUSC 6050. Analytical Methodology. (3 Credits)
MUSC 6090. Music Before 1600. (3 Credits)
MUSC 6100. 17th & 18th Century Music. (3 Credits)
MUSC 6110. Chamber Music. (3 Credits)
MUSC 6120. 17th & 18th Cent. Sem. (3 Credits)
MUSC 6130. Opera. (3 Credits)
MUSC 6140. Symphonic Literature. (3 Credits)
MUSC 6150. Music of 19th Century. (3 Credits)
MUSC 6160. 20th Century Music. (3 Credits)
MUSC 6190. Symphonic Literature. (3 Credits)
MUSC 6200. Opera. (3 Credits)
MUSC 6210. Chamber Music. (3 Credits)
MUSC 6230. Keyboard Lit 1600-1750. (3 Credits)
MUSC 6240. Keyboard Lit 1750-1970. (3 Credits)
MUSC 6250. The German Lied. (3 Credits)
MUSC 6260. The French Art Song. (3 Credits)
MUSC 6310. History/Music In The US. (3 Credits)
MUSC 6320. Musical Theatre In America. (3 Credits)
MUSC 6340. Seminar In Jazz. (3 Credits)
MUSC 6350. Music and Gender. (3 Credits)
MUSC 6370. Mus In Contemporary Soc. (3 Credits)
MUSC 6400. Music & Dsp. (3 Credits)
See MUSC 4400 for course description.
MUSC 6410. Music Performance System. (3 Credits)
See MUSC 4410 for course description.
MUSC 6420. Algorithmic & Comp Music. (3 Credits)
See MUSC 4420 for course description.
MUSC 6440. Music Performance Systms. (3 Credits)
MUSC 6480. Music and Gender. (3 Credits)
MUSC 6600. Theory of American Music. (3 Credits)
MUSC 6610. Analysis of American Mus. (3 Credits)
MUSC 6840. Special Topics. (1-6 Credits)
MUSC 6880. Writing Intensive: MUSC 6320. (1 Credit)
MUSC 6881. Writing Intensive: MUSC 6940. (1 Credit)
MUSC 6882. Writing Intensive: MUSC 6941. (1 Credit)
MUSC 6900. Summer Lyric Theatre. (2-6 Credits)
MUSC 6930. Independent Study. (1-3 Credits)
MUSC 6940. Special Topics. (3 Credits)
MUSC 6941. Special Topics. (3 Credits)
MUSC 6942. Special Topics. (3 Credits)
MUSC 7010. Advanced Composition. (3 Credits)
MUSC 7020. Advanced Composition. (3 Credits)
MUSC 7030. Intro To Graduate Study. (3 Credits)
MUSC 7040. Seminar Musical Analysis. (3 Credits)
MUSC 7050. History of Theory. (3 Credits)
MUSC 7060. Musical Cultures - New Orleans. (3 Credits)
New Orleans is an American city with a unique history as a European colony, a hub for the slave trade, and a destination for immigrants from Europe and the Americas. The city's celebrated musical traditions have been created by a diverse mix of people and shaped by their interactions in the shared spaces of the city. This course is intended as a comprehensive overview of New Orleans music, including jazz, brass band, Mardi Gras Indian, rhythm and blues, funk, and hip-hop, through an intensive exposure to existing research and visits from local researchers and musicians. No musical training is required for understanding course materials.
MUSC 7080. Jazz Transcription. (3 Credits)
MUSC 7400. Musical Tiembre. (3 Credits)
MUSC 7420. Directed Research. (1-4 Credits)
MUSC 7430. Electroacoustic Mus Anal. (3 Credits)
MUSC 7440. Electroacoustic Mus Comp. (3 Credits)
MUSC 7881. Writing Intensive: MUSC 7060. (1 Credit)
MUSC 7930. Independent Study. (3 Credits)
MUSC 7940. Special Project. (3 Credits)
MUSC 9980. Master's Research. (0 Credits)
MUSC 9990. Dissertation Research. (0 Credits)
Music (PAMU)

PAMU 3330. Creole & Cajun Music Hist. (3 Credits)
French Louisiana music (Cajun and Creole) was largely ignored in mainstream music culture, except by a handful of collectors, scholars, and commercial promoters who sought to popularize it. From the first recordings in the 1920s to the transformation of the genre by the 1970s, the spread of this regional sound was driven by local, national, and international elites who saw the music's traditions and performers in the context of larger social, political, and cultural developments, including the folk revival and the civil rights and ethnic revival movements.

Music - Applied (APMS)

APMS 1090. Musicianship Lab I. (1 Credit)
Basic musicianship laboratory.

APMS 1100. Musicianship Lab II. (1 Credit)
Advanced musicianship laboratory.

APMS 1290. Semester Abroad. (1-20 Credits)

APMS 1940. Transfer Coursework. (1-20 Credits)

APMS 2030. Band & Orchestral Instru. (1 Credit)

APMS 2040. Band & Orchestral Instru. (1 Credit)

APMS 2090. Musicianship Lab III. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2100. Musicianship Lab IV. (1 Credit)
Writing and aural skills based on 20th century melodic, rhythmic, and harmonic principles.

APMS 2171. Vocal Ensemble. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2172. Men's Chorus. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2173. Instrumental Ensemble. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2174. Tulane-Newcomb Choir. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2180. Jazz Band. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2181. Drum Ensemble. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2182. Concert Band. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2183. Marching Band. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2184. Big Jazz Band. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2185. Jazz Combo. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2186. Orchestra. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2187. Musical Theatre Workshop. (1 Credit)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated.

APMS 2210. Voice/Vocal Jazz. (2 Credits)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class.

APMS 2211. Voice Class I. (2 Credits)

APMS 2212. Voice Class II. (2 Credits)

APMS 2213. Voice/Vocal Jazz. (2 Credits)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class.

APMS 2214. Voice/Vocal Jazz. (2 Credits)

APMS 2218. Composition. (2 Credits)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class.

APMS 2220. Instrument. (2 Credits)

APMS 2221. Piano/ Jazz Piano. (2 Credits)

APMS 2222. Piano Class. (2 Credits)

APMS 2223. Piano Class II. (2 Credits)

APMS 2225. Guitar. (2 Credits)

APMS 2226. Guitar Class I. (2 Credits)

APMS 2227. Guitar Class 1-A. (2 Credits)

APMS 2228. Drums. (2 Credits)

APMS 2390. Semester Abroad. (1-20 Credits)

APMS 2890. Service Learning APMS 2186. (1 Credit)
Music service learning component available with various applied music courses at the 2000-level.

APMS 2891. Service Learning APMS 2186. (1 Credit)
Music service learning component available with various applied music courses at the 2000-level.

APMS 2893. Service Learning: APMS2183. (1 Credit)
Music service learning component available with various applied music courses at the 2000-level.

APMS 2940. Transfer Coursework. (3 Credits)

APMS 3020. Counterpoint (18th Cen). (3 Credits)

APMS 3130. Tech of Instru Conduct. (1 Credit)

APMS 3140. Tech of Instru Conduct. (1 Credit)

APMS 3210. Voice/Vocal Jazz. (2 Credits)
One 50-minute lesson per week at the intermediate level culminating in half recital.
APMS 3211. Instrument. (2 Credits)
APMS 3212. Piano. Jazz Piano. (2 Credits)
APMS 3213. Composition. (2 Credits)
One 50-minute lesson per week at the intermediate level culminating in half recital.
APMS 3214. Voice/Vocal Jazz. (2 Credits)
APMS 3330. Music For Film. (3 Credits)
This course provides both critical analysis of music and sound for film as well as practical approaches to the medium. Students will complete several music for film projects, such as scoring original music for a scene from a silent film.
APMS 3400. The Story Road Project. (3,4 Credits)
In this course, students will prepare, perform and tour a work of music theatre to area schools and civic organizations. The participants will not only perform, but also create educational materials to accompany the production, take on marketing responsibilities, and act as moderators with the audience members following the performances. This course fulfills the first or second tier service learning requirement. There is no prerequisite for the course, but instructor permission is needed for registration.
APMS 3450. Music & Musicians in Community. (1 Credit)
Music service learning students will gain firsthand knowledge of how emerging musicians can serve and create music in the New Orleans community - creating musical programs, cultural events, or major service projects for the Bishop Perry Center, and by learning how to prepare and work in the Chapel of the Holy Spirit’s church music setting. (This a 1 credit course, with an additional 1 credit service learning component).
APMS 3500. Jazz Improvisation. (2 Credits)
Students will work with instructors individually and in small groups to develop the ability to logically respond to the harmonic, melodic, rhythmic, and formal implications inherent in specific types of musical material. Students will also examine compositional techniques characteristic of the jazz idiom. This course may be taken twice for credit.
APMS 3510. Jazz Arrangements. (3 Credits)
Students will work with the instructors individually and in small groups to develop the ability to understand the challenges involved in the process of creating jazz arrangements. Student will focus on the concepts of music notation characteristic of the jazz idiom and on the idiomatic writing for instruments. They will also examine the sound characteristics of individual instruments, the mixtures, and the crucial issues of balance within the ensembles.
APMS 3890. Service Learning APMS 3450. (1 Credit)
APMS 3891. Service Learning: APMS 340. (1 Credit)
APMS 4030. Advanced Analysis. (3 Credits)
APMS 4040. Orchestration. (3 Credits)
The instruments of the orchestra; their construction, ranges, and playing techniques; methods of effective instrumental writing; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances and live demonstrations.
APMS 4230. Adv Voice/Recital Prep. (3 Credits)
One 50-minute lesson per week at the advanced level.
APMS 4231. Adv Instrument/ Recital Prep. (3 Credits)
One 50-minute lesson per week at the advanced level.
APMS 4300. Adv Comp/ Sr. Recital. (3,4 Credits)
One 50-minute lesson per week at the advanced level culminating in a senior recital.
APMS 4500. Materials Pedagogy Piano. (3 Credits)
APMS 4880. Writing Intensive: APMS 4233. (1 Credit)
APMS 4890. Service Learning APMS 4300. (1 Credit)
APMS 4910. Lect Rec Prep/Lect Rec. (2 Credits)
This course is offered to transfer students or students going abroad, who will have missed one of their required 8 courses in private lessons necessary for the BFA in the track of Performance. It takes the place of ONE of the pre-senior year lessons courses.
APMS 4940. Transfer Coursework. (3 Credits)
APMS 4950. Spec Top In Music Theory. (3 Credits)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval" (audition)
APMS 5190. Semester Abroad. (1-20 Credits)
APMS 5370. Washington Semester. (1-20 Credits)
APMS 5380. Junior Year Abroad. (1-20 Credits)
APMS 5390. Junior Year Abroad. (1-20 Credits)
APMS 5940. Transfer Coursework. (0 Credits)
APMS 6900. Summer Lyric Theatre. (1 Credit)
APMS 6920. Summer Lyric Theatre. (2 Credits)
APMS 6940. Summer Lyric Theatre. (3 Credits)
APMS 7510. Applied Music. (3 Credits)
APMS 7520. Applied Music. (3 Credits)
APMS 7530. Applied Music. (3 Credits)
APMS 7540. Applied Music. (3 Credits)
	Musical Cultures Gulf South (MCGS)
MCGS 2000. Intro Music Cultures GS. (3 Credits)
An introduction to the culture of the Gulf South region with an emphasis on New Orleans music, history, ritual, dance, and cultural geography. Explores the musical relationship of the Gulf South region to the Caribbean and African diaspora. Introduces critical tools for analysis of the relationship of music and place. Themes of the course include ethnic migrations, social diversity, vernacular architecture, and slavery. Field trips to second-line parades, Mississippi River access points, diverse neighborhoods and historical slave markets.
MCGS 2890. Service Learning: MCGS 2000. (1 Credit)
MCGS 4560. Internship. (1-3 Credits)
Internships will vary. See director for more information. May be taken for credit up to 2 times.
Neuroscience (NSCI)

NSCI 1005. Intro to NSCI Lab. (1 Credit)
This is a lab course that introduces high-school students to procedures in neuroanatomy, behavioral neuroscience, animal learning and memory, human sensation and perception, and bench science. Statistical analyses and scientific writing is included. Limited to high school students.

NSCI 1015. Basic Neuroscience with Lab. (3 Credits)
Introduction for high school students enrolled in the TSSP summer program.

NSCI 1940. Transfer Coursework. (1-3 Credits)

NSCI 2890. Service Learning. (1 Credit)
Service learning component to NSCI courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

NSCI 2940. Transfer Coursework. (1-3 Credits)

NSCI 3010. Physical Dimensions of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and cognitive changes associated with aging. In particular, we will focus on the effects of exercise on the aging human system. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body. Does not count as a NSCI lecture elective.

NSCI 3030. Brain and Behavior. (3 Credits)
Lectures cover the function and structure of the nervous system and the role of brain activity in the regulation of behavior. This course provides Neuroscience majors with a first exposure to the biological bases of behavior and should be taken prior to other Neuroscience courses at the 3000-level and above.

NSCI 3300. Cellular Neuroscience. (3 Credits)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students also will be introduced to the synaptogenic organization of higher neural systems, such as the visual, auditory and somatic sensory systems.

NSCI 3315. Cellular Neuroscience Lab. (1 Credit)
This is an interactive lab class giving students hands-on experience working with techniques used in the study of cellular neuroscience. Techniques include: behavioral testing using invertebrates, tissue staining, immunocytochemistry, and intracellular electrophysiological recordings.

NSCI 3320. Systems Neuroscience. (3 Credits)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences.

NSCI 3325. Neuroanatomy Lab. (1 Credit)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience (NSCI 3320), and is intended to prepare students for further study in the neurosciences.

NSCI 3360. Neuroanatomy & CNS Dissection. (3 Credits)
The course emphasis is extracting intact Central Nervous System (CNS) structures with connecting peripheral nerves. The course will look at specific pathways (afferent, efferent, dermatomes) and discuss related clinical manifestations associated with lesions to the individual CNS and peripheral nerve structures. Team dissection will attempt to save substantial segments of cranial nerves and will explore the structures with which they communicate. As student progress through the dissection they will: 1) identify structures that surround and or cover the CNS; 2) log them in a course notebook and then dissect appropriate structures. Grading will be based upon participation, complete notebooks and final dissection results. (e.g., did you remove the brain, spinal cord, and peripheral nerves as a single unit in reasonable condition?)

NSCI 3660. Special Topics. (1-4 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

NSCI 3665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

NSCI 3770. Sensation & Perception. (3 Credits)
Course provides the student with an appreciation for the different senses and the psychological phenomena associated with each sense. Topics include the major theories and experimental methods and findings associated with each of the sensory systems. Emphasis is placed on understanding sensory functions from an evolutionary perspective. The objective is for the student to obtain a firm understanding of the sensory functions and psychological phenomena associated with each sense.

NSCI 3775. Sensation & Perceptn Lab. (1 Credit)
Course provides the student with hands-on activities in order to gain a deeper understanding for the different senses and the methods used to study psychological phenomena associated with each sense. Satisfies neuroscience laboratory requirement.

NSCI 3880. Writing Intensive. (1 Credit)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.
current research are discussed.

An emphasis is placed on the physiology of the nervous system and neurological diseases resulting from disruption of these functions. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. Clinical interventions as well as current research are discussed.

NSCI 3940. Transfer Coursework. (1-3 Credits)

NSCI 3945. Transfer Course Work Lab. (1-3 Credits)

NSCI 4060. Behavioral Endocrinology. (3 Credits)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

NSCI 4065. Behavioral Endocrinology Lab. (1 Credit)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary neuroendocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation.

NSCI 4110. Brain and Language. (3 Credits)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local health-care provider.

NSCI 4130. Sport Rel Brain Injury. (3 Credits)
This course will provide students with a conceptual and practical appreciation of contemporary neuroscience techniques that are utilized for the assessment and rehabilitation of athletes that suffer sport related concussion(s), including both strengths and limitations. The course will provide an innovative and engaging environment within the community for supervised exploration of specific components of sport concussion management including education/prevention and baseline testing. The students will also communicate research findings in oral and written formats. Course grades will be determined by the students' performance on test(s), scientific article critiques, student lead class discussions, and a group project. In lieu of a final exam, students will submit a group project that will simulate the process to complete a clinical research project. All undergraduate students who register for the course are required to register and to participate in the Service Learning course.

NSCI 4200. General Endocrinology. (3 Credits)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.

NSCI 4330. Neurobiol Learn & Memory. (3 Credits)
An introduction to the study of the neural mechanisms involved in learning and memory. The course involves detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

NSCI 4340. Neurobiology of Disease. (3 Credits)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. Clinical interventions as well as current research are discussed.

NSCI 4350. Developmental Neurobiol. (3 Credits)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse and activity-dependent development, and applications of these to injury and disease.

NSCI 4370. Molecular Neurobiology. (3 Credits)
Introduction to the molecular biology of neurons and neuronal function. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology.

NSCI 4380. Cognitive Neuroscience. (3 Credits)
An introduction to the study of human behavior and cognition using neuroscience methods. The course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

NSCI 4385. Cognitive Neuroscience Lab. (1 Credit)
A laboratory course that provides training in experimental design and ethical issues, data collection, analysis, and manuscript preparation for cognitive neuroscience experiments. Methods used in cognitive neuroscience research, such as event-related potentials, structural and functional MRI, also will be discussed. Students will conduct their own studies using behavioral and brain electrical activity measures. Note: Satisfies psychology and neuroscience laboratory requirement. Fulfills college laboratory requirement.

NSCI 4450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/ 6450/ 7450.

NSCI 4500. Adv Molec Neurobiology. (3 Credits)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology.

NSCI 4510. Biological Psychology. (3 Credits)
A survey of biological psychology with an emphasis on neuroanatomy and research methods used to study mechanisms of learning and memory, mental disorders, emotion, stress, and other psychological phenomena.

NSCI 4513. Music and Brain. (3 Credits)
An introduction to current research linking music education to brain development and function. Fulfills writing intensive and service-learning requirements. NOTE: Cross-listed with PSYC 4513.

NSCI 4515. Biological Psyc Lab. (1 Credit)
A laboratory course providing training in behavioral and neurobiological methods, experimental design, data collection and analysis and preparation of research reports. Fulfills the writing intensive requirement.
NSCI 4530. Psychopharmacology. (3 Credits)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states.

NSCI 4535. Psychopharmacology Lab. (1 Credit)
Optional laboratory that fulfills laboratory requirement for Neuroscience and Psychology majors.

NSCI 4560. Internship Fall. (3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Apply through the Center for Public Service for the three credit internship that fulfills the Second Tier service requirement. Registration is completed with the Neuroscience Program.

NSCI 4570. Internship Neuroscience Spring. (3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Apply through the Center for Public Service for the three credit internship that fulfills the Second Tier service requirement. Registration is completed with the Neuroscience Program.

NSCI 4580. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Registration is completed with the Neuroscience Program. Notes: Does not fulfill either the Neuroscience Elective Lecture or Neuroscience Laboratory requirement. Graded S/U.

NSCI 4590. Stress & Trauma. (3 Credits)
This course provides an overview of the psychobiological bases of stress and trauma reactions and related psychological disorders.

NSCI 4660. Special Topics in Neuroscience. (1-4 Credits)
Various topics in Neuroscience based on faculty and student interest.

NSCI 4665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

NSCI 4890. Service Learning: NSCI 4060. (1 Credit)
Optional service learning component of Psychopharmacology in which students complete 40 hours of service during the semester at a substance abuse treatment facility to be arranged by the Center for Public Service.

NSCI 4910. Independent Study. (1-3 Credits)
Laboratory research under direction of a faculty member. Registration is completed with the Neuroscience Program. A three-credit independent study may be used to fulfill a neuroscience laboratory requirement.

NSCI 4920. Independent Study. (1-3 Credits)
Laboratory research under direction of a faculty member. Registration is completed with the Neuroscience Program. May be used to fulfill a neuroscience laboratory requirement. Graded S/U grade.

NSCI 4940. Transfer Coursework. (1-3 Credits)

NSCI 4945. Transfer Course Work Lab. (1-3 Credits)

NSCI 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

NSCI 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

NSCI 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

NSCI 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

NSCI 6010. Physical Dimensions of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and cognitive changes associated with aging. In particular, we will focus on the effects of exercise on the aging human system. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body.

NSCI 6030. Brain Institute Seminar. (1 Credit)
Students attend weekly departmental seminars as an introduction to research hypotheses, techniques and presentations.

NSCI 6040. Trends In Neuroscience. (1 Credit)
Students select, analyze, present, and discuss recent empirical articles in the field of Neuroscience. During most weeks, an article authored by a neuroscientist who is presenting a departmental colloquium will be selected to facilitate understanding of the presentation. Therefore, students are required to enroll in the companion course NSCI 6030, Neuroscience Seminar.

NSCI 6060. Behavioral Endocrinology. (3 Credits)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

NSCI 6070. Neurobiology of Aging. (3 Credits)
This course will survey the current literature in clinical and research journals regarding the Neurobiology of the aging process. Emphasis is placed on the state of research in aging, looking at experimental design issues as well as published results. Connections will be drawn between the research literature and current clinical practice, as well as what the research literature says regarding aging and lifestyle.

NSCI 6110. Brain and Language. (3 Credits)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local healthcare provider.

NSCI 6130. Sport Rel Brain Injury. (3 Credits)
This course will provide students with a conceptual and practical appreciation of contemporary neuroscience techniques that are utilized for the assessment and rehabilitation of athletes that suffer sport related concussion(s), including both strengths and limitations. The course will provide an innovative and engaging environment within the community for supervised exploration of specific components of sport concussion management including education/prevention and baseline testing. The students will also communicate research findings in oral and written formats. Course grades will be determined by the students’ performance on test(s), scientific article critiques, student lead class discussions, and a group project. In lieu of a final exam, students will submit a group project that will simulate the process to complete a clinical research project.
NSCI 6150. Methods in Neuroscience. (3 Credits)
A lecture course exposing students to contemporary theories and techniques used in cellular and behavioral neuroscience by Tulane neuroscientists in their own research programs. The course is taught by faculty members representing several departments from both the uptown and downtown campus and the Health Sciences Center.

NSCI 6200. General Endocrinology. (3 Credits)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered. Open to undergraduates by petition who plan to transfer credit in Neurobiology of Learning and Memory. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6220. Neural Microengineering. (3 Credits)
In recent years, a number of technologies have been developed and utilized for probing the nervous system. This course will focus on microscale tools, technologies, and techniques employed for the control, manipulation, and study of the nervous system in vitro. Course material will be presented primarily by students who prepare presentations from extensive background literature review. A number of projects will be assigned as design challenges in which multiple interdisciplinary groups will research and present proposed solutions to the same challenge. No background in engineering or math is required. Generally offered every other Spring.

NSCI 6310. Cellular Neuroscience. (3 Credits)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students also will be introduced to the synaptic organization of higher neural systems, such as the visual, auditory and somatic sensory systems. In addition, a term paper is required. Open to graduate students only. Students are required to take NSCI 6360, Topics in Cellular Neuroscience, to obtain graduate credit.

NSCI 6320. Systems Neuroscience. (3 Credits)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences. In addition, a term paper is required.

NSCI 6330. Neurobiol Learn & Memory. (3 Credits)
An introduction to the study of the neural mechanisms involved in learning and memory. The course involves detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory. Open to undergraduates by petition who plan to transfer credit in Neurobiology of Learning and Memory to the 4+1 Program in Neuroscience.

NSCI 6340. Neurobiology of Disease. (3 Credits)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. Clinical interventions as well as current research are discussed. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit in Neurobiology of Disease to the 4+1 Program in Neuroscience.

NSCI 6350. Developmental Neurobiol. (3 Credits)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse and activity-dependent development, and applications of these to injury and disease. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6362. Neuroscience & CNS Dissection. (3 Credits)
The course emphasis is extracting intact Central Nervous System (CNS) structures with connecting peripheral nerves. The course will look at specific pathways (afferent, efferent, dermatomes) and discuss related clinical manifestations associated with lesions to the individual CNS and peripheral nerve structures. Team dissection will attempt to save substantial segments of cranial nerves and will explore the structures with which they communicate. As student progress through the dissection they will: 1) identify structures that surround and or cover the CNS; 2) log them in a course notebook and then dissect appropriate structures. Grading will be based upon participation, complete notebooks and final dissection results. (e.g., did you remove the brain, spinal cord, and peripheral nerves as a single unit in reasonable condition?) Notes: Satisfies neuroscience laboratory requirement. Cross-listed with NSCI 3360.

NSCI 6370. Molecular Neurobiology. (3 Credits)
Introduction to the molecular biology of neurons and neuronal function. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6380. Cognitive Neuroscience. (3 Credits)
An introduction to the study of human behavior and cognition using neuroscience methods. The course will examine the neural basis of perception, attention, memory, language, motor control, and emotions. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6400. Neuroscience Applied. (3 Credits)
This course is designed for neuroscience graduate students to help them utilize and apply their skills and knowledge of neuroscience and to help prepare them for their future professions. The course consists of individual and group presentations, discussion of selected readings, career preparation activities, invited speakers, evaluation/feedback, and a final project as students develop their critical thinking, analytical, and communication skills. For Graduate Students only.
NSCI 6450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/6450/7450.

NSCI 6500. Adv Molec Neurobiology. (3 Credits)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology.

NSCI 6530. Psychopharmacology. (3 Credits)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. Open to graduate students. Open to undergraduates by petition who plan to transfer credit in Psychopharmacology to the 4+1 Program in Neuroscience.

NSCI 6550. Syn Org of the Brain. (3 Credits)
The goal of this course is to discuss and understand functional connections within and between areas of the brain to lead to a greater understanding of brain function and behavior. We will focus on limbic and memory systems. A strong emphasis will be placed on in-class discussions and student presentations to enhance critical thinking and oral presentation skills.

NSCI 6590. Stress & Trauma. (3 Credits)
This course provides an overview of the psychobiological bases of stress and trauma reactions and related psychological disorders.

NSCI 6630. Cellular Neurophysiology. (3 Credits)
Survey of current topics and techniques in the physiology of neurons and neuronal circuits, concentrating primarily on electrophysiological studies.

NSCI 6660. Special Topics. (1-3 Credits)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

NSCI 6665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

NSCI 6900. Graduate NSCI Internship. (1-3 Credits)


NSCI 7100. Special Projects In NSCI. (1-3 Credits)
Individual studies in a selected field with approval of instructor and advisor.

NSCI 7110. Graduate Neuroscience I. (3 Credits)
An advanced survey of cellular neuroscience team-taught by members of the Tulane Neuroscience Program faculty. Topics covered include, among others: neuronal electrogenic properties, synaptic transmission and neuromodulation, signal transduction, neurotransmitter systems, synaptic plasticity, blood-brain barrier, glia, and neuropsychiatric disorders. The objective of the course is to achieve a fluency in neuroscience that will provide a foundation for pursuing further graduate-level neuroscience study and research. Restrictions: Open only to graduate students in Neuroscience.

NSCI 7120. Graduate Neuroscience II. (3 Credits)
This course is concerned with the structure and function of the human nervous system. In addition to lectures, this course provides hands-on examination of neuroanatomical structures. Most neuroscience research requires a working knowledge of the structural components of the nervous system as the basis of understanding conceptual aspects of nervous system function. This course is designed to provide a clear and concise account of the anatomy of the human nervous system in sufficient detail to understand the main functions and common disorders which impact the nervous system. This method will demonstrate how knowledge of neuroanatomy can aid in understanding clinical symptoms and emphasizes those areas of neuroanatomy which are particularly relevant to human neurological disorders. In addition, this course will focus on some broad aspects of human neuroscience and how they are rooted in the structure of the nervous system. Restrictions: Open only to graduate students in Neuroscience.

NSCI 7130. Research Rotations. (3 Credits)
First-year doctoral students in Neuroscience complete research rotations in three different laboratories lead by faculty members of the Tulane Brain Institute before placement in a permanent laboratory to pursue doctoral training. The research objectives of each rotation are outlined by the supervising faculty member at the beginning of the rotation, typically 6-8 weeks in length. Three credits are earned for the first research rotation completed during the fall semester in the doctoral program and three additional credits are earned for the two research rotations completed during the spring semester. Restrictions: Open only to first-year doctoral students in Neuroscience.

NSCI 7240. College Teaching Pedagogy. (3 Credits)
The objective of Teaching Pedagogy is to provide a structured learning experience for doctoral students in Psychology and Neuroscience to facilitate their preparation to teach at the collegiate level and to increase their competitiveness on the job market. The course focuses on strategies and techniques to teach undergraduate and graduate courses in Psychology and Neuroscience.

NSCI 7241. College Teaching Practicum. (1-4 Credits)
College Teaching Practicum allows doctoral students in Psychology and Neuroscience to design, prepare, and team-teach a section of an undergraduate course in their areas of expertise. Students receive supervision and mentoring based on classroom observations by Dr. Dohanich and other faculty members. Each student enrolled in the course teaches approximately 25% of an undergraduate course. Final grades are based on the effectiveness of teaching as evaluated by Dr. Dohanich using the attached rubric provided the CELT Peer Observation Program. The College Teaching Pedagogy course (PSYC/NSCI 7240) is the mandatory pre-requisite course for College Teaching Practicum.

NSCI 7260. Graduate Communications. (3 Credits)

NSCI 7450. Genome Biology. (3 Credits)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics, and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/6450/7450.

NSCI 7940. Transfer Credit-Grad. (1-3 Credits)
**NSCI 7980. Research In Neuroscience - Ph.D. (1-9 Credits)**
Individual research supervised by faculty.

**NSCI 7981. Research In Neuroscience - MA. (1-9 Credits)**
Individual research supervised by faculty.

**NSCI 9980. Master's Thesis Research. (3 Credits)**
Research toward completion of a masters degree.

**NSCI 9990. Dissertation Research. (3 Credits)**
Research toward completion of a doctoral degree.

**Nutrition (NTRN)**

**NTRN 9000. Thesis. (0 Credits)**

**Pharmacology - Graduate (GPHR)**

**GPHR 7040. Neuropharmacology. (2 Credits)**

**GPHR 7050. Cellular Control Mechanm. (2 Credits)**

**GPHR 7060. Endocrine Pharmacology. (2 Credits)**

**GPHR 7120. Adv Topics In Cardiobiol. (2 Credits)**

**GPHR 7160. Env Signaling. (2 Credits)**

**GPHR 7180. Selected Topics. (9 Credits)**

**GPHR 7190. Pharmacology Seminar. (1 Credit)**

**GPHR 7200. Seminar Pharmacology. (1 Credit)**

**GPHR 7210. Pharm Advances. (1 Credit)**

**GPHR 7220. Adv In Pharmacology. (1 Credit)**

**GPHR 7230. Principles of Pharmacol. (3 Credits)**

**GPHR 7240. Principles of Pharmacol. (3 Credits)**

**GPHR 7250. Medical Pharmacology. (3-6 Credits)**

**GPHR 7260. Medical Pharmacology. (2-3 Credits)**

**GPHR 7505. Master's Research. (2 Credits)**

**GPHR 7510. Pharmacological Lab Research. (2 Credits)**

**GPHR 7520. Pharmacology ePortfolio. (1-2 Credits)**

**GPHR 7530. Molecular & Cellular Pharmacol. (2 Credits)**

**GPHR 9980. Master's Research. (2 Credits)**

**GPHR 9990. Dissertation Research. (0 Credits)**

**Philosophy (PHIL)**

**PHIL 1010. Intro To Philosophy. (3 Credits)**
A general introduction to problems concerning knowledge, reality, and conduct.

**PHIL 1020. Philosophies of The Self. (3 Credits)**
An examination of several theories of the nature of self and its relation to society and to the world.

**PHIL 1030. Ethics. (3 Credits)**
A critical study of alternative theories of the good life, virtue and vice, right and wrong, and their application to perennial and contemporary moral problems.

**PHIL 1040. Beginning With Minds. (3 Credits)**
A topical introduction to philosophy which surveys historical and current work in philosophy of mind and the study of cognition. The material revolves around the reasons we have to attribute minds to people. We explore several reasons for having a mind: the capacity for knowledge, innate representations, language, consciousness, agency, control over the body, freedom from natural causality. This course is particularly useful for those students interested in the cognitive studies program, a coordinate major.

**PHIL 1060. Critical Thinking. (3 Credits)**
This course is intended to enhance the student’s analytical reasoning skills. Emphasis is placed on the study of arguments and the development of techniques of informal logic for assessing their cogency.

**PHIL 1190. Freshman Writing Seminar. (4 Credits)**

**PHIL 1210. Elementary Symbolic Logic. (3 Credits)**
The course concerns techniques of analyzing sentences and arguments by uncovering the formal structures and relations which underlie them. This involves translating ordinary language into the symbolic formulas of elementary logical systems and proving formalized arguments.

**PHIL 1290. Semester Abroad. (1-20 Credits)**

**PHIL 1330. Meaning of Life. (3 Credits)**
The question, What is the meaning of life?, has been regarded as one of the most important and profound of human inquiries. This course will examine a number of different philosophical attempts to address this question.

**PHIL 1890. Service Learning: PHIL 1030. (1 Credit)**

**PHIL 1891. Service Learning: PHIL 1210. (1 Credit)**

**PHIL 1940. Transfer Coursework. (3 Credits)**

**PHIL 2010. History of Ancient Phil. (3 Credits)**
A study of ancient Greek philosophy, focusing on the thought of the Pre-Socratics, Plato, and Aristotle.

**PHIL 2020. History of Modern Phil. (3 Credits)**
A study of early modern philosophy, focusing on the period from Descartes through Kant.

**PHIL 2030. Minds, Machines & Experiences. (3 Credits)**
Introduction to philosophical issues in the study of mind and consciousness. Topics include: the place of mind in the natural world; mechanism and thought; computer intelligence; consciousness and the mind-body problem; mental causation and explanation.

**PHIL 2040. East Meets West. (3 Credits)**

**PHIL 2110. Classics Ancnt Poli Phil. (3 Credits)**
A study of classical works of political philosophy in the Western tradition, primarily Plato's Republic and Aristotle's Politics.

**PHIL 2120. Classics Modrn Poli Phil. (3 Credits)**
A study of classical works of modern political philosophy in the Western tradition, including those of Machiavelli, Hobbes, Locke, Rousseau, Marx, or Mill.
PHIL 2190. Phil & Hist Nat Science. (3 Credits)
Scientific method will be analyzed as a process of stages and illustrated by historical examples. The philosophical presuppositions of science are examined in light of the historical shift from Aristotelian to modern science. Whether change in scientific theories is revolutionary or evolutionary is studied with reference to actual case histories.

PHIL 2200. Matter and Consciousness. (3 Credits)
A systematic survey of philosophical and foundational theories of mind and cognition of this century. The course begins with the philosophical legacy of earlier centuries (mind/body dualism, consciousness and privileged access, introspection, sense data, and phenomenology), considers the first scientific response to this legacy (behaviorism and the rise of scientific psychology), and then follows the major theoretical positions and debates of this century such as physicalism and reductionism, functionalism and the computer model of the mind, eliminative materialism and neurophilosophy, instrumentalism, and common sense psychology.

PHIL 2390. Semester Abroad. (1-20 Credits)

PHIL 2600. Ethics In Business. (3 Credits)
This course is about how to deal with moral problems in business management with integrity. The scope and resources for making principled responses to ethical challenges will be examined and a variety of cases will be analyzed.

PHIL 2880. Writing Intensive: PHIL 2010. (1 Credit)
PHIL 2881. Writing Intensive: PHIL 2020. (1 Credit)
PHIL 2882. Writing Intensive: PHIL 2110. (1 Credit)
PHIL 2883. Writing Intensive: PHIL 2120. (1 Credit)
PHIL 2884. Writing Intensive: PHIL 2930. (1 Credit)
PHIL 2890. Service Learning: PHIL 2930. (1 Credit)

PHIL 2930. Special Topics: Phil. (3 Credits)
Examination of philosophical issues not typically covered in existing courses.

PHIL 2931. Special Topics: Phil. (3 Credits)

PHIL 2940. Transfer Coursework. (3 Credits)

PHIL 3010. Philosophy of Religion. (3 Credits)
A study of major philosophical ideas and figures in the philosophy of religion.

PHIL 3020. Topics in Bible & Philosophy. (3,4 Credits)
The Western tradition has two roots: Jerusalem and Athens, or the Bible and Greek philosophy. This course will be devoted to a reading of the Bible with a view to the fundamental philosophic questions it raises. Courses in different semesters will focus on various biblical texts (Genesis; Exodus and Deuteronomy; Samuel & Kings; Job), with relevant philosophic reflections drawn from Plato, Aristotle, Maimonides, Machiavelli, Kant, Kierkegaard, and others.

PHIL 3030. Philosophy of Art. (3 Credits)
A philosophical inquiry into the nature of art in its various forms, including poetry and literature, painting and sculpture, dance and music. Based on readings of classical and contemporary texts, we will address questions such as: What makes an object a work of art? How do different forms of art influence each other? How is art related to scientific inquiry and philosophy? What is the role of art in social and political life?

PHIL 3040. Mathematical Logic. (3 Credits)
An introduction to and survey of the mathematical study of formalized logical systems.

PHIL 3050. Moral Philosophy. (3 Credits)
A critical inquiry into the major issues of normative and critical ethics. Problems and positions concerning moral conduct and responsibility and the meaning and justification of ethical discourse are discussed in connection with readings from classical and contemporary sources.

PHIL 3090. Existentialism. (3 Credits)
A study of characteristic existentialistic themes as exemplified in the writings of thinkers like Kierkegaard, Nietzsche, Heidegger, or Sartre.

PHIL 3100. 19th Cent European Phil. (3 Credits)
A study of major philosophical ideas and figures from Hegel through Nietzsche.

PHIL 3110. Contemp European Phil. (3 Credits)
A study of major philosophical issues and figures in 20th-century continental philosophy, including Husserl, Heidegger, and Sartre, among others.

PHIL 3120. Analytic Philosophy. (3 Credits)
An introduction both to major figures in the analytic tradition such as Frege, Russell, and Quine, and to major problems such as meaning, reference, and truth.

PHIL 3130. Classic Amer Thought. (3 Credits)
Readings in American philosophy from early 17th century to late 19th century, covering representative thinkers from the Puritans to the pragmatists.

PHIL 3140. Recent American Phil. (3 Credits)
Readings in American philosophy from the pragmatists to the present.

PHIL 3150. Logical Empiricism. (3 Credits)
Survey of main figures and movements in logical empiricism. Topics may include meaning and verification, the nature of philosophical inquiry, the unity of scientific discourse.

PHIL 3190. Phil of Social Science. (3 Credits)

PHIL 3200. Plato. (3 Credits)
An in-depth reading of one or more of the Platonic dialogues.

PHIL 3240. Medieval Philosophy. (3 Credits)
A study of major thinkers in the Christian, Islamic, and Jewish traditions, such as Augustine, Aquinas, Alfarabi, Averroes, or Maimonides.

PHIL 3250. Descartes & 17th Century. (3 Credits)

PHIL 3340. Humanity's Place in Nature. (3 Credits)
This course will compare the predominant Western conception of humanity's place in nature with alternative conceptions, including those held by non-Western thinkers.

PHIL 3410. Theory of Knowledge. (3 Credits)
An introduction to epistemology. Topics may include the problem of skepticism, theories of epistemic justification, the nature of empirical knowledge, a priori or mathematical knowledge, and our introspective knowledge of our mental states.

PHIL 3420. Metaphysics. (3 Credits)
An introduction to one or more topics in metaphysics, including causality, identity, modality, existence, persons and minds, universals and particulars, space and time, and the nature and possibility of metaphysics itself.
PHIL 3430. Semantics of Nat. Langu. (3 Credits)
An introduction to the study of meaning in natural languages. The central techniques involve extending the methods of logical semantics for formal languages. No prerequisites, but prior exposure either to generative grammar (e.g., ANTH 3590) or symbolic logic (e.g., PHIL 1210) would not be wasted.

PHIL 3500. Buddhism. (3 Credits)
This course examines the metaphysical, epistemological, religious, and psychological dimensions of Buddhism, while also tracing its development from India into Southeast Asia, China, Japan, and the West.

PHIL 3510. History of Ethics. (3 Credits)
The historical development of philosophies concerning the good life, moral duty and right, choice and consequences, freedom and necessity in their personal and social nature.

PHIL 3550. Medical Ethics. (3 Credits)
A systematic and critical study of ethical problems in medicine concerning the physician-patient relationship, life and death, and social responsibility.

PHIL 3560. Social & Polit Ethics. (3,4 Credits)
A study of the arguments and positions advanced by philosophers with regard to the need for and justification of social and political institutions and with regard to the character of human rights, justice, and the good society.

PHIL 3570. Ethics of Abortion. (3 Credits)

PHIL 3580. Ethical Theory. (3 Credits)
This course surveys the prominent ethical theories of the late nineteenth and twentieth centuries. It considers both theories of meta ethics and normative ethics. Theories to be examined include: relativism, subjectivism, egoism, moral realism, utilitarianism, Kantianism, contractualism, virtue theory, and Existentialism.

PHIL 3590. Greek Philo & Jewish Tht. (3 Credits)
Western culture has a double source, the Bible and Greek philosophy, or Jerusalem and Athens. Are the two traditions harmonious or do they stand in some essential tension with each other? This course will approach that question by examining the response of some important Jewish thinkers, Maimonides in particular, in their encounter with the teachings of Plato and Aristotle.

PHIL 3600. Philosophy of Law. (3 Credits)
A study of the character and justification of law and legal systems. Legal realism, legal positivism, and natural law theories are explored as are such law-related issues as punishment, the enforcement of morals, and the grounds of legal responsibility.

PHIL 3640. Philosophy of Law. (3 Credits)
This course offers a critical examination of philosophical issues involving crime and punishment. In the first half, we will ask what forms of behavior, if any, the state is entitled to declare to be criminal, focusing on such issues as drug abuse, prostitution, blackmail, gambling, hate speech, suicide, pornography, ticket scalping, insider trading, and gun control. In the second half, we will ask what forms of punishment, if any, the state is entitled to impose on those who violate those laws, if any, which are permissible, focusing on such issues as capital punishment, corporal punishment, and competing justifications of punishment in general.

PHIL 3660. Anarchy. (3 Credits)
This course examines diverse philosophic treatments of anarchy. Specific topics may include: various anarchist views, such as those embracing private or communal property; defenses of anarchism based in natural rights, autonomy, efficiency, or avoidance of pernicious tendencies of states; theories according to which the state is justified as a means for addressing conflicts or deficiencies endemic in an anarchic state of nature; arguments regarding the authority of states and our obligations to obey laws; philosophical fiction concerning anarchistic utopias or related themes.

PHIL 3740. Consciousness. (3 Credits)
This course addresses questions such as the following: What is consciousness and why is it puzzling, if not mysterious? Is consciousness one phenomenon or many? What mechanisms and competencies underpin consciousness? Where (brain location)? Who are the possessors of consciousness, phylogenetically and ontogenetically? Why consciousness: its rationale and functions? How does consciousness emerge from matter (if at all)?

PHIL 3750. Foundations of Cognitive Scien. (3 Credits)
This course will serve as an overview to theoretical approaches and debates in cognitive science, viewed through a philosophical lens.

PHIL 3760. Interpreting Minds. (3 Credits)
A systematic introduction to the recent and dynamic interdisciplinary research area in naive psychology or theory of mind. The course begins with the philosophical debates about naive or folk psychology, then surveys the main empirical data, key experiments and hypotheses about ape and child interpretation of minds, and concludes with a comparative analysis of several much debated proposals about how the interpretation of minds is accomplished through innate mechanisms (modules), by simulation or in terms of a naive theory.

PHIL 3765. Imagination. (3,4 Credits)
This class is an advanced undergraduate overview of imagination, construed as cognitive competence. In an interdisciplinary spirit, covering data and theories from philosophy, cognitive and developmental psychology as well as neuroscience, the class surveys such topics as the evolutionary reasons for imagination; the cognitive and cerebral mechanisms of imagination; the format of imaginative representations-pictorial versus symbolic; the ontogeny of imagination; and connections between imagination and reasoning, deliberation and foresight.

PHIL 3800. Language and Thought. (3,4 Credits)
An introduction to the philosophy of language and mental representation. Major topics: the relations between language and thought, models of mind, representation as computation, the language of thought, mental imagery, propositional attitudes, meaning and intentionality.

PHIL 3850. Terrorism. (3 Credits)
An examination of terrorism and counter terrorism with emphasis on moral issues.
PHIL 3870. Mind In Evolution. (3 Credits)
As any biological capacity, the mind must have evolved. Can evolution explain its design? The mind has many components, from perception to language and thinking. Are they all products of natural selection, of other evolutionary forces, or of no such forces at all? Can evolution explain the uniqueness of the human mind? What could be the factors that explain this uniqueness: tool making, language, social life? In attempting to answer these questions, the class brings an evolutionary perspective to some important topics in philosophy of mind and philosophical psychology and offers a multidisciplinary introduction to the emerging but rapidly developing field of evolutionary cognitive science.

PHIL 3880. Writing Intensive: PHIL 3870. (1 Credit)
PHIL 3881. Writing Intensive: PHIL 3020. (1 Credit)
PHIL 3882. Writing Intensive: PHIL 3590. (1 Credit)
PHIL 3883. Writing Intensive: PHIL 3650. (1 Credit)
PHIL 3884. Writing Intensive: PHIL 3660. (1 Credit)
PHIL 3885. Writing Intensive: PHIL 3740. (1 Credit)
PHIL 3886. Writing Intensive: PHIL 3640. (1 Credit)
PHIL 3887. Writing Intensive: PHIL 3800. (1 Credit)
PHIL 3888. Writing Intensive: PHIL 3932. (1 Credit)
PHIL 3890. Service Learning: PHIL 3500. (1 Credit)
PHIL 3891. Service Learning: PHIL 3930. (1 Credit)
PHIL 3892. Service Learning: PHIL 3932. (1 Credit)
PHIL 3894. Service Learning: PHIL 3931. (1 Credit)
PHIL 3895. Service Learning: PHIL 3500. (1 Credit)
PHIL 3930. Special Topics In Phil. (3,4 Credits)
PHIL 3931. Special Topics in Philosophy. (3 Credits)
PHIL 3932. Special Topics in Philosophy. (3 Credits)
PHIL 3933. Special Topics in Philosophy. (3 Credits)
PHIL 3940. Special Topics In Phil. (3 Credits)
PHIL 4560. Internship. (1-3 Credits)
PHIL 4570. Internship. (1-3 Credits)
PHIL 4910. Independent Study. (1-3 Credits)
PHIL 4920. Independent Study. (1-3 Credits)
PHIL 4990. Honors Reading. (3 Credits)
PHIL 5000. Honors Thesis. (4 Credits)
PHIL 5190. Semester Abroad. (1-20 Credits)
PHIL 5370. Washington Semester. (1-20 Credits)
PHIL 5380. Junior Year Abroad. (1-20 Credits)
PHIL 5390. Junior Year Abroad. (1-20 Credits)
PHIL 5940. Tulane Non-Equivalent. (1-20 Credits)

PHIL 6010. Metaphysics of Mind. (3,4 Credits)
"Discussion of topics related to the place of mind in the natural world. Topics may include mental causation, materialism and dualism about mind, fundamental and derivative reality. Prerequisites: PHIL 2010, PHIL 2020, or PHIL 2030; or permission of instructor."

PHIL 6040. Philosophy of Law. (3,4 Credits)

PHIL 6050. Moral Philosophy. (3 Credits)

PHIL 6060. Advanced Symbolic Logic. (3 Credits)

PHIL 6070. Mathematical Logic. (3 Credits)

PHIL 6090. Philosophy of Science. (3 Credits)

PHIL 6100. Skepticism. (3 Credits)

PHIL 6105. Philosophy of Neuroscience. (3 Credits)

PHIL 6120. Metaphysics. (3 Credits)

PHIL 6130. Moral Psychology & Meta-Ethics. (3 Credits)

PHIL 6150. Freedom & The Self. (3,4 Credits)
Free will is one of the main puzzles in philosophy. While human beings ordinarily think that their choices are free, it is difficult to see how this conception can go together with modern scientific conceptions of nature. The problem is not only to establish whether human beings have free will, but whether it is an intelligible conception at all. This course will examine major approaches put forward to solve this puzzle, drawn from contemporary as well as classical sources.

PHIL 6160. Philosophy of Action. (3 Credits)

PHIL 6162. Philosophy of Language. (3 Credits)
Discussion of topics in philosophy of language (reference, meaning, descriptions, truth) with an emphasis on how these topics bear on issues in metaphysics, philosophy of mind, and logic.
PHIL 6170. Philosophy of Perception. (3,4 Credits)
A systematic philosophical and interdisciplinary examination of major
theories of perception.

PHIL 6180. Mental Representation. (3 Credits)
A survey and evaluation of major theories of mental representation
drawing on recent work in philosophy of mind, cognitive psychology,
linguistics, semantics, and artificial intelligence. Major topics: linguistic
representation, the language of thought, propositional attitudes, mental
imagination, and innate representations.

PHIL 6190. Philosophy of Mind. (3 Credits)
The mind-body problem, knowledge of other minds, and problems about
thought, action, and feelings are discussed in the light of readings from
classical and contemporary sources.

PHIL 6200. Topics in Plato. (3,4 Credits)
An in-depth study of one or more of the Platonic dialogues, Republic,
Theaetetus, Sophist, Statesman, Parmenides, Philebus or Timaeus, with
reading and discussion of related dialogues as background.

PHIL 6210. Topics in Aristotle. (3 Credits)
An in-depth study of one or more of the Aristotelian treatises,
Metaphysics, Physics and De anima, Ethics, Politics, or the logical
writings.

PHIL 6250. Locke's Moral &Poli Phil. (3 Credits)
A detailed critical examination of the political philosophy of John
Locke. Locke is arguably the pivotal figure in the development of
modern individualist liberalism. Both historically and philosophically,
the course examines Locke's doctrines of natural law, freedom, property
rights, contractually grounded government, rights of resistance and
rebellion, and the rights of toleration.

PHIL 6260. Rationalism. (3 Credits)
Descartes, Spinoza, and/or Leibniz examined individually and as
contributors to one of modern philosophy's historical developments.

PHIL 6270. Empiricism. (3 Credits)
Locke, Berkeley and/or Hume examined both individually and as
contributors to one of modern philosophy's historical developments.

PHIL 6280. Kants Critique of Pure Reason. (3 Credits)
An examination of Kant's Critique of Pure Reason. Topics include
Kant's epistemology (e.g. his Copernican Revolution), as well as his
metaphysics (e.g. freedom and the self).

PHIL 6290. Kant's Ethics. (3 Credits)
An examination of Kant's Groundwork and Critique of Practical Reason.
Topics include Kant's view of the role of the Categorical Imperative, as well as his views on worth, respect, dignity and
autonomy.

PHIL 6300. Philosophies of India. (3 Credits)

PHIL 6310. Hegel. (3 Credits)
A close reading and critical examination of selected major works of Hegel.

PHIL 6330. Nietzsche. (3 Credits)
A close reading and critical examination of selected major works of
Nietzsche.

PHIL 6340. Heidegger. (3 Credits)
A close reading and critical examination of selected major works of
Heidegger.

PHIL 6420. Heidegger. (3 Credits)

PHIL 6490. 17th Century Political Phil. (3 Credits)
This course will focus on the most important political philosophers of
the 17th century, e.g., Hugo Grotius, Thomas Hobbes, and John Locke—
authors who founded and set the agenda for much of modern western
political philosophy. A central theme of the course will be the attempts
by these authors to reconcile the autonomous pursuit by individuals
of their own self-preservation and happiness with moral order and social
cooperation. What sort of state (if any) with what sort of authority (if
any) facilitates individual freedom, justice, and social order? (Optional
Capstone)

PHIL 6510. Environmental Ethics. (3 Credits)
Examination of ethical issues regarding treatment of nonhuman
beings. Major topics include moral extensionism, as well as critiques
of attempts to extend human-centered moral doctrines to nonhuman
beings.

PHIL 6520. Philosophy and Gender. (3 Credits)
An examination of conceptions of gender in the history of philosophy
and in contemporary philosophic discussions. Topics may include
relations between gender and identity, ethics, law, and science.

PHIL 6540. Global Justice. (3 Credits)
A study of the justice of relations among nations and among
individuals across national boundaries. Topics include international
distributive justice, the ownership of global resources, the morality of
secession, and war, and terrorism.

PHIL 6550. Philosophical Logic. (3 Credits)
Central topics in philosophical logic are covered, including reference,
predication, vagueness, logical form, counterfactuals, propositional
attitudes, logical truth, paradoxes.

PHIL 6710. Ancient/Medieval Pol Thy. (3 Credits)

PHIL 6720. Modern Political Theory. (3 Credits)

PHIL 6730. Con Empirical Pol Theory. (3 Credits)

PHIL 6740. Contemporary Polit Phil. (3 Credits)
An analysis of contemporary approaches to normative concepts
in politics, concentrating on political philosophers such as Arendt,
Marcuse, Oakeshott, Rawls, and Strauss.

PHIL 6750. Utilitarianism. (3 Credits)
An examination of the utilitarian tradition and the modern debate over
whether some version of utilitarianism is likely to serve as the most
adequate moral and political philosophy.

PHIL 6760. Mill's Util Liberalism. (3 Credits)
A study of the liberal moral and political philosophy of John Stuart Mill,
including his utilitarian ethics, doctrine of individual liberty, theory of
constitutional democracy, and analysis of capitalism versus socialism.
PHIL 6880. Writing Intensive: PHIL 6105. (1 Credit)
PHIL 6881. Writing Intensive: PHIL 6930. (1 Credit)
PHIL 6882. Writing Intensive: PHIL 6930. (1 Credit)
PHIL 6883. Writing Intensive: PHIL 6940. (1 Credit)
PHIL 6884. Writing Intensive: PHIL 6940. (1 Credit)
PHIL 6885. Writing Intensive: PHIL 6942. (1 Credit)
PHIL 6886. Writing Intensive: PHIL 6931. (1 Credit)
PHIL 6887. Writing Intensive: PHIL 6940. (1 Credit)
PHIL 6888. Writing Intensive: PHIL 6931. (1 Credit)
PHIL 6890. Service Learning: PHIL 6130. (1 Credit)
PHIL 6891. Service Learning PHIL 6930. (1 Credit)
PHIL 6892. Service Learning: PHIL 6933. (1 Credit)
PHIL 6895. Service Learning: PHIL 6942. (1 Credit)

PHIL 6920. Independent Study. (1-3 Credits)
PHIL 6930. Special offerings. (1-4 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

PHIL 6931. Special Topics. (3 Credits)
PHIL 6932. Special Topics. (3 Credits)
PHIL 6933. Special Topics. (3 Credits)
PHIL 6934. Special Topics. (3 Credits)
PHIL 6935. Special Topics. (3 Credits)
PHIL 6940. Special offerings. (3,4 Credits)
For specific offering, see the Schedule of Classes. For description, consult department.

PHIL 6941. Special Offerings. (3,4 Credits)
PHIL 6942. Special Offerings. (3,4 Credits)
PHIL 7020. Metaphysics. (3 Credits)
PHIL 7030. Epistemology. (3 Credits)
PHIL 7040. The Mind At Work. (3 Credits)
PHIL 7050. Explanation & Interpreta. (3 Credits)
PHIL 7060. Ethical Theory. (3 Credits)
PHIL 7080. Sem Phil of Language. (3 Credits)
PHIL 7100. Game Theory. (3 Credits)
PHIL 7150. Phil Psychol. (3 Credits)
PHIL 7160. Set Theory. (3 Credits)
PHIL 7170. Logical Positivism. (3 Credits)
PHIL 7200. Topics in the Hist of Philo. (3 Credits)
PHIL 7210. Aristotle. (3 Credits)
PHIL 7280. Kant Critique Pure Reaso. (3 Credits)
PHIL 7290. Kant’s Later Writings. (3 Credits)
PHIL 7300. Hegel. (3 Credits)
PHIL 7310. Kierkegaard. (3 Credits)
PHIL 7320. Wittgenstein. (3 Credits)
PHIL 7340. Pragmatism. (3 Credits)
PHIL 7370. Peirce. (3 Credits)
PHIL 7380. William James. (3 Credits)
PHIL 7390. Phenomenology. (3 Credits)
PHIL 7410. Topics In Am Phil. (3 Credits)
PHIL 7420. Heidegger. (3 Credits)
PHIL 7430. Whitehead. (3 Credits)
PHIL 7440. Continental Philosophy. (3 Credits)
PHIL 7450. Dewey. (3 Credits)
PHIL 7480. Nietzsche. (3 Credits)
PHIL 7490. Topics Moral Poli Philo. (3 Credits)
PHIL 7500. Recent Soc & Polit Phil. (3 Credits)
PHIL 7510. Contemp Issues In Logic. (3 Credits)
PHIL 7880. Writing Intensive: PHIL 7200. (1 Credit)
PHIL 9980. Masters Research. (0 Credits)
PHIL 9990. Dissertation Research. (0 Credits)

Physics (PHYS)

PHYS 1010. Great Ideas in Science &Tech. (4 Credits)
For non-scientists. Basic principles of science, applications and their relevance to our world. Typically includes astronomy, universe, Newtonian mechanics, energy and applications, symmetry in nature, order and disorder, electricity and applications, quantum mechanics, atoms and molecules, DNA, computer technology, and ethical issues. Laboratory.

PHYS 1011. Great Ideas in Sci & Tech Lab. (0 Credits)
Lab section for PHYS 1010.
PHYS 1015. Materials Science & Eng & Lab. (3 Credits)
This summer session will focus on the field of Materials, which is an interdisciplinary field applying the properties of matter to various areas of science and engineering. This two-week (ten-day) course is intended for high school students who wish to explore and stimulate their interest in the materials sciences and engineering. The course consists of rotations between six materials science research laboratories in the Department of Physics and Engineering Physics. Each rotation combines lectures with hands-on laboratory activities to excite and introduce students to contemporary methods and issues in superconductivity, optics and lasers, biomaterials, nanomaterials, nanotechnology, and energy harvesting materials and technologies. Emphasis is placed on demonstrating basic principles and hands-on student involvement. Laboratory activities will be supervised by Tulane faculty members and graduate students.

PHYS 1050. Physics for Architects. (3 Credits)
A non-calculus course in classical physics stressing the fundamental physical laws and their application to architecture. Main topics include Newtonian mechanics with an emphasis on equilibrium applications, elasticity, fluids, and thermal processes. Credit not given for PHYS 1050 and PHYS 1210 or 1310. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

PHYS 1210. Introductory Physics I. (4 Credits)
A non-calculus course in classical physics stressing the fundamental physical laws. Newtonian mechanics, oscillations, and classical waves normally are treated in 1210. A weekly laboratory is included; the laboratory includes a review of techniques of problem solving, as well as experiments in classical physics. Not open for credit to students who have completed 1310. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

PHYS 1211. Introductory Physics I Lab. (0 Credits)
Lab section for PHYS 1210.

PHYS 1220. Introductory Physics II. (4 Credits)
A continuation of PHYS 1210. Electricity and magnetism, optics, and thermal phenomena. A weekly laboratory is included. Not open for credit to students who have completed 1320. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

PHYS 1221. Introductory Physics II Lab. (0 Credits)
Lab section for PHYS 1220.

PHYS 1310. General Physics I. (4 Credits)
Prior or concurrent study in calculus is required. A calculus-based course in classical physics designed primarily for physical science and engineering majors. Newtonian mechanics, oscillations, and classical wave motion are studied. Emphasis is on understanding basic principles and solving problems. A weekly laboratory is included. The laboratory includes a review of techniques for problem solving, as well as experiments in classical physics.

PHYS 1311. General Physics I Lab. (0 Credits)
Lab section for PHYS 1310.

PHYS 1320. General Physics II. (4 Credits)
A continuation of PHYS 1310. Emphasis on electricity and magnetism, with selected topics in optics and modern physics. The laboratory includes a review of techniques for problem solving, as well as experiments in classical physics.

PHYS 1321. General Physics II Lab. (0 Credits)
Lab section for PHYS 1320.

PHYS 1890. Service Learning: PHYS 1320. (1 Credit)

PHYS 1940. Transfer Coursework. (3 Credits)

PHYS 2350. Modern Physics I. (3 Credits)
Quantitative treatment of important topics of 20th-century physics, focused on special relativity and introductory quantum physics. Planck’s and de Broglie’s hypotheses, photons, the Bohr model, introduction to wave mechanics, the hydrogen atom, spatial quantization, spin, exclusion principle, multi-electron atoms. Prerequisites: PHYS 1210 and 1220 or 1310 and 1320, MATH 1210 and 1220 or equivalent.

PHYS 2360. Modern Physics II. (3 Credits)
An overview of the major fields in modern physics. Quantum statistics. Diatomic molecules, electrons in metals, band theory of solids, superconductivity, properties of nuclei, radioactivity, nuclear reactions, interaction of particles with matter, elementary particles, the standard model and cosmology. Prerequisites: PHYS 2350.

PHYS 2890. Service Learning: PHYS 2910. (1 Credit)
Service learning.

PHYS 2910. Intro to Physics Pedagogy. (1 Credit)
Introduction to the theory and practice of teaching physics courses through workshops, observations and assisting teachers at local schools with lectures and/or classroom demonstrations. Prerequisites: PHYS 1210 and 1220 or 1310 and 1320.

PHYS 2940. Transfer Coursework. (3 Credits)

PHYS 3010. Theoretical Physics. (3 Credits)
An introduction to the methods of theoretical physics emphasizing modern mathematical techniques, numerical methods using computers, and computer algebra. Prerequisites: PHYS 2350 and 11 credits of mathematics, or approval of instructor.

PHYS 3150. Intro To Neutron Science. (3 Credits)
An introduction to the theory and applications of neutron scattering, neutron optics, neutron interferometry and neutron beta decay. This course explores the many uses of thermal and cold neutron beams to study condensed matter, nuclear, molecular and biological systems; test fundamental principles of quantum mechanics and advance the frontier of particle physics. Prerequisites: MATH 2210, MATH 2240 or equivalent; PHYS 2350, PHYS 2360 or equivalent.

PHYS 3170. Computational Physics & Engr. (3 Credits)
An introduction to the use of computational methods in physics and engineering. Writing computer code and using data visualization techniques to help solve experimental and theoretical problems. Data analysis and modeling, Monte Carlo simulations, numerical differentiation and integration, ordinary and partial differential equations, electrodynamics nonlinear dynamics and chaos, fast Fourier transform, noisy signal processing, quantum spectra, thermodynamics. Prerequisites: PHYS 2350 and MATH 2210 or 2240.

PHYS 3210. Molec Biophysics & Polymer Phy. (3 Credits)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related to protein, lipid, and nucleic acid structure and processes. Introduction to scattering and other spectroscopic techniques. Prerequisites: PHYS 2350 or equivalent, CHEM 1070 or equivalent, and MATH 1220 or equivalent.
PHYS 3360. Structure of Materials. (3 Credits)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures, specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

PHYS 3370. Processing of Biomaterials. (3 Credits)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.

PHYS 3380. Materials for Energy. (3 Credits)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniques used for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/anabolism to biomass conversion, and magnetohydrodynamics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

PHYS 3450. Elem Particle Physics. (3 Credits)
An introduction to modern elementary particle physics, with an emphasis on the Standard Model, its phenomenology, and dynamics. The Standard Model explains, in principle and with remarkable success, virtually all phenomena that are observed in nature except gravity. The course begins with a qualitative examination of the electromagnetic, strong, and weak interactions and an introduction to the elementary particles through the use of Feynman diagrams. This is followed by relativistic kinematics, the quantum theory of angular momentum and spin, discrete symmetries, and bound states of leptons and quarks, with a focus on the hadrons. Finally the Dirac equation, the Feynman calculus, and the mathematical tools needed to calculate basic decay lifetimes and cross sections involving the electromagnetic and weak interactions are developed and applied.

PHYS 3530. Advanced Laboratory. (3 Credits)
Advanced experiments in modern physics, particularly nuclear physics, emphasizing research techniques and analysis of data using computers. Prerequisites: PHYS 2350 or approval of instructor.
PHYS 3560. Photonic Materials & Devices. (3 Credits)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research. Prerequisites: PHYS 2350 and PHYS 2360 (or equivalent) or instructor approval.

PHYS 3600. Nanoscience & Technology. (3 Credits)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world’s economy and society as the industrial-and microelectronics-revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently. Prerequisites: PHYS 2350.

PHYS 3620. MicroFab and Nanotech. (3 Credits)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics and electromagnetism to practical nano/microfabrication processes and techniques. This course is opened for the introduction of this interdisciplinary engineering field, using examples and design projects drawn from real-world N/MEMS applications. Lectures will cover nano/micro-fabrication technologies, material properties at different scaling, physical principle and behaviors of nano/microstructural behavior, piezoresistive and capacitive sensing, electrostatic actuation, fluid damping, noise, and feedback systems.

PHYS 3630. Electromagnetic Theory. (3 Credits)
Electrostatic fields in a vacuum, dielectric materials, solutions to Laplace’s and Poisson’s equations, currents, magnetic fields, vector potentials, electromagnetic induction, relation to Special Relativity, Maxwell’s equations, and the properties of classical electromagnetic waves. Prerequisites: PHYS 1310, PHYS 1320, and Mathematics 2210 or equivalent.

PHYS 3660. Special Topics. (1-3 Credits)
Special Topics.

PHYS 3700. Electrnc Prop of Materls. (3 Credits)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials. Prerequisites: PHYS 2350/2360 or instructor approval.

PHYS 3720. Mechanic Behavior of Materials. (3 Credits)
The course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including: tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

PHYS 3740. Classical Mechanics. (3 Credits)
Newtonian mechanics, oscillations, central force motion, special theory of relativity, dynamics of rigid bodies, and the Lagrangian formulation of classical mechanics. Prerequisites: PHYS 1310, 1320, and MATH 2210.

PHYS 3760. Thermodynamics of Materials. (3 Credits)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

PHYS 3800. Physics Colloquium. (1 Credit)
A series of undergraduate and faculty seminars emphasizing topics and points of view not covered in the standard curriculum, but which are nonetheless important to the education of a physicist. Notes: Required of all majors. Prerequisites: Junior standing or departmental approval.

PHYS 3880. Writing Practicum. (1 Credit)
Writing Practicum. Notes: Does not count toward Physics courses or electives for the Physics major. Prerequisites: Successful completion of the First-Year Writing Requirement. Corequisites: Three-credit departmental course.

PHYS 3890. Service Learning. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

PHYS 3940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

PHYS 4230. Thermal Physics. (3 Credits)
A study of the physical properties of matter where temperature is an important variable. The laws of thermodynamics, equations of state, thermodynamic potentials. Kinetic theory of gases. Elementary statistical postulates. Ensembles, the partition function. Entropy, phase transitions. Prerequisites: PHYS 1210 and 1220, or 1310 and 1320.

PHYS 4470. Intro Quantum Mechanics. (3 Credits)
The postulates of quantum mechanics, Schroedinger equation, operator methods, angular momentum, fermion and boson systems, and Heisenberg formulations, applications to simple physical systems. Prerequisites: PHYS 2350 and MATH 2210.

PHYS 4650. Optics. (3 Credits)
Geometrical, physical and quantum optics, with an emphasis on the classical electromagnetic aspects of optics pertaining to scattering, reflection, refraction, dispersion, polarization and interference. Applications to optical instruments, spectroscopy, interferometry, and Fourier optics. Prerequisites: PHYS 1210 and 1220, or PHYS 1310 and PHYS 1320, integral and differential calculus. PHYS 3630 recommended but not required.
PHYS 4660. Special Topics. (1-3 Credits)
Special Topics.

PHYS 4910. Independent Studies. (1-3 Credits)
Independent Studies. Prerequisites: Approval of instructor and chair of department.

PHYS 4920. Independent Studies. (1-3 Credits)
Independent Studies. Prerequisites: Approval of instructor and chair of department.

PHYS 4940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

PHYS 4990. Honors Thesis. (3 Credits)
Honors thesis research, first semester. Register in department.

PHYS 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

PHYS 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

PHYS 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

PHYS 6010. Techniques Theor Phys I. (3 Credits)
Mathematical techniques used in theoretical physics. Topics include partial differential equations, orthogonal coordinate systems, separation of variables, introduction to ordinary differential equations, series solutions and convergence; Sturm Liouville theory, eigensystems and orthogonal functions; complex variables, Taylor and Laurent series, contour integration, integration by steepest descents, and conformal mappings.

PHYS 6020. Techniques Theor Phys II. (3 Credits)

PHYS 6070. Astrophysics. (3 Credits)

PHYS 6150. Intro To Neutron Science. (3 Credits)
An introduction to the theory and applications of neutron scattering, neutron optics, neutron interferometry and neutron beta decay. This course explores the many uses of thermal and cold neutron beams to study condensed matter, nuclear, molecular and biological systems; test fundamental principles of quantum mechanics and advance the frontier of particle physics.

PHYS 6170. Computnl Physics & Engr. (3 Credits)

PHYS 6210. Molec Biophysics & Polymer Phy. (3 Credits)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related to protein, lipid, and nucleic acid structure and processes. Introduction to scattering and other spectroscopic techniques.

PHYS 6230. Quantum Information Sci & Eng. (3 Credits)
This survey course introduces students to the new world of quantum information, quantum communication, and quantum computing. The course is intended for advanced undergraduates and beginning graduate students in physics, engineering, and mathematics. Topics include: Quantum states, operators, and linear algebra; Bits and qubits; Ensembles and density operators; Unitary transformations, Gates and circuits; Information and entropy; POVM measurement; Multiparticle systems; Bell inequality; Bell states and non-locality; Measures of entanglement; Quantum communication and cryptography; Teleportation, Superdense coding; Quantum noise and error correction; Classical and quantum computational complexity; Quantum algorithms; Deutsch-Jozsa, Grover, Shor; DiVincenzo criteria; Physical realizations of quantum computers; trapped ions, solid state qubits; Quantum optics and quantum internet; Topological quantum computation; Quantum biology.

PHYS 6300. General Relativity. (3 Credits)

PHYS 6310. Quantum Optics. (3 Credits)
Quantum optics is an emerging field of physics that involves the study of semi-classical and quantum-mechanical models of the electromagnetic field, as well as its interaction with atoms and molecules. These nonclassical and quantum features of light have been shown to break the barriers imposed by classical physics in a variety of fields, such as communication, interferometry, computation, and imaging. The main emphasis of this course will be to introduce these nonclassical features, quantize the electromagnetic field, introduce fundamental tests of quantum mechanics by use of optics, and explore the applications of nonclassical concepts such as entanglement.

PHYS 6450. Elem Particle Physics. (3 Credits)
An introduction to modern elementary particle physics, with an emphasis on the Standard Model, its phenomenology, and dynamics. The Standard Model explains, in principle and with remarkable success, virtually all phenomena that are observed in nature except gravity. The course begins with a qualitative examination of the electromagnetic, strong, and weak interactions and an introduction to the elementary particles through the use of Feynman diagrams. This is followed by relativistic kinematics, the quantum theory of angular momentum and spin, discrete symmetries, and bound states of leptons and quarks, with a focus on the hadrons. Finally the Dirac equation, the Feynman calculus, and the mathematical tools needed to calculate basic decay lifetimes and cross sections involving the electromagnetic and weak interactions are developed and applied.
PHYS 6600. Nanoscience & Technology. (3 Credits)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world's economy and society as the industrial and microelectronics revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently.

PHYS 6660. Special Topics. (1-3 Credits)
Special Topics.

PHYS 6700. Electrnc Prop of Materls. (3 Credits)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials.

PHYS 6750. Modern Cosmology. (3 Credits)

PHYS 6940. Transfer Coursework. (1-4 Credits)
Transfer Coursework.

PHYS 7060. Theoretical Mechanics. (3 Credits)
Advanced studies of theoretical mechanics. Lagrangian and Hamiltonian methods. Integrable and non-integrable problems.

PHYS 7100. Statistical Mechanics. (3 Credits)
Advanced studies of statistical mechanics. Probability theory, random walks, statistical ensembles, entropy, quantum statistical mechanics and applications.

PHYS 7130. Solid State Physics. (3 Credits)
Advanced studies of solid state physics. Properties of the solid state, semiconductors, novel systems, applications.

PHYS 7160. Atomic/Molecular Physics. (3 Credits)
Advanced studies of atomic and molecular physics. The hydrogen, helium and many electron atoms. Diatomic and polyatomic molecules.

PHYS 7170. Quantum Mechanics I. (3 Credits)
Advanced studies of quantum mechanics. Quantization, probability, quantum wave functions, quantum entanglement. Two, three and multi-level quantum systems and applications.

PHYS 7180. Quantum Mechanics II. (3 Credits)
Continuation of PHYS 7170.

PHYS 7230. Electromagnetic Theory I. (3 Credits)

PHYS 7240. Electro-Magnetic Thry II. (3 Credits)
Continuation of PHYS 7230.

PHYS 7310. Advanced Spec Problems. (3 Credits)

PHYS 7311. Advanced Special Problems. (3 Credits)

PHYS 7312. Advanced Special Problems. (3 Credits)

PHYS 7320. Adv Special Problems II. (1-9 Credits)

PHYS 7810. Seminar. (3 Credits)

PHYS 7820. Seminar. (1 Credit)

PHYS 7910. Research I. (3 Credits)
Individual research supervised by faculty.

PHYS 7920. Research II. (3 Credits)
Individual research supervised by faculty.

PHYS 7930. Research III. (3 Credits)
Individual research supervised by faculty.

PHYS 7940. Research IV. (3 Credits)
Individual research supervised by faculty.

PHYS 7951. Advanced Research I. (3 Credits)

PHYS 7952. Advanced Research II. (3 Credits)

PHYS 7990. Research. (1-9 Credits)
Research toward completion of a masters degree.

PHYS 9990. Dissertation Research. (3 Credits)
Research toward completion of a doctoral degree.
Physiology - Graduate (GPSO)

GPSO 5520. Experimental Physiology. (2 Credits)
GPSO 6010. Medical Physiology. (6 Credits)
GPSO 6040. Human Physiology. (6 Credits)
GPSO 6060. Experimental Physiol Lab. (2 Credits)
GPSO 6250. Membrane Physiology. (2 Credits)
GPSO 7170. Princ of Mol Physiology. (2 Credits)
GPSO 7175. Med Terminology. (3 Credits)
GPSO 7180. Selected Topics. (1-5 Credits)
GPSO 7320. Renal Physiology. (3 Credits)
GPSO 7350. Translational Physiology. (2 Credits)
GPSO 7560. Signal Transduction/Hormone Ac. (2 Credits)
GPSO 7600. Vascular Physiology. (3 Credits)
GPSO 7910. Seminar Physiology. (1 Credit)
GPSO 7980. Research. (2-5 Credits)
GPSO 7990. Research. (1-9 Credits)
GPSO 9990. Dissertation Research. (0 Credits)

Poli Sci - American (POLA)

POLA 2100. American Government. (3 Credits)
An introductory survey of government at the national level with emphasis on constitutional principles and significant contemporary trends and problems.

POLA 3010. Special Projects. (3-4 Credits)
POLA 3011. Special Projects. (3 Credits)
POLA 3012. Special Topics. (3 Credits)
POLA 3013. Special Topics. (3 Credits)
POLA 3020. Special Projects. (3 Credits)
POLA 3030. Special Topics. (3 Credits)
POLA 3031. Special Topics. (3 Credits)
POLA 3032. Special Topics. (3 Credits)
POLA 3110. State and Local Politics. (3 Credits)
This course examines the roles and responsibilities of state governments and the complex dynamics of state politics in the U.S. federal system. It uses a comparative state perspective to examine state government institutions, political behavior in the states, and the major areas of policy frequently addressed in the states.

POLA 3240. Public Policy. (3 Credits)
This course covers the policy making process for domestic policy in the United States. We will study the following questions: Why do some problems reach the political agenda and others do not? Who are the important actors in the policy process and what roles do they play? What are the values at stake with policy debates? What explains why certain solutions are offered and others are rejected? How do we know if a policy has been successful?

POLA 3270. Courts and Politics. (3 Credits)
Analysis of the political factors that influence courts, their staffing, their decisions, and their policymaking role. The interaction between legal policies and structures and political institutions and their development will be addressed.

POLA 3272. Big Easy Politics. (3 Credits)
The objective of this course is for students to examine the level of government with the greatest impact on the daily lives of Americans–local government. Specifically, we will focus on the politics, functions, and governmental structure of the City of New Orleans.

POLA 3280. Southern Politics. (3 Credits)
This class is designed to provide a comprehensive overview of Politics in the American South. The course focuses on both the distinctiveness of the region and the South’s influence on the nation. The course selectively examines historical as well as contemporary issues related to the eleven states of the Old Confederacy.

POLA 3880. Writing Intensive: POLA 3010. (1 Credit)
POLA 3881. Writing Intensive: POLA 3280. (1 Credit)
POLA 3882. Writing Intensive: POLA 3030. (1 Credit)
POLA 3890. Service Learning: POLA 3170. (1 Credit)
POLA 3891. Service Learning: POLA 3220. (1 Credit)
POLA 3910. Independent Study. (1-3 Credits)
Independent study on a suitable topic, with consent of instructor.

POLA 4010. Special Projects. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLA 4011. Special Projects. (3 Credits)
POLA 4012. Special Projects. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLA 4110. Policy Research Shop. (3 Credits)
The Policy Research class creates a partnership between city government and Tulane students in order to address issues of concern to the city and increase students’ civic engagement. In this course, the professor solicits policy topics from elected and appointed officials and bureaucrats and the students write policy briefs on these issue areas. In exchange for the policy briefs, policy sponsors agree to allow the students to present their findings at an official forum, such as a city council meeting.

POLA 4120. Louisiana Politics. (3 Credits)
A review of topics in Louisiana politics, including right- and left-wing populism, campaign techniques, diversion of campaign funds and rewards for supporters, the culture of sociability, and the history of racial, regional, and religious cleavage. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.
POLA 4140. Urban Politics. (3 Credits)
This course is an introduction to urban politics in the United States. It will focus on problems of cities and discuss solutions to these problems, including the lack of formal authority and high rates of class, race, and ethnic heterogeneity and segregation. We will focus on the heritage of municipal government in the U.S., the development of their responsibilities, and the role of federal and state governments in municipal affairs. The course will also spend time discussing some of the solutions for residents of urban areas to try to advocate for change.

POLA 4150. Elections in America. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - The focus is on candidates, political parties, the Dress, consultants, and public opinion in elections and political campaigns. Covers presidential and congressional elections. Each semester, special attention is paid to a topic such as the economy, fundraising, activists, or campaign techniques.

POLA 4160. Political Parties. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - A study of theories of political parties in the United States and other democracies. The stress is on the electoral and governmental role of party organizations.

POLA 4170. The American Presidency. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - A study of the office of the President of the United States that includes both historical review and analysis of the Presidential role in our national government. A main focus of the course is on the relative importance of particular presidents and their leadership capacities and the limitations on the office itself.

POLA 4200. Congress. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - A study of the United States Congress with emphasis on its development, its internal structure, the relationship of the elected representatives to their constituents, and the legislative process itself.

POLA 4210. Women and Politics. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - This course is an exploration of the role gender and sex have in politics, including voting, party activism, leadership, candidacy, holding office, and law-making. Special attention will be paid to the relationship between gender and political behavior, including political socialization, political attitudes, and public policy creation. Time will be spent on understanding what gender and sex mean in American politics, as well as the effect that disparate power has on political behavior.

POLA 4230. Environ Politics & Policy. (3 Credits)
Pre-Prerequisites: POLA 2100 and POLS 2010 - This course is an examination of the process of environmental policymaking in the United States. We will evaluate how environmental politics and policymaking has progressed in the US and the current state of environmental policymaking. Using a case-study approach, we will examine current environmental problems for local and state governments and suggest policy solutions.

POLA 4250. Politics of Poverty Policy. (3 Credits)
Pre-requisites: POLA 2100 and POLS 2010 - This course covers the politics of poverty policy within the United States, including relevant approaches to the debates over poverty's causes, consequences, and solutions. The ways in which poverty is defined and measured and how this affects the policy alternatives: the state of economic inequality in the United States: American attitudes toward the poor and policies seeking to address poverty: and, an examination of case studies to redress poverty.

POLA 4260. Race, Sex, & Power. (3 Credits)
This course examines the role of race and sex based classification in the law of equal protection and focuses on the political actions and events that lead to legal remedies for discrimination. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLA 4270. Constitutional Law. (3 Credits)
A study of the general powers and limits of the branches of the national government and the relationship among the levels of government, as this has affected civil rights and individual liberties under the Constitution. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLA 4300. Interest Group Politics. (3 Credits)

POLA 4310. Interest Groups & Supreme Crt. (3 Credits)
This course will examine the role of interest groups in various aspects of the Supreme Court process, including the selection of justices, case selection, and judicial decision making. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLA 4320. Women's Legislative Leadership. (3 Credits)
This course is an examination of gender in American legislatures. We will analyze both the processes and personnel of legislatures at the federal and state level of the United States in order to better evaluate the policy outcomes of these institutions. Students will be placed in a service role with one of the above sites for the length of the semester. Having students placed at several sites in the legislative process enables a more thorough analysis of how gender is interwoven into policymaking. Students will have a range of perspectives on the process as a consequence of their own placement and the experiences of their peers. Pre-requisites: POLA 2100 and POLS 2010. In lieu of pre-requisites please contact the instructor for approval to enroll. Mandatory 20-hour service learning component POLA 4891-11.

POLA 4350. Politics of Education Policy. (3,4 Credits)
This course examines education policy through the lens of U.S. Politics. In particular, we will consider what public schools should do for students: the changing nature of school governance: the major policy problems within primary and secondary education and how they have been defined: the groups that have had power in education policy debates: and where New Orleans fits into the larger national picture with regard to its education system?*

POLA 4450. Politics and Literature: US. (3 Credits)
Prof. Brox. Pre-requisite: POLA 2100. Study of political theme as presented in American literature. For majors only. Non-major junior and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.
This course introduces students to the fundamental theories and concepts of the subfield of comparative politics. Comparative politics is a method of analysis that evaluates similarities and differences among political systems in order to develop general conclusions about political phenomena. The study of politics beyond U.S. borders helps place our own political system into perspective by highlighting alternatives to our own system and challenging the assumption that there is only one right way to organize political life.

POLC 3003. Women Leading Change. (3 Credits)
This course engages students in considering the real world dilemmas of women working in organizations and bringing about social change in those and other organizations. The course analyzes different theories and explanations of why so few leaders are women and how women can become leaders and lead as well. Case studies are used to examine the intricacies of organizations, the roles of women in various organizations, as Well as the impact of organizations on policy (public, social, scientific, educational), government, and leadership in a global world. The course outcomes are an enhanced critical understanding of the dilemmas that are encountered by women leading change; the ability to evaluate and compose case studies at the intersection of leadership and gender; and the demonstration of critical thinking and problem-solving skills. Prerequisite: INTU 1000.

POLC 3300. European Governments. (3 Credits)
This course is an introduction to the Post-World War II evolution of Western Europe. It examines four main dimensions: (i) the position of countries in the international political economy, (ii) the role of the state in the management of the economy as well as of the welfare system, (iii) the formal structure of the system of governance and policymaking, and (iv) the form of political participation and representation.

POLC 3310. Politics of Central America. (3 Credits)
This course will focus on the current state of Central American politics and society by analyzing the social and political forces at play in the region, the challenges of its economic development, and its external interaction with the United States and other world regions. Although regional in its scope the course will rely on individual countries to exemplify particular issues confronting the region.

POLC 3320. Comparative Politics. (3 Credits)
This course focuses on the origins and dynamics of change in the newer nations of Asia, with a special emphasis on South Asia.
POLC 3880. Writing Intensive: POLC 3410. (1 Credit)
POLC 3881. Writing Intensive: POLC 3003. (1 Credit)
POLC 3890. Service Learning: POLC 3003. (1 Credit)

POLC 4010. Special Projects. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLC 4011. Special Projects. (3 Credits)

POLC 4012. Special Projects. (3 Credits)

POLC 4030. Comp Poli Econ Welfare State. (3 Credits)
This course analyzes the historical development of, and contemporary change in, the welfare states of the advanced industrial countries. It focuses in particular on the political, economic, and institutional sources of outcomes in the post-war era and the post-1970 period. It investigates how and why welfare states have developed historically, how they vary cross-nationally, and how pressures on inherited arrangements are generating reforms in a variety of institutional and political contexts.

POLC 4200. The Politics of Rape. (3 Credits)

POLC 4300. Poli/Econ Devlp W Europe. (3 Credits)
This course focuses on the historical antecedents of contemporary West Europe politics, with an emphasis on the social and economics bases of 20th-Century regime outcomes. It explores the political development of four major European countries - Great Britain, France, Germany, and Italy-with particular attention to contrasting responses to economic, social, and political challenges since the middle ages, including the commercialization of agriculture, the consolidation and dissolution of political regimes, democratization, and industrialization.

POLC 4310. Mexican Politics Govt. (3 Credits)
An exploration of the Mexican political process and the historical developments leading up to its present structure. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLC 4340. Chinese Politics Revo to Reform. (3 Credits)
In this course we will analyze Chinese politics, paying particular attention to how the Chinese Communist Party came to power in 1949; how it ruled during the Mao era; and why it initiated economic reforms in 1978. We will also analyze enduring features of the Chinese polity that were instituted shortly after 1949 and persist to the current day, like the single-party system, campaigns, and ideology.

POLC 4341. Middle E Comparative Politics. (3 Credits)
Overview of the domestic politics in the countries of the Middle East, focusing on the different types of regime that exist and recent political developments.

POLC 4350. Chinese Politics. (3 Credits)
This course will examine the political and economic reforms that China has undertaken since 1978.

POLC 4360. Russian Politics. (3 Credits)
An examination of both formal and informal factors affecting the nature of the Russian political system. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLC 4390. Poverty & Development. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLC 4392. Controversies-GLOBAL Pub Hlth. (3 Credits)
This class explores the politics of global public health, both in the sense of how politics affects global health governance and the ways in which global health issues fit into the discipline of political science.

POLC 4420. State Society Devlp Coun. (3 Credits)
The course examines the global context of political development in Africa, Asia, and Latin America, the pursuit of economic development and democracy in these regions, and efforts at grass-roots reform.

POLC 4470. Politics & Literature. (3 Credits)
Study of the literature of political dissent, with particular focus on writers in communist and other authoritarian states.

POLC 4510. Pols of European Union. (3 Credits)
The nation-states of the old Europe are becoming the member-states of a European Union. While founded to avoid a repetition of the horrors of the past, the New Europe is increasingly being viewed as a model for the future. This course provides an overview of the political institutions and the political economy of the European Union. Four main areas are examined: (i) formal institutions and institutional relations of the European Union (ii) critical junctures in the evolution of the European Union, (iii) issues of democratic deficits, and (iv) external relations and eastward enlargement.

POLC 4520. Comparative State Building. (3 Credits)
This course will explore the nature of state authority and the processes by which different types of states emerged at different moments in world history and in different regions of the world, as well as how the nature of states has evolved over time.

POLC 4550. People's Politics of Latin Am. (3 Credits)

POLC 4880. Writing Intensive: POLC 4300. (1 Credit)

POLC 4881. Writing Intensive: POLC 4310. (1 Credit)

POLC 4882. Writing Intensive: POLC 4310. (1 Credit)

POLC 4883. Writing Intensive: POLC 4392. (1 Credit)

POLC 4890. Service Learning: POLC 4011. (1 Credit)

POLC 5190. Study Abroad. (1-20 Credits)

POLC 5380. Junior Year Abroad. (1-20 Credits)

POLC 5390. Junior Year Abroad. (1-20 Credits)

POLC 6010. Approaches to Global Dilemmas. (3 Credits)
This course employs an interdisciplinary approach to explore the tensions and debates surrounding global capitalism in various world regions. Open to senior Altman Scholars only.

POLC 6100. Politics & Health. (3 Credits)
This course approaches health care as a policy area, one in which a variety of actors attempt to influence the design and delivery of health services. We begin with an overview of the U.S. system, compare it to peer nations, and then analyze health policy issues in other world regions.

POLC 6110. Comparatv Political Econ. (3 Credits)

POLC 6120. Comparative Social Policy. (3 Credits)
This course focuses on welfare states and social policy across world regions including advanced industrialized countries, post-communist states, and developing nations. It examines explanations for variation in social policy provision across countries and regions and asks why welfare state reforms are more successful in some places than others. The course includes detailed study of key policy areas (pensions, healthcare, and education).
POLC 6410. Approaches L A Politics. (3 Credits)
Major approaches to the study of Latin American politics such as developmentalism, institutionalism, corporativism, bureaucratism, authoritarianism, and dependency theory.

POLC 6880. Writing Intensive: POLC 6930. (1 Credit)

POLC 6881. Writing Intensive: POLC 6410. (1 Credit)

POLC 6882. Writing Intensive: POLC 6950. (1 Credit)

POLC 6910. Authoritarianism. (3 Credits)
Despite the impressive gains that democracy has made over the past four decades, more than half of the countries in the world remain autocratic. What are the roots of this authoritarian resilience? We will first approach this question theoretically and by case studies of countries in Europe and Eurasia (the Soviet Union; pre-1989 Eastern Europe; post Soviet Russia and Central Asia), Asia (China, North Korea, Taiwan), Latin America (Mexico, Cuba), and the Middle East (Iraq, Syria, Iran).

POLC 6930. Regime Change in Asia. (3,4 Credits)
In this course we will analyze the reasons for democratization in some Asian countries and will evaluate the prospects for regime change in countries that remain authoritarian. The first module of the course will focus on theories of authoritarian rule and of democratization. The second will examine several successful cases of democratization. The third module will focus on China, which represents a crucial case of regime durability. The fourth module of the course will assess the prospects for regime change in North Korea and several Southeast Asian autocracies.

POLC 6950. Special Topics. (3,4 Credits)

POLC 6951. Special Topics. (3 Credits)

POLC 7315. Sem in Comparative Politics. (3 Credits)

Poli Sci - General (POLS)

POLS 1010. Introduction To Politics. (3 Credits)
An introduction to the principles and practice of political life in a variety of domestic and international contexts. Open to freshmen only. Each 1010 section has a limited enrollment of no more than 20 students. A paper is required and is assigned on a tutorial basis with individual student-instructor conferences.

POLS 2010. Scope/Methods Poli Sci. (3 Credits)
This course is intended to introduce advanced students to the concepts and methods of political science research. Substantive fields of interest--such as American politics, IR, Comparative, etc.--are all bound by similar skills and techniques inherent to the discipline of political science. Students will be introduced to these techniques in an effort to train them to become producers, not merely consumers of knowledge. This course is fundamentally about how to conduct research in political science, and what makes political science a science. The course covers both introductory quantitative methods (univariate, bivariate, and some multivariate analyses), as well as some of the most often used qualitative methods in the discipline. The course is not meant to be exhaustive of all political science methods.
Poli Sci - International (POLI)

POLI 1290. Semester Abroad. (1-20 Credits)

POLI 2500. International Relations. (3 Credits)
An introductory analysis of basic factors influencing international politics, organization and law.

POLI 2890. Service Learning: POLI 2500. (1 Credit)

POLI 3010. Special Projects. (1-3 Credits)

POLI 3011. Special Projects. (1-3 Credits)

POLI 3020. Special Projects. (3 Credits)

POLI 3040. Politics of Immigration. (3 Credits)
This course will explore the history of immigration to the U.S., the major push and pull factors fueling immigration, the impacts of immigration on sending and receiving communities, and the outcomes of various policy responses.

POLI 3360. Politics of Civil Wars. (3 Credits)
From Syria to South Sudan, India to Colombia armed conflict within nation-states keeps challenging domestic and international institutions. The aim of this course is to understand the different causes and paths of civil wars. We will survey contemporary theories related to the causes, duration, and consequences of civil wars. Further, we will consider what these theories and findings mean for the prospects of successful conflict management and prevention. Case studies of ongoing and recent wars will elucidate the theories and underline the urgency to advance our knowledge in this area. The study of civil wars is a growing research field of international relations, as civil wars have become more common than wars between states. By examining theories of civil war causation and testing these on case studies from the 20th and 21st centuries, the course covers important subject matter in the International Relations concentration of Tulane's BA in Political Science.

POLI 3410. Globalization and Politics. (3 Credits)
The Globalization and Politics course examines diverse aspects of globalization and their effects on politics. The course begins with the analyses of the debate between globalists and anti-globalists, followed by the study of the economic effects of globalization and increase in capital and labor mobility. The issues of global inequality, global civil society, North-South gap and global governance are also addressed. The course provides answers to the questions about the impact of global culture and growing influence of high-tech global flows in special social networking.

POLI 3450. Global War on Terrorism. (3 Credits)
The course will ask student to examine broad questions about the nature of the contemporary world in order to understand the roots of modern terrorism, including its historical, philosophical and political background. It will also discuss and evaluate the various counter-terror and terrorism policies developed by the United States and elsewhere to address terrorist violence. Prerequisites: POLI 3450<br/>&lt;br/&gt;&lt;br/&gt;

POLI 3520. Intl Organization. (3 Credits)
A systematic study of attempts to modify the international system through multilateral organization.

POLI 3540. Intl Political Economy. (3,4 Credits)
Survey of traditional and recent theories and approaches to the study of international political economy. Emphasis will be given to the microfoundations for macromodels such as liberalism, Marxism, and realism. Topical areas will include monetary management, trade, and multinational corporations.

POLI 3550. Conflict Mgmt in Arab-Israeli. (2 Credits)
This course is part of the Mandel-Palagye Program for Middle East Peace. It will introduce students to a range of theories and experiences exploring ways to resolve violent conflict, and conditions to build sustainable peace, with a focus on the Arab-Israeli conflict.

POLI 3630. Causes & Prevent Intl War. (3 Credits)
This course surveys the causes of war among nations. The course examines theories of war causation, and tests these out on historical case studies from the 20th century. The lessons of the past will be applied to important contemporary questions: Is the postwar peace among the great powers permanent? What policies can help reduce the likelihood of future war? Can 20th century theories explain 21st century conflicts? Upon completion of this course, students will be familiar with many of the factors that seem to cause, exacerbate, or lessen military conflict between nation-states. Students will be able to apply these factors in examining real-world scenarios.

POLI 3880. Writing Intensive: POLI 3010. (1 Credit)

POLI 3890. Service Learning: POLI 3040. (1 Credit)

POLI 4010. Special Projects. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLI 4011. Special Projects. (3 Credits)

POLI 4310. Peace Studies & Conflict Mgmt. (3 Credits)
Peace Studies is often defined as the study of conflict resolution through nonviolent means. This course will introduce students to a range of theories and experiences exploring ways to resolve violent conflicts, with a focus on intra-state war, and conditions to build sustainable peace in nations that have seen armed conflict. Taking an interdisciplinary approach by including readings from psychology, anthropology, international relations and more, we will consider theoretical debates regarding the roots of conflicts and how these interpretations affect the choice of conflict management tools. Then we will study various attempts of peacemaking, ranging from mediation to nonviolent resistance, nation-building to human rights regimes. Reflecting on both evidence and theory the course will give students an understanding of the strengths and weaknesses of current approaches to conflict management and peace building. Pre-requisites: POLI 2500, POLS 2010.

POLI 4410. International Law. (3 Credits)
This course provides an introduction to basic principles of international law and how it is created, implemented, and enforced. Students will learn what forms of law make up international law; how international law is made and by whom; to whom international law applies; and the specific rules of international law in various subject areas. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.
POLI 4520. Intell. & Covert Ops.. (3 Credits)
The class examines the uses of intelligence and clandestine operations as strategies affecting international relations from the end of World War II to the present. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLI 4530. American Foreign Policy. (3 Credits)
Theory and practice of American foreign policy. Emphasis is on major issues in United States diplomacy and on basic ideas governing American foreign policy.

POLI 4600. Latin Am Intl Relations. (3 Credits)
This course deals with relations among Latin American nations as well as those with the United States, Europe, Japan, and multinational institutions. This class will cover the international aspects of issues such as trade, security, human rights, immigration, and environmental politics as they relate to Latin America.

POLI 4620. Global Environmt Politcs. (3 Credits)
An examination of the political dimensions of international environmental problems. The course will include investigation and analysis of the causes, consequences, and potential solutions to a range of environmental problems.

POLI 4630. Strategy & Politics. (3,4 Credits)
The focus of this course is grand strategy - the economic, diplomatic, and military policies adopted by states to improve their security. Theory and historical evidence will be used to address these questions: What are the different types of grand strategy, and which are appropriate to different international conditions? What forces determine a state's choice of grand strategy? What political, psychological, and cultural factors lead states to choose badly?

POLI 4650. Russian Foreign Policy. (3 Credits)
This course will explore the sources and substance of Russian foreign policy with a focus on security issues, and on relations with the U. S., Europe, and the new independent states of Eurasia.

POLI 4660. Middle East Security. (3 Credits)
Overview of contemporary security conditions in the Middle East, including conventional arms balances, weapons of mass destruction, guerrilla wars, terrorism, and economic conditions affecting security.

POLI 4670. Politics of Arab Israeli Confli. (3,4 Credits)
Examines the origins and development of the Arab-Israeli conflict from the beginning of renewed Jewish settlement in Palestine in the 1880s until the present day.

POLI 4880. Writing Intensive: POLI 4660. (1 Credit)

POLI 4881. Writing Intensive: POLI 4670. (1 Credit)

POLI 4882. Writing Intensive: POLI 4630. (1 Credit)

POLI 4883. Writing Practicum: POLI 4010. (1 Credit)

POLI 4890. Service Learning: POLI 4600. (1 Credit)

POLI 5190. Semester Abroad. (1-20 Credits)

POLI 5380. Junior Year Abroad. (1-20 Credits)

POLI 5390. Junior Year Abroad. (1-20 Credits)

POLI 6530. Int'l Human Rights. (3 Credits)
This course is an exploration of the history, theory and practice of human rights law. It pays particular attention the interactions between international law and repressive campaigns, transnational social movements, and the operation of domestic courts. Students will be challenge to assess claims about progress and decline in human rights over time.

POLI 6630. International Security. (3 Credits)
A review of critical issues threatening the security of the major powers including nuclear strategy, arms control, weapons procurement, international economics, and military interventions in regional disputes. In addition to the substance of selected issues, the course deals with the literature on decision-making, crisis management, and the organization of governments for effective foreign policy-making. Emphasis is on American security problems and policy-making.

POLI 6880. Writing Intensive: POLI 6630. (1 Credit)

POLI 6881. Writing Intensive: POLI 6530. (1 Credit)

POLI 6890. Service Learning: POLI 6530. (1 Credit)

POLI 6950. Special Topics. (3,4 Credits)

POLI 7510. Sem:Internation.Relation. (3 Credits)

Poli Sci - Intl. Development (PSDV)

PSDV 2400. Intro to Internatl Development. (3 Credits)
This course introduces students to the notion and history of international development, and examines the different theories and strategies of development that have evolved in the last seventy years. We address the many challenges that the global community is facing in its efforts to reduce poverty in an equitable and sustainable manner. We then tackle varied thematic issues and goals of development such as understanding multifaceted poverty, improving health and education outcomes, and building sustainable cities, which provide students with opportunities to apply the theories under study along with exploring possible solutions.
PSDV 3200. Development Issues & Strategies. (3 Credits)
This course gives insight into how to make development more sustainable, durable, compatible with nature, the needs of current and future generations, and, in particular, the essential needs of the world’s poor. Keeping in mind that the definition of sustainability is heavily dependent on local contexts and concerns, the course provides several approaches to understanding sustainable development. These include: governance at global, national, and local levels, the resource curse hypothesis, sustainable and durable peace, international aid and debt structures, and a gender lens. The assignments take the students through a process of developing a policy for a current problem in a developing country of their choice.

PSDV 3500. Global Food Politics & Policy. (3 Credits)
PSDV 3561. Environment & Development. (3 Credits)
PSDV 4200. Women & Development in Africa. (3 Credits)
Development studies increasingly focus on questions of gender and family as drivers and receivers of development. Improving the quality of life of African women and families hinges on first understanding who they are and why and how they live as they do. In this course we will explore a key question: How are women, gender and sexuality central to development in Sub-Saharan Africa? The course aims to answer this question by providing a comprehensive overview of the social, political, economic, regional and global realities that shape daily lives of women in Sub-Saharan Africa. We will examine diverse topics ranging from family planning and social entrepreneurship to beauty politics and women’s role in conflict. A variety of case studies and authors from across the continent will be consulted, including examples from Kenya, Tanzania, the Democratic Republic of Congo, Rwanda, Somalia, and Nigeria. The course will be interdisciplinary in approach, with material drawn from public health, history, education, psychology, political science, environmental studies, and literature. The sources we will use will be diverse, including academic articles, monographs, novels, short stories, poetry, art, and film. This course is required for students who wish to apply for the Newcomb College Institute’s summer program in Kenya.

PSDV 4300. Identity and Development. (3 Credits)
A principal concern of many development theorists and practitioners today is the need to recognize differences. That means, fundamentally, respecting differences in identity and how one’s identity or identities, such as gender, ethnicity, family structure, national origin, political affiliation, race, and religion play out in daily practice. The first section of the course provides historical and theoretical context for current discussions of identity as they relate to, affect and shape current international development theory and practice. The second section of the course examines cross-cutting issues where identity concerns intersect, with an emphasis on current trends and challenges, such as migration, violence, and urban change.

PSDV 4320. Migrants Refugees & Development. (3 Credits)
PSDV 4330. Post-Conflict Development. (3 Credits)
PSDV 4392. Controversies-Glob Pub Hlth. (3 Credits)
PSDV 4400. Development in the Francophone World. (3 Credits)
Development in the Francophone World, taught in the French language, focuses on political, economic, and social aspects of development in francophone developing areas, especially in Africa. We will discuss disaster relief issues with a focus on Haiti. Topics of discussion include: historical and political heritage; French and European development practices in terms of trade, investment, and foreign aid; entrepreneurship as a tool of development; and the impact of globalization and migration on the regions in question. We will examine development programs in areas such as poverty, food security, education, human rights and gender equity, health, and the environment, and will assess the performance and prospects of the United Nations Millennium Development Goals (2000-2015) and Sustainable Development Goals (2016-2030).

PSDV 4560. Internship. (1-3 Credits)
With the approval from the International Development Studies Program and the Center for Public Service, students can gain unique practical experiences and earn credit by engaging in a service-learning internship course. The internship program provides students the opportunity to bridge academic learning with service in the community. Internships foster professional development, promote practical application of knowledge acquired in the classroom, and encourage civic engagement. This course requires motivation, passion, and enthusiasm.

PSDV 4561. Special Topics. (1-3 Credits)
PSDV 4900. Leadership & Mgmt Development. (3 Credits)
PSDV 4901. Independent Study. (1-3 Credits)
PSDV 4950. Special Topics. (1-3 Credits)
PSDV 4951. Special Topics. (1-3 Credits)

Poli Sci - Political Theory (POLT)
POLT 1290. Semester Abroad. (1-20 Credits)
POLT 2700. Pol Thought In The West. (3 Credits)
A history of the development of Western political thought from the ancient Greeks to recent times.
POLT 3010. Special Projects. (3 Credits)
POLT 3011. Special Projects. (3 Credits)
POLT 3020. Special Projects. (3 Credits)
POLT 3610. Jewish Political Thought. (3 Credits)
This course examines Jewish political thought in its many manifestations from its beginnings in the books of the Hebrew Bible (Tanakh) through the twentieth century.
POLT 3710. Social Contract Theory. (3,4 Credits)
POLT 3730. Politics and Morality. (3 Credits)
An examination of the morally questionable means that are most commonly used in the political process. No prerequisites.
POLT 3750. Democratic Theory. (3 Credits)

POLT 3780. Feminist Political Thry. (3 Credits)
This course will focus, first on the role of women in the tradition of western political thought. Second, the course will examine the attempts of contemporary feminist thinkers to deal with concepts central to the tradition of political theory, such as justice, equality, and liberty.

POLT 3810. Rhetoric & Politics. (3 Credits)
A survey of theories of political discourse from the ancient Greeks to late 20th-century democratic theory. Special attention will be paid to the relationship between classical rhetoric and political theory.

POLT 3820. Contemp Political Ideas. (3 Credits)
An analysis of variants of revisionist Marxism, socialism, anarchism, fascism, 20th-century liberalism and conservatism, and the relation of these to contemporary American ideologies.

POLT 3880. Writing Intensive: POLT 3820. (1 Credit)

POLT 3881. Writing Intensive: POLT 3820. (1 Credit)

POLT 3890. Service Learning: POLT 3780. (1 Credit)

POLT 4010. Special Projects. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4610. Bible As Political Theory. (3 Credits)
A study of the Bible from the prospective of political theory, which analyzes the similarities and differences between the political perspectives of classical (Greek and Roman) thinkers those of the Bible. The course will focus on the Hebrew Bible (Old Testament), although the New Testament, especially those sections dealing with social ethics, will be examined and discussed. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4720. Ancient&Medvl Pol Theory. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4770. Transition To Modernity. (3 Credits)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4780. Modern Political Theory. (3 Credits)
An analysis of the development of political theory since the 16th century with emphasis on modern ideologies especially conservatism, liberalism, communism, and fascism. Hobbes, Locke, Rousseau, Burke, Bentham, and Marx are given particular attention. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4790. Contemp Pol Theory. (3 Credits)
Analyzing contemporary political philosophy, within the context of Kantianism vs. Hegelianism. Attention will be concentrated on political philosophers such as Arendt, Oakeshott, Rawls, Foucault, Lyotard and Derrida. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4860. American Pol Thought. (3,4 Credits)
This course discusses the historical development of the Constitution and associated political ideas, from the founding period up to the present. Thinkers discussed include Paine, Madison, Calhoun, Dewey, and Rawls, among others. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4880. Writing Intensive: POLT 4860. (1 Credit)

POLT 4881. Writing Intensive: POLT 4770. (1 Credit)

POLT 4890. Service Learning: POLT 4610. (1 Credit)

POLT 5190. Semester Abroad. (1-20 Credits)

POLT 5380. Junior Year Abroad. (1-20 Credits)

POLT 5390. Junior Year Abroad. (1-20 Credits)

POLT 6750. Top Soc & Pol Philosophy. (3 Credits)

POLT 7710. Political Theory Sem. (3 Credits)

Political Economy (PECN)

PECN 1290. Semester Abroad. (1-20 Credits)
Credit placeholder for study abroad courses in Political Economy.

PECN 1940. Transfer Credit. (3 Credits)
Transfer Credit.

PECN 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

PECN 3010. Positive Political Economy. (3 Credits)
This course is designed to provide students with an introduction to the field of positive political economy. Positive political economy seeks to understand and predict policy outcomes and political behavior. The course will take an interdisciplinary approach that uses tools and concepts from economics to study politics and political behavior. The course will presume that political actors are rational and goal oriented. Using this approach, the course will examine how institutional constraints in the political environment affect the choices of these actors and the resulting political outcomes.

PECN 3020. Pol Ec:Historical Ovrvw. (3 Credits)
This course introduces students to the question of how different modern Western societies and thinkers have defined the relationships between political and economic activities. Beginning with the experience of Europe in the 15th century, it examines what the unprecedented wealth of modern Western societies has meant for the understanding and practice of politics. It also explains what caused the economic abundance of Western nations to come into being in the first place, and how that abundance has been sustained over time.

PECN 3030. The Individual,Soc&State. (3 Credits)
This course presents an integrated study of the main alternatives in political ideology (liberalism, socialism, fascism, Marxism) advocated in the modern world and the exemplifications of these ideologies in practice in the modern world (post-war West Germany, 20th-century Britain, Mussolini’s Italy, the former Soviet Union).
PECN 3040. Comp & Intl Pol Econ. (3 Credits)

Virtually all contemporary economies are characterized by extensive relations between the economic and political systems. Furthermore, these relations seem to involve often complex relations between the global, national, and sub-national political economies. This fact is currently referred to as globalization. However, it is clear that globalization, whatever it is, has different effect on national (and sub-national) political economies. In this course, we will: 1) attempt to develop an understanding of globalization; 2) develop a comparative analysis of the links between globalization and national outcomes; and 3) examine the international institutions that attempt to manage globalization. Because time is finite, and there are other courses, we will focus primarily on advanced democracies.

PECN 4010. Constitutionalism. (3 Credits)

This course discusses the historical development of constitutionalism, with a view to understanding what is common to the various forms of constitutional government which have appeared in different societies from classical Athens to modern America.

PECN 4040. Democ/Capitlsm/Free Spch. (3 Credits)

This course discusses freedom of expression in the context of advanced capitalist democracies such as the U.S. Topics include justifications for free speech, its proper scope, tensions between democratic self-government and capitalist mass media, and Supreme Court decisions relating to freedom of expression.

PECN 4300. Behavioral Econ &Public Policy. (3 Credits)

This course provides an overview of research in “behavioral economics” which integrates insights from psychology into economic models of behavior. We’ll survey a range of topics which comprise the standard behavioral economic canon — focusing on ways in which individuals may systematically depart from assumptions such as perfect rationality, self interest, and time consistency of decisions. It will examine models of non-standard preferences and decision rules, and discuss empirical strategies for distinguishing between such behavioral decision-making and the predictions of the standard model.

Behavioral economics incorporates insights from social psychology, experimental economics, and sociology. Important areas of emphasis will be behavior towards risky outcomes, financial decision making, and applications to social institutions such as taxation and public finance. An important emphasis will be on how insights into behavioral economics can and should influence the design of public policy programs.

PECN 4400. Law & Economics of the Regulat. (3 Credits)

This course is designed to introduce students to the law and economics of the regulatory state and the challenges to governance posed by the regulatory state. Students will be expected to develop an understanding of key legal principles as well as to apply economic analysis to legal rules. For each of the topics, a discussion of legal principles will be paired with the relevant economic analysis. The first part of the course treats classic topics of law and economics. The aim here is to provide the key foundational material in contracts, torts, property, and administrative procedures. The questions to be addressed are the specifics of the legal rules and their impact on economic efficiency and welfare, broadly defined. These tools are necessary in order to understand why there may need to be further government regulation. The second part focuses on administrative law and the regulatory state. It will focus on why laws are written so as to permit action for regulatory agencies; the procedures that agencies and courts follow for regulations; and the limits of regulatory authority. There will be a careful look at case studies illustrating these principles.

PECN 4560. Internship. (1-3 Credits)

An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Only one internship may be completed per semester. Certain internships may satisfy the public service graduation requirement with prior approval of the department and the Center for Public Service.

PECN 4570. Internship. (1-3 Credits)

An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Only one internship may be completed per semester. Certain internships may satisfy the public service graduation requirement with prior approval of the department and the Center for Public Service.

PECN 4910. Independent Study. (3 Credits)

Independent study in Political Economy.

PECN 4920. Independent Study. (1-3 Credits)

Independent study in Political Economy.

PECN 4970. Special Topics Political Econ. (3 Credits)

Special topics in Political Economy.

PECN 4980. Special Topics Political Econ. (3 Credits)

Special topics in Political Economy.

PECN 4981. Special Topics Political Econ. (3 Credits)

Special topics in Political Economy.

PECN 4990. Honors Thesis. (3 Credits)

Honors thesis in Political Economy.

PECN 5000. Honors Thesis. (4 Credits)

Honors thesis in Political Economy.

PECN 5190. Semester Abroad. (3-6 Credits)

Semester Abroad.

PECN 5380. Junior Year Abroad. (1-20 Credits)

Junior Year Abroad.

PECN 5390. Junior Year Abroad. (1-20 Credits)

Junior Year Abroad.
PECN 6000. Major Seminar In Pol Econ. (3,4 Credits)
The political economy majors’ seminar focuses on a large theme or question that no single discipline in the program uniquely claims for its own and no one approach exhausts. Example of such issues: the rise of the nation state, capitalism and democracy, the foundations of economic behavior, the organization and meaning of work, and industrialization, economic growth, and social change. In designing a majors seminar, faculty define the issues that most engage them as teachers and scholars and that sustain a coherent cross-disciplinary course offering.

PECN 6890. Service Learning: PECN 6000. (1 Credit)
Service learning add-on credit for major seminar in Political Economy.

Portuguese (PORT)

PORT 1120. Intensive Portuguese. (4 Credits)
An intensive one-semester introduction to Portuguese with an emphasis on listening and speaking skills designed to quickly prepare students for more advanced study of language, literature, and culture. Co-requisite: PORT 1121.

PORT 1121. Intensive Portuguese Lab. (0 Credits)
A 75-minute weekly meeting dedicated to improving proficiency via telecollaboration. Co-requisite: PORT 1120.

PORT 1290. Semester Abroad. (1-20 Credits)
 Semester Abroad.

PORT 1940. Transfer Coursework. (0 Credits)
Transfer Coursework.

PORT 2030. Intermediate Portuguese. (4 Credits)

PORT 2031. Intermediate Portuguese Lab. (0 Credits)

PORT 2050. Immersive Intermedia Portugues. (4 Credits)
Summer Program.

PORT 2390. Semester Abroad. (1-20 Credits)
 Semester Abroad.

PORT 2890. Service Learning: PORT 2030. (1 Credit)
Service Learning.

PORT 3040. Grammar & Writing - Portuguese. (3 Credits)
Analysis and practice in the written language.

PORT 3050. Immersive Grammar & Writing. (3 Credits)
Summer program.

PORT 3130. Intro to Brazilian Culture. (3 Credits)
Introduction to Brazilian literature, with a focus on questions of cultural identities, relations between high and low culture, representations of race, gender, class, and sexuality.

PORT 3190. Brazilian Short Stories. (3 Credits)
This course provides an introduction to the Brazilian short story from 1870 to the present, while providing intermediate to advanced training in Portuguese conversation and composition.

PORT 3250. Composition & Convers. (3 Credits)
Reinforcement of spoken Portuguese and review of grammatical structures. Short stories and plays serve as the basis for further development of speaking and writing. Emphasis in dealing with the texts is on their utility for skill practice rather than literary analysis.

PORT 3280. Adv Port thru Brazilian Film. (3 Credits)
Through a series of film viewings, readings, and access to other visual media from Brazil, students receive instruction in how to discuss and analyze visual culture in Portuguese. Vocabulary building and strategies for enhanced viewing and reading comprehension are stressed. Significant emphasis on the continued development of linguistic skills.

PORT 3290. Special Topics. (3 Credits)
Course will expand upon grammar and vocabulary learned in 1120-2030 sequence. Emphasis on written and oral production in specific registers. Possible themes include Portuguese across the Lusophone world, regional studies in the Lusophone world, professional skills, historical development of Portuguese, Portuguese pronunciation. The precise topic varies from year to year.

PORT 3330. Brazilian Lit Translatn. (3 Credits)
A survey of Brazilian literature in translation, focusing primarily on the novel and short story. Students engage a wide variety of texts, including representative works of romanticism, realism, modernism and postmodernism. This course may be taken for major or minor credit if written work is completed in Portuguese.

PORT 3340. Brazilian Women Writers. (3 Credits)
An introductory survey of influential Brazilian women writers of prose fiction, with a focus on literary treatment of questions of gender, sexuality, race, and class.

PORT 3890. Service Learning: PORT 3280. (1 Credit)
Service Learning.

PORT 4100. Gender & Sexuality Brazilian. (3 Credits)
This course proposes a historicized and interdisciplinary consideration of gender and sexuality in modern Brazil through short fiction, films, documentaries, popular music, and critical texts. It will address a wide range of topics, including patriarchal power and the construction of masculinity, the quest for female subjectivity, gender in relation to race and class, the constitution and crisis of the bourgeois family, marital strife and infidelity, homosexuality, and transgender performance.

PORT 4120. Soc Problems Braz Lit & Cultur. (3 Credits)
The chief problems of Brazilian society as reflected in fiction, testimony, poetry, theatre, music, and other forms of cultural expression. Representative works may concern persistent race, class, and gender inequalities; tyranny and political repression; violence; and/or environmental issues.

PORT 4130. Topics in Brazilian Literature. (3 Credits)
Readings in Brazilian stories, essays, and poems, focusing on a topic of historical and cultural importance. Some themes: women in Brazilian literature, regionalism, Afro-Brazilian culture, soccer. The precise topic varies from year to year.

PORT 4160. Afro-Brazilians. (3 Credits)
This course provides an introduction to the history of Brazilian race relations, the fiction and poetry of black writers from Brazil, and the study of recent Afro-Brazilian cultural and social movements.
PORT 4290. Brazilian Cultural Study. (3 Credits)
A survey of Brazilian practical and discourses of the twenty-tentury that engages historic and contemporary debates in Brazil surrounding nationality, modernity, democracy, and citizenship.

PORT 4440. Brazilian Popular Music. (3 Credits)
This course examines Brazilian cultural history through the prism of popular music, often regarded as Brazil’s most accomplished field of artistic production. The study of music will provide the basis for the exploration of issues such as nationalism, regionalism, developmentalism, authoritarianism, and globalization.

PORT 4510. Luso-Brazilian Cities. (3 Credits)
An advanced undergraduate course with a focus on the literary and cultural production of a major city of the Portuguese-speaking world including Lisbon, Rio de Janeiro, São Paulo, Salvador da Bahia, Luanda, and Maputo.

PORT 4610. Brazilian Cinema. (3 Credits)
This survey of Brazilian cinema and film criticism covers key phases in national film production including early experiments, the failed Vera Cruz enterprise, Cinema Novo, Cinema Marginal, Embrafilme productions, and recent film directors include Mário Peixoto, Humberto Mauro, Anselmo Duarte, Nelson Pereira dos Santos, Ruy Guerra, Glauber Rocha, Carlos Diegues, Walter Lima Junior, Luiz Carlos Barreto, Paulo César Saraceni, Joaquim Pedro de Andrade, Rogério Sganzerla, Júlio Bressane, Suzana Amaral, and Carla Camurati.

PORT 4990. Honors Thesis. (3 Credits)
Honors Thesis.

PORT 5000. Honors Thesis. (4 Credits)
Honors Thesis.

PORT 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

PORT 6000. Independent Study. (1-3 Credits)
Independent Study.

PORT 6130. Brazilian Cultural Imaginaries. (3 Credits)
This course is a textual and experiential exploration of Brazil and specifically the city of São Paulo as part of the Tulane Summer in Brazil program.

PORT 6160. Afro-Brazilian. (3 Credits)
This course provides an introduction to the history of Brazilian race relations, the fiction and poetry of black writers from Brazil, and the study of recent Afro-Brazilian cultural and social movements.

PORT 6190. Avant-Garde Move Lat Am. (3 Credits)
This course surveys the avant-garde movements in Spanish America and Brazil, focusing on the period from 1916 to 1935. Some of the movements to be examined include Huidobro’s creacionismo, ultraïsmo, Brazilian modernismo and verdeamarelismo, Mexican estridentismo and the “Contemporáneos” group, and the impact in Latin America of surrealism and other European avant-garde movements. Readings in both Spanish and Portuguese, and the class is taught in both languages, but fluency in both languages is not expected.

PORT 6200. The Lit of Brazil. (3 Credits)
In-depth study of Brazilian literature from its beginning to the present. Authors: Manuel Antônio de Almeida, José de Alencar, Gonçalves Dias, Castro Alves, Machado de Assis, Aluísio Azevedo, Graciliano Ramos, José Lins do Rêgo, Mário de Andrade, Oswald de Andrade, Manuel Bandeira, João Cabral de Melo Neto, Jorge Amado, Carlos Drummond de Andrade, Guimarães Rosa, Clarice Lispector, Antônio Callado, Lygia Fagundes Telles, Rubem Fonseca, Sérgio Sant’anna, Roberto Drummond, and others.

PORT 6230. Brazilian Lit & The City. (3 Credits)
Brazilian literature and its production within an urban environment focusing of issues such as slavery and race relations, class divisions and spatial marginality, industrialization and labor movements, gender and sexuality, media and popular culture, rural to urban migration, and violence and criminality. Authors may include Manuel Antônio de Almeida, Aluísio Azevedo, Machado de Assis, Lima Barreto, Mário de Andrade, Patricia Galvão, Marques Rebelo, Nelson Rodrigues, Rubem Fonseca, Caio Fernando Abreu, Patricia Melo, Paulo Lins, and Regina Rheda.

PORT 6290. Brazilian Cultural Studies. (3 Credits)
An advanced survey of Brazilian social and cultural critics of the twentieth century including Silvio Romero, Euclides da Cunha, Gilberto Freyre, Sérgio Buarque de Hollanda, Guerrro Ramos, Roland Corbíser, Florestan Fernandes, Antônio Cândido, Roberto Schwarz, Ferreira Gullar, Silviano Santiago, Luiz Costa Lima, Flora Süsskind, Renato Ortiz, Muniz Sodré, and Marilena Chauí. The course foregrounds historic and contemporary debates in Brazil surrounding nationality, modernity, democracy, and citizenship.

PORT 6440. Brazilian Popular Music. (3 Credits)

PORT 6710. Contemp Fict Sp Am &Braz. (3 Credits)
A comparison of the contemporary fiction of Spanish America and Brazil. Topics vary but may include: the short story; race, gender, and nationalism; the regionalist novel; experimental fiction; fiction and popular culture. Among the selected authors are Julio Cortázar, Guimarães Rosa, Fonseca, Borges, Clarice Lispector, Rufão, Donoso, Icaza, Ramos, Rivera. Reading competence in Spanish and Portuguese to be established by previous course work or judgment of instructor.

PORT 6910. Special Topics. (3-4 Credits)
Open to graduate students only.

PORT 9980. Master's Research. (0 Credits)

PORT 9990. Dissertation Research. (0 Credits)

PR- Digital Media & Mkt Communication (PRDM)

PRDM 2900. Digital Media Princ & Strategy. (3 Credits)
This course will provide students with an understanding of how goals, audience, and metrics define a strategic approach to online communication and how specific channels, platforms, and tactics are used to achieve that strategy. The course will also focus on the key components of planning and creating an effective inbound strategy to reach an organization’s audience.
PRDM 3010. Creating Digital Content. (3 Credits)
This course will teach students how to think critically when developing digital content for different online channels and platforms, including long-form writing, short-form copy and headlines, images, infographics, and long-form videos and short clips.

PRDM 3150. Digital Media Analytics & Rpt. (3 Credits)
This course will take a deeper look at developing metrics, reporting tactics, and evaluating results of digital media and marketing communication campaigns. Students will have hands-on access to multiple platforms that track performance on different channels (social, paid media, email, etc.) and will analyze and report results.

PRDM 3200. CRM and Digital Media. (3 Credits)
This course is designed to present how customer relationship management (CRM) software is used to manage customer and audience relationships with digital media and marketing communication strategies, campaigns, and tactics. Students will learn and evaluate different CRM and engagement database platforms and develop strategies, tactics, and processes to help manage relationships with an organization's customers, constituents, and audience.

PRDM 3410. SEO & SEM Strategies. (3 Credits)
This course will present the basic principles of Search Engine Optimization, Search Engine Marketing, and Paid Media. It will focus on both creative and technical applications and strategies guided by industry research and best practices. Students will have hands-on access to the platforms available to research, build, and measure digital media effectiveness across platforms.

PRDM 4100. Digital Media Campaigns. (3 Credits)
This course will provide a hands-on, applied learning experience using digital media and marketing communications automation software suites. Students will work in groups with real-life companies and organizations to create, implement, and analyze the effectiveness of their digital media and marketing communication campaign. Peers, faculty, and other industry experts will evaluate and judge the performance of the group's plan and results.

Professional MBA (PMBA)

PMBA 6100. Managerial Accounting. (2 Credits)
Applies the accounting models that support managerial decision-making in an advanced environment. Topics include cost behavior, cost-volume-profit analysis, variable costing, differential (incremental) analysis, capital budgeting (with emphasis on the sources of accounting data), and interdivisional transfer pricing. Models are applied to service and merchandising as well as manufacturing environments.

PMBA 6110. Financial Accounting. (2 Credits)
Familiarizes students with key financial accounting concepts, methods and terminology and introduces the tools of financial statement analysis. The financial reporting roles of management, auditors and regulators are studied, and students learn how accounting policy choices can influence reported performance and financial position. Students develop knowledge and skills that allow them to read, interpret and analyze financial statements at a basic level and to discuss business issues in accounting terms.

PMBA 6120. Financial Statement Analysis. (2 Credits)
Explores the principles and techniques for understanding and interpreting financial statements, including statement comparability, income measurement and disclosure, cash flow analysis, ratio analysis and the disaggregation of ratios, quality of earnings, account analysis, and footnote disclosures. The financial relationships of the accounting model are applied to published financial statements. Cases are used extensively.

PMBA 6200. Management Communication. (2 Credits)
Focuses on the different ways companies communicate with both internal and external constituencies, including employees, shareholders, regulators, the public, etc. The practical emphasis is on student exercises and includes informal individual briefings, formal group presentations, and media events during crisis situations. The course also uses video and print media extensively to illustrate good and poor communication efforts on the part of existing corporations over the past several years, including examples from the oil and chemical industries, the mining industry, the tobacco industry, the accounting/consulting industry, and the wine/beer industry.

PMBA 6210. Managing People. (2 Credits)

PMBA 6220. Leadership. (2 Credits)
Introduces students to leadership in business organizations. Leading teams and leading during times of change are also covered. Students will study current business leaders and analyze their leadership practices. Team projects and presentations are used to illustrate team leadership. Current models of change are also discussed.

PMBA 6300. Financial Management I. (2 Credits)
Provides a rigorous introduction to the field of financial economics. The first section of the course develops an analytical understanding of the time value of money concept, and applies it through basic techniques for the valuation of stocks, bonds, and investment projects. Various capital budgeting rules are also discussed in this section. The second section focuses on capital markets including the statistical concepts of covariance and diversification and the capital asset pricing model. The third section introduces capital structure policy and discusses the impact of the different financing choices on risk and required return on firm's equity. This section also introduces the notion of weighted average cost of capital.

PMBA 6310. Financial Management II. (2 Credits)
Builds directly on the material covered in Financial Management I. The course focuses on the key policy decisions made in corporate finance and discusses their impact on firm and shareholder value. The course will include an in-depth analysis of firms' financing choices and capital structure and their role in capital budgeting decisions. The course also introduces the different discounted cash flow valuation techniques for the valuation of corporate cash flows. The last third of the course focuses on options, option pricing, and applications of option pricing in corporate finance including warrant and convertible bond valuation.
PMBA 6400. Microeconomics. (2 Credits) examines the key aspects of markets and economic behavior as they relate to managerial decision making. The basics of market supply and demand are developed with emphasis on applications to business decision making. The determinants and role of market structure are examined in relation to business competition, market concentration, and economic efficiency. Basic concepts of strategy include learning curves, returns to scale and scope, and pricing. Students are also introduced to game theoretic topics such as bidding in private versus common value auctions, and the differences between quantity, price, and location competition.

PMBA 6410. Macroeconomics. (2 Credits) introduces the theory of national income determination in relation to full employment, price stability, international trade, and economic growth. The emphasis is on macroeconomic issues for managerial decisions. Topics include the determination of interest rates, inflation, wage levels, real output growth, exchange rates, international trade patterns and how these variables impact business decision making.

PMBA 6500. Decision Models. (2 Credits) - examines the art of solving problems under uncertainty. Course topics include descriptive statistics, probability, sampling distributions, confidence intervals, hypothesis testing and simple and multiple regressions. Methods are applied to management problems drawn from marketing, finance, economics, organizational behavior, and operations management.

PMBA 6600. Strategy Formulation. (2 Credits) increases understanding of the functions and responsibilities of general management. It examines the problems that affect the character and success of an entire enterprise, whether an entrepreneurial venture or a multinational conglomerate.

PMBA 6600. Strategy Formulation. (2 Credits) increases understanding of the functions and responsibilities of general management. It examines the problems that affect the character and success of an entire enterprise, whether an entrepreneurial venture or a multinational conglomerate.

PMBA 6800. Marketing Management. (2 Credits) analyzes the market-driven corporation with respect to the marketing mix (product, promotion, price and distribution strategy) as it applies to consumer and industrial goods and services in the private and public sectors. Emphasis is placed on the application of the marketing mix through real-world projects.

PMBA 6810. Global Marketing. (2 Credits) This course deals with the challenges of a firm’s international expansion efforts. The course is organized around four topics: 1) international marketing in the early stages of a firm’s expansion, including analysis and understanding of the business environmental factors (such as cultural, political, and legal issues) that affect marketing decisions; 2) the role of research for growth and for detecting opportunities across markets; 3) the dilemma of product/service adaptation vs. marketing program standardization for consumer/business markets across specific countries; and 4) how to plan, organize, and implement a global marketing program.

PMBA 7080. Cross-Cultural Management. (2-4 Credits) considers how culture and cultural differences impact perceptions of the social and organizational environment, as well as how culture and cultural values are a major influence on ethics and ethical reasoning. It also explores the challenge of making ethical decisions in specific situations and what organizations can do in order to prevent misconduct.

PMBA 7090. Managing Global Enterprises. (2-4 Credits) focuses on the structure and processes of management, particularly those of a global organization, and simulates upper-level management activities of the global enterprise. Course objectives include developing an integrated understanding of strategic and operational decision-making in a global enterprise from a general management perspective.

PMBA 7160. Energy Risk Mgmt. (2 Credits) This course will cover a broad range of topics pertaining to financial risk management in the energy industry, using a combination of lectures and case studies to provide a rigorous yet thoroughly applied perspective on the topics covered. The focus will be on the energy risk exposure faced by corporations arising from the volatility of energy prices – what it is; how it’s assessed; whether it should be managed; and how it should be managed. Students will be introduced to the toolkit of energy financial risk management instruments – both standard tools such as forwards, futures, options and swaps and a variety of hybrids that built on them.

PMBA 7170. Energy Acct & Finance. (2 Credits) This course will cover the fundamentals of the upstream oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions will be followed through to their ultimate impact to a public E&P company’s external financial statements. Students will be able to understand the immediate impact of various decisions on a company’s cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

PMBA 7180. Energy & Env Economics. (2 Credits) In the past 50 years, the largest industries involved in the energy sector (oil, gas, and electric) have undergone profound changes and have had a large impact on the economy. Managers in the oil, natural gas, and electric industries have had to devise strategies to cope with changes in the marketplace and ever-changing governmental regulations. The energy industries feature a complex mix of regulation and market-driven incentives. Students in this class will learn to use fundamental tools of economics and finance to study the business and public policy issues involved in these energy markets from the exploration, production, distribution, and ultimate sale to consumers. Students will study a number of cases from each of these industries, critically analyzing positions and evidence and formulating recommendations by applying the economic concepts they have learned in the class.

PMBA 7190. Energy Invest. Banking. (2 Credits)

PMBA 7300. Options. (2 Credits) This course is designed to help students become proficient in the inner workings of options and options markets; the valuations of options; and the applications of options. Specifically, the course will cover simple as well as complicated arbitrage and hedging strategies, and popular options pricing models such as the binomial-tree and the Black-Scholes-Merton models. Students will also practice the real-world applications of options techniques in the context of Monte Carlo simulations and back tests of trading strategies. This course should benefit students who are interested in derivatives trading, risk management, hedge funds, portfolio management, management consulting, executive compensation, commercial banking, investment banking, or any other field involving financial decision-making.
PMBA 7310. Cases In Finance. (2 Credits)
Through case analysis, this course explores ways to value different types of business enterprises. The course emphasizes discounted cash flow methods of valuation, though other methods, such as the method of multiples, the venture capital method, and real options are also introduced. Students develop and practice valuation skills, such as financial forecasting, cash flow measurement, discount rate estimation and continuing value calculation. In addition, students work with a variety of corporate situations, such as LBO’s, IPO’s, spin-offs, and mergers, in which valuation plays a key role.

PMBA 7320. Portfolio Theory. (2 Credits)
This course is concerned with the choice of investment strategies with differing risk/return characteristics in the presence of uncertainty. It begins with a rigorous development of the foundations of modern portfolio theory while critically examining the assumptions that lead to its conclusions. Students will learn how various market indexes are determined, explore the pros and cons of market efficiency, and learn some of the founding principles of behavioral finance. Students will create mean/variance efficient portfolios; discuss the challenges of doing so using historical data, and develop several tools to measure the risk-adjusted performance of a portfolio.

PMBA 7340. Corporate Risk Management. (2 Credits)
PMBA 7400. Negotiations. (2 Credits)
explores the behavioral processes and phenomena which are inherent in virtually all types of negotiations. Emphasis is on systematic preparation of a negotiating strategy. In-class negotiation exercises and extensive debriefings are used by participants to test and evaluate their strategies and tactics.

PMBA 7410. Managing Innovation. (2 Credits)
This course focuses on how firms innovate and on how they strategically manage and capture value from innovation. Technological innovations are among the most important drivers of success in many industries. For firms to gain competitive advantage in the face of technological change, they not only need a superior technology but also a superior strategy. In this course, students will gain a set of powerful analytical frameworks that are critical for formulating and implementing technology strategy as an integral part of business strategy.

PMBA 7420. Change Management. (2 Credits)
examines the key aspects of leading a successful organizational change. The course analyzes both successful and unsuccessful change management efforts. The course will build a framework for leading a successful organizational change.

PMBA 7430. Entrepreneurship. (2 Credits)
conveys skills and modes of analysis that will be used directly in initiating or acquiring, managing, and harvesting a new venture. Concepts are also applicable to venturing within an existing corporation. Students will be expected to apply tools and theories learned in functional area core courses and additional knowledge gained from this class to the analysis of cases, a venture feasibility analysis process, and the formulation of a business plan.

PMBA 7440. Performance Management. (2 Credits)
PMBA 7450. Global Strategy. (2 Credits)
- is designed to measure how well students can integrate and use the knowledge and skills gained from core PMBA courses. The course is based on a management simulation in which teams of students compete against each other for business success within an industry while utilizing “real-world” decision making, strategy formulation, problem-solving, and competitive challenges. Teams must analyze the economic conditions of the simulated environment, insure smooth production, and understand their products relative to their customers, use accounting data to evaluate results and make decisions, finance operations, determine research and development targets, market products, manage employees and the team and respond to the competition.

PMBA 7460. Topics in Marketing. (2 Credits)
PMBA 7470. Corporate Strategy. (2 Credits)
This course is designed to provide students with practice-oriented, nuanced, in-depth knowledge of the various aspects of the corporate strategy of the firm. “Corporate strategy” means managing the firm’s scope – in other words, managing a corporation as a portfolio of businesses: What business units should the company have in order to maximize the shareholders’ value? How should it acquire new lines of business? How should it divest the units it no longer wants? What should be the extent of the units’ autonomy? The two primary objectives in this class are first to improve students’ understanding of what makes a portfolio of businesses under a single corporate umbrella more or less valuable and second, to develop and hone the decision-making tools for properly structuring and executing acquisitions and alliances under different business situations.

PMBA 7490. Strategic HR Management. (2 Credits)
PMBA 7560. Intro to Electricity Markets. (2 Credits)
The number of players in power markets, competing interests, and evolving regulatory policy gives electricity markets a unique niche in the world of commodity trading. The unique physical characteristics of its product, coupled with the nature of its delivery (and associated constraints), have created opportunities for trading shops and major corporations to rise and fall in a little more than a decade. As this market (slowly) matures, and regulation continues to improve market transparency and efficiency, it will be a bumpy ride. To better understand where these markets are going and where they have been, we shall first obtain a historical perspective. With a concrete understanding of the market evolution, we will then investigate what variables (both physical and political) influence market prices on a long term, day ahead, and real time basis. We will also study the infamous market failures, and how regulators have responded to eliminate opportunities for indiscretion. The course will conclude with a brief look at several recent regulatory enactments to more closely align the interests of all market participants and stakeholders (and perhaps make the invisible hand seem more human!) This course will include market simulation exercises which will give students the opportunity to experience Power Marketing from the perspectives of a pure-marketer, independent power producer, and regulated utility.

PMBA 7700. Legal Enviro of Business. (2 Credits)
introduces the basic concepts of contracts, labor laws, discrimination, torts, partnership, corporations, securities, and bankruptcy and gives students an understanding of the relationships between parties in a typical business setting. Tax consequences relative to various entities used in business transactions are also examined.
Psychology (PSYC)

PSYC 1000. Introductory Psych. (3 Credits)
Fundamentals of contemporary psychology, including topics such as scientific methodology, heredity and behavior, principles of learning, physiological substrates of behavior, perception, social interaction, and mental health.

PSYC 1001. Psychology Beyond Classroom. (0 Credits)
The goal of this S/U course is to encourage students to learn more about how the scientific field of psychology operates in the real world by experiencing various aspects of the psychological research process.

PSYC 1100. Exploring Psychology & Lab. (3 Credits)
Introduction to Psychology for high school students enrolled in the TSSP summer program.

PSYC 1660. Special Topics. (1-3 Credits)
Special topics.

PSYC 1665. Special Topics Lab. (1-3 Credits)
Special Topics Lab.

PSYC 1940. Transfer Coursework. (3 Credits)

PSYC 2890. Service Learning. (1 Credit)
Service learning component to PSYC courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

PSYC 2940. Transfer Coursework. (3 Credits)

PSYC 3010. Intro To Personality. (3 Credits)
An introductory survey of theories and measurement in personality.

PSYC 3090. Univariate I & Lab. (4 Credits)
Lectures and laboratory in design of experiments, psychological measurement, and deriving conclusions from experimental data.

PSYC 3130. Experimental Psychology & Lab. (4 Credits)
Lectures and laboratory in design of experiments, quasi-experimental designs, control of variables, scientific communication, and application of statistical procedures.

PSYC 3131. Experimental Psychology Lab. (0 Credits)
Lab section for PSYC 3103.

PSYC 3180. Psych Testing & Measure. (3 Credits)
A survey of the nature, extent, and measurement of individual differences. Practice is given in the administration, scoring, and interpretation of a variety of types of tests with particular emphasis on techniques in contemporary use.

PSYC 3200. Educational Psychology. (3 Credits)
Examines psychological principles applied to educational practices with special emphasis on development, learning theories, and contexts of learning. Its purpose is to help adults working with children to understand better the relationship between applied educational practices and psychological principles and research.

PSYC 3210. Child Psychology. (3 Credits)
A survey of the concepts, principles, and major findings of research on human development.

PSYC 3230. Nursery School Observ. (3 Credits)
For students in the coordinate psychology and early childhood education major.

PSYC 3250. Psychology of Early Childhood. (3 Credits)
An investigation of educational programs for young children and/or parents of young children based on cognitive developmental theory, learning theory, and others. Curriculum development and the evaluation of program effectiveness are discussed.

PSYC 3260. Infancy. (3 Credits)
The cognitive, perceptual, and social development of the human infant are reviewed. Research findings and methods are emphasized.

PSYC 3300. Brain and Behavior. (3 Credits)
Lectures cover the function and structure of the nervous system and the role of brain activity in the regulation of behavior. This course provides psychology majors with a first exposure to the biological bases of behavior and is not recommended for students who have taken other courses in this area of study.

PSYC 3310. Intro to African American Psyc. (3 Credits)
A study of a wide range of topics relating to psychology generally, and African Americans specifically. Topics include personality, education, psychological assessment, racism, psychology in communities, and research.

PSYC 3330. Abnormal Psychology. (3 Credits)
An introduction to the psychological aspects of the behavior disorders.

PSYC 3340. Developmental Psychopathology. (3 Credits)
This course is intended to provide a basic familiarity with the major forms of psychopathology and behavioral disorders. This familiarity includes knowledge of the etiology, developmental course, and prognosis of major psychological disorders affecting children and adolescents. Students will increase their knowledge on the application of information gained from the study of psychological disorders to the diagnosis, treatment and study of disorders and psychological problems found in children and adolescents.

PSYC 3350. Nursery School Principles. (3 Credits)
A study of the basic principles involved in guiding the behavior of preschool children.

PSYC 3390. Adolescent Psychology. (3 Credits)
A study of development through the adolescent years. Emphasis is on cognitive, social, physical, moral, sexual, and political development.

PSYC 3430. Intro To Social Psych. (3 Credits)
The individual in a social context: the nature and measurement of attitudes, social perception, interpersonal and intergroup relations.

PSYC 3440. Experimental Social Psych. (4 Credits)
Laboratory and field experiments in interpersonal relations, social roles, and attitude change.

PSYC 3450. Positive Psychology. (3 Credits)
This upper-level seminar in which the content and application of positive psychology will be discussed, including the topics of well-being, happiness, health, and strengths.

PSYC 3460. The Self in Social Psychology. (3 Credits)
This is an upper level honors seminar in which we will explore the large body of theory and research focused on understanding the nature and function of the self from a social psychological perspective, including topics such as self-awareness, self-esteem, and neural correlates of self-related processes.
PSYC 3470. Psychology of Diversity. (3 Credits)
Navigating diversity has become increasingly important as our social world becomes more integrated with people from many varied backgrounds. Psychologists have become increasingly interested in studying diversity from a scientific perspective in order to gain a fuller understanding of these complex phenomena as well as to identify ways to increase social justice. This course will provide students with an increased understanding of theory and research related to the psychology of diversity. The course will emphasize an empirical approach to diversity. The heart of this course will cover basic psychological processes related to prejudice, stereotyping, discrimination, and stigma. We will examine diversity that results from differences in race, ethnicity, gender, gender identity/expression, disability, age, social class, sexual orientation, weight, religion, political ideology, and more. The course will make use of different learning formats and emphasize both more formal and experiential learning.

PSYC 3660. Special Topics. (1-3 Credits)
Special Topics.

PSYC 3665. Special Topics Lab. (1-3 Credits)
Special Topics lab.

PSYC 3680. Comp Animal Behavior. (3 Credits)
A lecture course to introduce the types of questions asked by animal behaviorists, theoretical disciplines posing those questions, and recent research in behavior as related to the environment, social behavior, and reproduction.

PSYC 3700. Evolution & Psychology. (3 Credits)
Lecture course exploring human behavior and cognition from an evolutionary perspective. Topics include evolutionary mechanisms, history of evolution in psychology, and the adaptive nature of sensory processes, language, social behaviors, reproduction and psychopathology.

PSYC 3770. Sensation & Perception. (3 Credits)
Sensation and Perception provides an appreciation for the different senses and the psychological phenomena associated with each sense. Discussions include the major theories, experimental methods, and findings associated with each of the sensory systems. Emphasis is placed on understanding sensory functions from an evolutionary perspective.

PSYC 3775. Sensation & Percept Lab. (1 Credit)
Sensation and Perception lab is a course that provides the student with hands on activities in order to gain a deeper understanding for the different senses and the methods used to study psychological phenomena associated with each sense.

PSYC 3880. Writing Intensive: PSYC 4610. (0 Credits)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

PSYC 3890. Service Learning PSYC 3300. (1 Credit)
Students complete a service activity in the community in conjunction with the content of the corequisite course.

PSYC 3940. Transfer Coursework. (3-4 Credits)

PSYC 4060. Behavioral Endocrinology. (3 Credits)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

PSYC 4065. Behavioral Endocrinology Lab. (1 Credit)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation.

PSYC 4180. History & Systems. (3 Credits)
A survey of the roots of contemporary psychology. Students then identify an interest area, trace its historical roots, and present their work in class.

PSYC 4330. Neurobiol Learn & Memory. (3 Credits)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

PSYC 4380. Cognitive Neuroscience. (3 Credits)
An introduction to the study of human behavior and cognition using neuroscience methods. This course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

PSYC 4385. Cognitive Neuroscience Lab. (1 Credit)
A laboratory course in which students will be introduced to the methods of cognitive neuroscience, including neural networks, event-related potentials, and functional magnetic resonance imaging. Students will design and carry out simple cognitive experiments to examine issues of hemispheric laterality.

PSYC 4510. Biological Psychology. (3 Credits)
Survey of biological psychology with an emphasis on neuroanatomy and research methods used to study mechanisms of learning and memory, mental disorders, emotion, stress, and other psychological phenomena.

PSYC 4513. Music and Brain. (3 Credits)
An introduction to current research linking music education to brain development and function. Fulfills writing intensive and service-learning requirements.

PSYC 4515. Biological Psysc Lab. (1 Credit)
A laboratory course providing training in behavioral and neurobiological methods, experimental design, data collection and analysis and preparation of research reports. Fulfills the writing intensive requirement.

PSYC 4530. Psychopharmacology. (3 Credits)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states.

PSYC 4535. Psychopharmacology Lab. (1 Credit)
Lab section for PSYC 4530.

PSYC 4560. Internship Psychology. (3 Credits)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site.

PSYC 4570. Internship Psychology. (3 Credits)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site.
PSYC 4580. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship.

PSYC 4590. Internship. (1-3 Credits)
This course provides an overview of the psychobiological bases of stress and trauma reactions and related psychological disorders.

PSYC 4610. B lick Youth Develop P syc. (3,4 Credits)
A study of major research findings with African-American children and adolescents. The course includes a participant-observer experience in the applied setting (e.g. school, group home). Intensive writing required.

PSYC 4650. Cognitive Development. (3 Credits)
In addition to describing developmental and individual differences in cognition, scientists who study children's thinking are concerned with the mechanisms that underlie cognition and its development. How do biological factor interact with experiences in the physical and social world to yield a particular pattern of development? Do children develop all their intellectual skills uniformly, or do some skills develop at a faster rate than others? Is development relatively continuous and gradual over a childhood, or are there major disruptions on its course? We will examine classic and contemporary accounts of cognitive development, and consider them from both a theoretical and an empirical standpoint.

PSYC 4660. Special Topics. (1-3 Credits)
Special Topics.

PSYC 4670. Clinical Neuropsych Assessment. (3 Credits)
The primary purpose of this course is to provide an introduction to the study of clinical neuropsychology. The course will begin by presenting an overview of brain structures and functions. It then will cover conditions that are due to some malfunction in the central or peripheral nervous system. Specifically, this course will (1) survey current neuropsychological knowledge as it pertains to normal function and to both neuropathological and psychopathological conditions (2) present a developmental perspective about neuropsychological factors in pathological conditions and (3) familiarize students with primary research literature in an area of personal interest.

PSYC 4810. Independent Project Lab. (4 Credits)
For individual research project done with a department faculty member. Generally includes hypothesis generation, design, consideration of ethical issues, data gathering, inferential analysis and the writing of work in acceptable scientific (APA) format.

PSYC 4850. Writing in Psychology. (2 Credits)
Writing in Psychology is a practicum course geared toward students planning on masters or graduate study. Written products will include statement of intent, conference abstracts, research summaries, and proposal introduction. Students will obtain experience and feedback on writing for empirically-supported arguments for a scholarly audience, manuscript organization and idea transition, and technical writing. The course is graded S/U.

PSYC 4880. Writing Intensive: PSYC 4610. (1 Credit)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

PSYC 4890. Service Learning PSYC 4513. (1 Credit)
Optional service learning component of Drugs and Behavior in which students complete 40 hours of service during the semester at a substance abuse treatment facility to be arranged by the Center for Public Service.

PSYC 4900. Psychology Research. (1-3 Credits)
PSYC 4910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

PSYC 4920. Independent Study. (1-3 Credits)

PSYC 4930. Advanced Psychology Research. (1-3 Credits)
By arrangement with department.

PSYC 4940. Transfer Coursework. (3 Credits)

PSYC 4950. Race & Inclusion Research in U.S. (3 Credits)

PSYC 4960. Special Projects. (1-3 Credits)

PSYC 5000. Honors Thesis. (4 Credits)
Honors thesis research, first semester. Register in department.

PSYC 5000. Honors Thesis. (4 Credits)
Honors thesis research, second semester. Register in department.

PSYC 5380. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

PSYC 5390. Study Abroad. (1-20 Credits)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA.

PSYC 5880. Writing Intensive: PSYC 5040. (1 Credit)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

PSYC 6060. Behavioral Endocrinology. (3 Credits)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

PSYC 6065. Behavioral Endocrinology Lab. (1 Credit)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation.

PSYC 6090. Univariate l. (3 Credits)
An introductory course covering a variety of statistical procedures commonly used in Psychology research. Course topics include descriptive statistics and significance testing as well as detailed instruction on various statistical tests. Students learn to conduct each type of analysis both by hand and using statistical analysis software (SPSS).

PSYC 6100. Rasch Methods Behav Hlth. (3 Credits)
This course covers a wide array of issues related to the conduct of clinical research. Topics include Ethical Issues, choosing a research question, defining a study population, study design, randomization methods, and other relevant topics. In addition, the course includes instruction on statistical analyses that are relevant in clinical research, such as analysis of covariance (ANCOVA) and survival analysis.
PSYC 6330. Neurobiol Learn & Memory. (3 Credits)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

PSYC 6380. Cognitive Neuroscience. (3 Credits)
An introduction to the study of human behavior and cognition using neuroscience methods. This course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

PSYC 6385. Cognitive Neuroscience Lab. (1 Credit)
A laboratory course in which students will be introduced to the methods of cognitive neuroscience, including neural networks, event-related potentials, and functional magnetic resonance imaging. Students will design and carry out simple cognitive experiments to examine issues of hemispheric laterality.

PSYC 6530. Psychopharmacology. (3 Credits)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. (Same as NSCI 6530)

PSYC 6570. Clinical Neuropsych Assessment. (3 Credits)
The primary purpose of this course is to provide an introduction to the study of clinical neuropsychology. The course will begin by presenting an overview of brain structures and functions. It then will cover conditions that are due to some malfunction in the central or peripheral nervous system. Specifically, this course will (1) survey current neuropsychological knowledge as it pertains to normal function and to both neuropathological and psychopathological conditions (2) present a developmental perspective about neuropsychological factors in pathological conditions and (3) familiarize students with primary research literature in an area of personal interest.

PSYC 6700. Health Psychology I. (3 Credits)
This is the first course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to provide an introduction to the study of health psychology. The course will examine how biological, psychological, and social factors interact with and affect: (1) the efforts people make in promoting good health and preventing illness; (2) the treatment people receive for medical problems; (3) how effectively people cope with and reduce stress and pain; and (4) the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems.

PSYC 6710. Health Psychology II. (3 Credits)
This seminar is the second course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to delve more deeply into contemporary topics in health psychology with direct relevance to the priorities outlined in recent healthcare reforms under the Affordable Care Act (ACA). By the end of the course, students are expected to develop knowledge and skills relevant to a broad range of topics in health psychology directly relevant to future careers in research, clinical practice, or policy.

PSYC 6940. Transfer Coursework. (3 Credits)
Transfer Coursework.

Public Health - Tropical Med (PHTM)

PHTM 1940. Transfer Coursework. (3 Credits)

Public Health Special Courses (SPHL)

SPHL 6020. Foundations in Public Health. (3 Credits)
PHL 6020 is one of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6020 uses blended learning with online lessons that provide an overview of public health principles, concepts, and evidence-based approaches to global public health and the biological, environmental, behavioral, socioeconomic, and political determinants of health. Students will integrate these influences through case study and scenario analyses discussions. SPHL 6020 is a requirement for all graduate students pursuing any degree in the School of Public Health and Tropical Medicine.
SPHL 6050. Biostatistics for Public Health. (3 Credits)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. Strong analytical skills in evidence-based practices are essential across all public health disciplines. In SPHL 6050, students learn how to collect, manage, and visualize a wide variety of data and appropriate biostatistical methods, including probability distributions, estimations, power and sample size, and regression. Interdisciplinary exercises, homework assignments, and data sets are drawn from real-world scenarios. The course also prepares those students who move on to advanced biostatistics courses. Biostatistics for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

SPHL 6060. Epidemiology for Public Health. (3 Credits)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6060 introduces students to epidemiological methods and approaches for use across all public health domains. This includes measuring the occurrence of disease, outbreak investigations, incidence and prevalence, natural history of disease, study designs, and estimating risk. The course also addresses the interpretation of data analyses for research, policy, and practice. Epidemiology for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

SPHL 6070. Health Systems Policy and Mgmt. (3 Credits)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6070 exposes students to the complexities, scope, and impact of decisions affecting public health. It provides a survey of public health and health care systems, policy and management principles used in public health settings. Class discussion and exercises provide opportunities for students to apply principles and skills to their own areas and career interests. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

SPHL 6080. Design Strategies in PH Prgrms. (3 Credits)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6080 equips students with the knowledge and skills to design, implement, and evaluate public health programs for diverse public health issues, populations, and settings. This course features active and collaborative learning and real-world application of course concepts. Ultimately, the course will illustrate that the effective design of public health programs is critical to improving community health. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

SPHL 7030. MI Program Internship. (0 Credits)
Practicum during Peace Corps service for Master’s Internationalism students.

SPHL 7940. Transfer Coursework. (1-10 Credits)

SPHL 7950. Integrated Learning Experience. (0 Credits)
All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies.

SPHL 8500. Interdisciplinary Doctoral Sem. (1 Credit)

SPHL 8900. INTERDISCIPLINARY DOCTORAL SEM. (1 Credit)

SPHL 8910. INTERDISCIPLINARY DOCTORAL SEM. (1 Credit)

SPHL 9900. Interdisc Doctoral Semin. (1 Credit)

SPHL 9980. Applied Practice Experience. (0 Credits)
The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE written report is required that summarizes the field experiences.

Public Health Undergraduate (SPHU)

SPHU 1010. Intro To Public Health. (3 Credits)
Students are introduced to the concepts and practice of public health in the U.S. and internationally by tracing its historical evolution. Classic public health problems and their resolution will be discussed in the context of the broader contemporary social environment. The latter part of the course is focused on public health practice in both the U.S. and developing countries, with a consideration of the structure, function, and financing of public health organizations. The many different roles for public health professionals in these organizations also are described.

SPHU 1020. Cell, Individual & Commu. (3 Credits)
This course provides a foundation of knowledge about the human body in health and disease. It gives an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/community levels. The course will focus on a natural progression in the development of health and disease, moving from a discussion of the cell, to the individual, and finally, to specific infectious or chronic disease states and processes. The role of the community in public health will be emphasized. This course is designed to provide a good foundation in the mechanisms of health and disease. Furthermore, each lecture will offer insights into current public health topics and research trends. Each lecture will address the following: 1) specific mechanisms of health and disease; 2) topics of special public health importance, and 3) a scientific update on research in the news.

SPHU 1890. Service Learning: SPHU 1010. (1 Credit)
Service Learning.

SPHU 1891. Service Learning: SPHU 1020. (1 Credit)
Service Learning.
SPHU 2016. Evolu, Microbes & Disease Emer. (3 Credits)
This course covers the basic concepts of infectious disease, dynamics of disease transmission, and the emerging and reemerging infectious diseases from an evolutionary perspective. The course's main focus is on the dynamic nature of host-pathogen relationships and the biological phenomena behind the emergence of new microbial threats. From an initial review of some core evolutionary concepts, the students will progress into detailed discussions on how particular pathogens evolutionary strategies allow them to establish within human populations. The course encourages a wider conversation on the implications of infectious diseases in the broader context of public health, and challenges students to think creatively about solutions for prevention and control.

SPHU 2050. Arthropods and Public Health. (3 Credits)
This course provides a broad introduction to insects and other arthropods that transmit infectious pathogens, or cause problems to humans through infestation or other contact. The impact of arthropods on the history of human civilization and development will be explored, as will their use as food and in art. Arthropod utilization in forensic science and for medicinal purposes will be discussed. Throughout the course the myriad adoptions utilized by arthropods, allowing them to become the most specious group of animals in existence, will be highlighted.

SPHU 2150. Foundations of Environ Health. (3 Credits)
This course is designed to provide students with an introduction to and overview of key areas in environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific application of concepts of environmental health. The course consists of lectures that cover principles derived from core environmental health disciplines. The sequence begins with background material and “tools of the trade”; agents of environmental diseases; and applications and domains of environmental health.

SPHU 2200. Concepts of Health & Wellness. (3 Credits)
This course provides a foundation of knowledge about the wellness movement - personal responsibility, behavior change and risk reduction - to introduce students to the health and wellness-related information they need to thrive in today's world. The course provides a balance among the seven dimensions of wellness while at the same time emphasizing the central roles of physical fitness, nutrition, avoidance of tobacco, and stress management as keys to a healthy life. Additional fitness and wellness topics include body composition, flexibility, safety, drugs, STDs, and chronic diseases. The course also provides scientifically based information on wellness topics, as well as assessment activities and other tools for encouraging behavioral change.

SPHU 2300. Introduction to Nutrition. (3 Credits)
This course is designed to provide students with an introduction to the basic principles of nutrition science and research. It is recommended for undergraduate students who have not had a prior course in nutritional science. It is designed to help students gain basic knowledge about the roles of specific nutrients, with emphasis on their sources, functions, and metabolism in the human body, basic principles of digestion and absorption. Other topics include food selection for optimal health, energy balance and weight control, dietary practices in health promotion and chronic disease prevention, nutrition throughout the lifespan, and in introduction to public health nutrition including but not limited to food safety, food supply, food insecurity, and food policy.

SPHU 2333. Intro to Global MCH. (3 Credits)
The course introduces undergraduate students to the complex public health problems that affect women and children in the USA and in developing countries. The course will introduce and use the socio-ecological framework and the life-course models to examine factors that determine women and children's health and disease. The foundation of the course is a comprehensive review of common health issues that affect pregnancy, children and teenagers worldwide. Programs and policy to address these issues will also be reviewed and discussed in the context of socio-ecological frameworks.

SPHU 2810. Special Topics in Pub Health. (1-3 Credits)
Special Topics in Public Health.

SPHU 2880. Writing Intensive: SPHU 2333. (1 Credit)
Writing Intensive.

SPHU 3010. Foundations of Health Care Sys. (3,4 Credits)
This course develops conceptual and methodological skills for the design and implementation of public health policy. A solid grounding in systems theory will complement the use of practical management tools such as strategic planning, cost effectiveness analysis and decision analysis. Students will apply these concepts and tools within the context of current international and domestic policy frameworks in the field of public health.

SPHU 3015. PH Program Implement & Mgmt. (3 Credits)
This course develops practical skills for the design, implementation, and management of public health programs. A solid grounding in personal, financial, and organizational determinants of health and organizational effectiveness will complement the use of practical management tools and techniques such logic model development for program design and implementation. Students will apply these concepts and tools within the context of service delivery and policy-making in the field of public health.

SPHU 3020. Info In Public Hlth Prac. (3 Credits)
This course provides an overview of how data, information and knowledge are acquired and applied to public health problems. The philosophy of scientific inquiry and systems approaches to problem solving are covered. The course describes the methods by which data are collected, analyzed and applied to public health planning, as well as the measures and statistical tools necessary to assess the importance of public health problems. Students learn to understand and evaluate scientific publications on public health topics.
SPHU 3030. GIS Information Systems. (3 Credits)

SPHU 3110. Social & Behavioral Perspectiv. (3 Credits)
This class establishes a foundation of public health theories and their application to the social and behavioral determinants of health. These topics and theories are core to public health practice across disciplines. Students explore how the key determinants of health, such as race, gender, poverty, geography, affect the health status of the public. Students delve into the underlying theoretical or organizational explanation of determinants. Through this exploration students will identify appropriate behavior change theories to address health issues and learn how to select an intervention. Students are coached through a semester-long assignment to refine their skills in writing literature reviews, matching theories to determinants, and identifying and choosing an intervention.

SPHU 3120. Issues & Strategies in PH. (3 Credits)
This seminar-style course is designed to provide students with basic biological and social concepts, control practices, and policies underlying the epidemiology of diseases of global importance. This course investigates how culture, society and the environment influence disease transmission, risk factors, disease prevention and health status. The course will be transdisciplinary, emphasizing the connections between the biological nature of disease and the social, economic and political context that influences prevention and control practices. Examples of health topics that may be addressed are malaria, neglected tropical diseases, diabetes, and vaccine preventable diseases.

SPHU 3150. Global-Local Enviro Hlth. (3 Credits)
The course is designed to identify environmental issues regarding various environmental media. Fundamental concepts addressing these issues and potential solutions will be covered. Related experiences from global to local and personal perspectives will be.

SPHU 3160. Biostatistics in Public Health. (3 Credits)
This course provides an overview of various statistical methods used in public health practice and research. Emphasis is on application of appropriate methods and interpretation of results. Examples and problems from public health settings will be included. Various statistical software will be used to analyze data (excel, SPSS and others), but prior computing experience is not required. Topics covered include methods of summarizing data and estimation and hypothesis testing techniques, including the t-test, the chi-square test, the analysis of variance, correlation analysis, and linear regression.

SPHU 3170. Foundations of Epidemiology. (3 Credits)
This course is designed to give students a general introduction to epidemiological concepts and basic tools of the field. The historic and current contributions made through the use of epidemiology in shaping our understanding of disease in populations will be described and investigated. The course will assist the student in establishing a foundation for the definition of and response to, public health challenges in the community as well as the global society. The course will introduce a number of areas of specialization within the field of epidemiology: including infectious and non-infectious diseases and other health issues.

SPHU 3200. Nutrition & Chronic Disease. (3 Credits)
This course will provide students the opportunity to explore the complex relationships between diet, obesity and chronic disease outcomes particularly cardiovascular disease and cancer. The emphasis of the course will be using evidence-based approaches to investigate relationships between diet and disease. We will review research from experts in areas related to nutrition. The course will focus on the causal pathway from diet and inactivity to obesity to negative chronic outcomes with overnutrition being the pivotal mechanism to disease. Students will explore current diet trends and learn practical skills around making food choices in addition to examining the current research on diet factors associated with chronic disease.

SPHU 3250. Global Food Security & PH. (3 Credits)
This course explores theoretical and practical questions regarding how food production and security have changed over the last 150 years. What are the regulatory and policy mechanisms that shape domestic food security as it relates to public health? How does food security affect human health and development? Are local/regional food production models a viable healthy alternative to the current national model? This course presents and analyzes the changing world of food security and production and its relation to public health. Using concepts and theories drawn from interdisciplinary sources, students will be able to understand current food security policy as well as analyze alternatives with potential for different health outcomes based upon sustenance patterns.

SPHU 3400. Nutrition, Cooking and Pub Hlt. (3 Credits)

SPHU 3410. Food Safety, Comm and Policy. (3 Credits)

SPHU 3500. PH Approach to Sexual Violence. (3 Credits)
This course provides an in-depth examination of sexual violence from a public health perspective. Theories of sexual violence, the epidemiology of sexual violence (scope, causes, risk factors, and consequences), and public health approaches to reducing sexual violence will be covered.

SPHU 3600. Women's Repro & Obstetric Hlth. (3 Credits)
This 3-credit course is geared toward public health undergraduate students with a strong interest in women and maternal health. The course has two distinct objectives. The first objective is to provide an overview of the pathophysiology of the female reproductive system and a survey of the complications of pregnancy, labor and delivery. The second objective is to explore medical and lay practices related to women gynecological and obstetric health, in USA and worldwide. Existing scientific evidences associated with these practices will be examined, along with ways to reconcile medical authoritative knowledge and women's autonomy.

SPHU 3660. Adverse Childhood Experiences. (3 Credits)

SPHU 3810. Special Topics in Public Hlth. (3 Credits)
Special Topics in Public Health.

SPHU 3880. Writing Intensive: SPHU 3010. (1 Credit)
Writing Intensive.

SPHU 3881. Writing Intensive: SPHU 3110. (1 Credit)
Writing Intensive.

SPHU 3882. Writing Intensive: SPHU 3120. (1 Credit)
Writing Intensive.

SPHU 3883. Writing Intensive: SPHU 3500. (1 Credit)
Writing Intensive.
SPHU 3884. Writing Intensive: SPHU 4010. (1 Credit)
Writing Intensive.

SPHU 3890. Service Learning: SPHU 3110. (1 Credit)
Service Learning.

SPHU 3891. Service Learning: SPHU 3300. (1 Credit)
Service Learning.

SPHU 4010. Formulation Public Hlth Policy. (3 Credits)
Students will be introduced to the nature of health policy and the process by which it is developed. Various approaches to health policy are defined and their rationale considered. The politics of the development of health policy in democratic societies are discussed from both national and international perspectives. The ethics of public health policy are addressed. The course includes modern case studies of important public health issues (e.g., AIDS, smoking prevention, emerging infections such as West Nile Virus) to illustrate the development and application of policy to promote the public health.

SPHU 4160. Intro to Statistical Packages. (3 Credits)
This course covers the elementary concepts and applications for managing and analyzing data using the Statistical Analysis System (SAS) and Stata statistical packages. The course focuses on managing and summarizing hospital admissions and international health data. The concepts covered are applicable to virtually all academic and professional settings. Each lecture begins with a presentation to introduce fundamental mapping concepts and is complemented with hands-on exercises to reinforce technical application. The first part of the course covers SAS applications, and the analog concepts for Stata are covered in the second part of the course.

SPHU 4180. Intro to Qualitative Methods. (3 Credits)
This course is an introduction to the discipline of qualitative research in public health. Students will learn how to conceptualize a research project, develop a background description of the topic, propose a research guide, and compose a problem or purpose statement. Students will learn about the ethical and legal controls about public health research. In small groups, students will undertake a pilot research study as part of the course requirements and as a means of applying their research conceptualizing and data collection skills.

SPHU 4200. Evidence Based Pub Hlth. (3 Credits)
This course introduces the student to the scientific, epidemiological, organizational and management skills needed in designing and obtaining funding for an evidence-based public health intervention within an organizational or community setting. Students become familiar with the role and operation of not-for-profit organizations, foundations, national and international government agencies, and the local community in this process. Students learn to access publicly available and electronic information provided by these agencies and organizations. The course illustrates how evidence-based public health is used by funding agencies in developing and awarding grants and by public health providers and community contractors in applying for and receiving them. Emphasis is placed on how evidence-based public health is used in writing grant proposals and students have an opportunity to write a grant proposal as part of the course.

SPHU 4210. Health & Environmental Risk. (3,4 Credits)
The course covers the principles of human health and ecological risk assessment. The National Academy of Sciences model framework for risk assessment (hazard identification, dose response assessment, exposure analysis, and risk characterization) is used to explain environmental risks of long-term exposure of humans and wildlife to air pollution and chemicals in food and drinking water. The interaction of scientific methods with focus on toxicology and regulatory requirements will be reviewed. Case studies focus on current environmental pollution issues such as exposure to lead paint, mercury in fish, arsenic from smelters and petrochemical industrial emissions. Specific topics to be covered detail include: health and ecological effects toxicology and environmental epidemiology; qualitative and quantitative risk assessment methods; cancer risk models; regulatory toxicology; risk communication; reproductive risk assessment; endocrine disruption; different approaches to risk assessment by federal, state and international agencies; political and economic aspects of risk management; information resources, and field trips to state regulatory agencies.

SPHU 4240. Epid of Sexually Transm Infect. (3 Credits)
This course is designed to provide students with the skills to conduct epidemiologic research in HIV and other sexually acquired infections. The first part of the course, we discuss the etiology, treatment, epidemiology and common prevention methods for the most common and/or most serious STIs. In the second part of the course, we will cover the methodological issues of surveillance, study design in the context of clinical and behavioral research. Ethical aspects of conducting research in HIV/STI are also discussed. Students will have hands on practice examining methodological issues by completing four exercises. Finally, we put STIs into context by discussing social, economic and political ramifications of these infections in the world by reviewing two books and one movie that illustrate these concepts.

SPHU 4260. Org Leadership & Mgmt. (3 Credits)
Organizational Leadership and Management in Developing Countries is an interdisciplinary course that examines the complex challenges inherent in managing non-profit and government organizations in developing regions. Central to your examination is the role of leadership in managing social, political, and financial influences upon policy decision-making. This course is designed for students intending to work in leadership and management positions at government agencies, international organizations, or non-governmental organizations in the developing world. Within this context, the class focuses on negotiating constraints in policy development and implementation and draws comparatively from experiences in Africa, Asia, Latin America, and the United States.

SPHU 4300. Public Health Comm.. (3 Credits)
This course examines the intended and unintended effects of health communication, with specific focus on how the mass media and the Internet stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. Three health communication foci will be explored: 1) planned communication campaigns designed specifically to elicit health behavioral change, 2) traditional mass media’s role in influencing health outcomes, and 3) the evolving influence of the Internet on health outcomes. This course examines the linkages between communication effects and various health topics, including smoking/alcohol, sex, diet, and physical activity. By the end of the course, students will understand the theoretical and practical aspects of the linkage between communication and public health and be able to apply such to public health initiatives.
SPHU 4330. Resilience in Int’l Disasters. (3,4 Credits)
This course addresses the field of disaster and international humanitarian studies, trends and recent developments in the field, and strategies to reduce disaster risk. It builds basic concepts and tools that will prepare students to understand humanitarian issues for disaster management. Students will learn to articulate concepts about disasters and the changing patterns of disasters, disaster resilience and international humanitarian response. They will develop a broad view of the key organizations involved in and components of the international humanitarian response system. The course methodology includes case studies of major disasters including the Haiti earthquake of 2010, Hurricane Katrina, the current crisis in Syria, famines in the Horn of Africa, Sahel, Southern Africa and the 2004 Asian Tsunami. Students will gain hands-on experience in computing indicators used to determine the effects of disasters on public health. Guest lecturers from the Centers for Disease Control will participate through televideo-conferencing.

SPHU 4340. Public Health Genomics. (3 Credits)
This course is designed to prepare public health students for the study of human health in a post-genome era. Students will learn the molecular basics and the complex issues involved in applying and integrating genomic technology and information into public health. The students will be able to discuss the ethical, legal, and social implications of genomics on public health.

SPHU 4350. Zoonotic Infections. (3 Credits)
This course provides a foundation of knowledge on the public health consequences of infections originating in vertebrate animals that cross over to humans with or without disease. Topics include: the consequences of animal-transmitted infections on the emergence of new human diseases; adaptation process of animal infections transitioning from animal microbes to become human microbes; human activities, occupational exposures, and medical practices that enable microbial transitions. Students will present reports and follow zoonotic disease outbreaks in real time.

SPHU 4400. Practical Bioinformatics. (3 Credits)
This practical, hands-on course introduces the basic concepts and resources of bioinformatics and genomics. Topics include health information retrieval for literatures, public grants, nucleotide and protein sequences, genome variations, and human diseases. BLAST, DNA and protein sequence alignments, building phylogenetic trees, bioinformatics tools for the laboratory will be introduced. After taking the course, students will learn how to navigate different bioinformatics databases, and grasp strategies useful for research in public health and related fields in general.

SPHU 4410. Data & InformationMgt in PH. (3 Credits)
This course provides students with a full introduction to data and information management. The topics include tools for collecting data; database concepts; data-entry techniques; queries of databases; data quality control; data cleaning, sharing, and reporting; database design; implementation and management of database systems. Hands-on exercises in medicine, biology, and public health are mainly practiced MS Access. Having taken this course, students will be able to design, implement and manage a database system for use in public health.

SPHU 4560. Capstone Internship. (3 Credits)
This credit is given to students who complete an approved public service internship, independent research with a public health faculty member, or complete an approved international study program.

SPHU 4580. Capstone International Program. (3 Credits)
Capstone International Program.

SPHU 4810. Special Topics in Pub Health. (1-3 Credits)
Special Topics in Public Health.

SPHU 4880. Writing Intensive: SPHU 4010. (1 Credit)
Writing Intensive.

SPHU 4881. Writing Intensive: SPHU 4200. (1 Credit)
Writing Intensive.

SPHU 4882. Writing Intensive: SPHU 4260. (1 Credit)
Writing Intensive.

SPHU 4883. Writing Intensive: SPHU 4330. (1 Credit)
Writing Intensive.

SPHU 4884. Writing Intensive: SPHU 4240. (1 Credit)
Writing Intensive.

SPHU 4885. Writing Intensive: SPHU 4910. (1 Credit)
Writing Intensive.

SPHU 4886. Writing Intensive: SPHU 5390. (1 Credit)
Writing Intensive.

SPHU 4887. Writing Intensive: SPHU 4390. (1 Credit)
Writing Intensive.

SPHU 4890. Service Learning: SPHU 4560. (1 Credit)
Service Learning.

SPHU 4892. Service Learning SPUH 4300. (1 Credit)
Service Learning.

SPHU 4910. Independent Study. (1-3 Credits)
The student will work closely with a faculty member from the department of Environmental Health Sciences. The student and faculty member will craft a research topic together. Students should consult their advisor for assistance.

SPHU 4920. Independent Study. (1-3 Credits)
The student will work closely with a faculty member from the department of Environmental Health Sciences. The student and faculty member will craft a research topic together. Students should consult their advisor for assistance.

SPHU 4990. Honors Thesis. (3 Credits)
Honors Thesis.

SPHU 5000. Honors Thesis. (4 Credits)
Honors Thesis.

SPHU 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

SPHU 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.
Public Relations (PRPA)

PRPA 1010. Intro to Mass Media. (3 Credits)
This course is designed to offer a broad appreciation of all types of media, and an understanding of how media shapes and reflects our culture. The course will examine the impact of books, newspapers, magazines, movies, radio, TV and the Internet. The course will also cover advertising and public relations and how these industries are used in mass media to shape consumer perceptions and behaviors.

PRPA 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for PRPA discipline in BSLS Programs (1000 level).

PRPA 2010. Ethical Issues in Media. (3 Credits)
This course discusses traditional moral theory and ethical philosophies while applying them to current-day issues, including truth in media, privacy, social justice, stereotyping, advertising, communications law and the Internet. Students are presented with case studies of events and issues surrounding various media as they focus on a systematic approach to making ethical decisions.

PRPA 2050. Media and the Law. (3 Credits)
This course provides a historical survey and analysis of the current and future trends in the development of the media-related law in America. Students explore media-related ethical theories and the law in current issues, case studies, and problem-solving scenarios. Students explore the moral philosophies that govern such concerns as royalties, copyright infringement, libel, and intellectual property.

PRPA 2100. Visual Communications. (3 Credits)
This course provides an introduction to visual literacy with the fundamentals of Visual Communications. Class discussions and assignments will demonstrate how these tools are used to communicate visually to an audience. The value, ethics, and methods of visual communicators will be explored and analyzed by discussing examples from graphic art, print, film/video slides, and computer graphics.

PRPA 2610. Princ of Public Relations. (3 Credits)
This course focuses on the communication between an individual or organization and the public to promote public acceptance and approval. Students explore traditional and emerging components of the public relations process through mass media, as well as the needs of different types of businesses, such as corporations, nonprofit organizations, and government offices.

PRPA 2650. Public Relations Writing. (3 Credits)
This course emphasizes the factors of information content, creativity, and persuasion in a way that relates specifically to the practice of Public Relations. Students will receive guidance in the preparation of written materials that adhere to high standards of truth and information value, engage and interest the public(s), and take an advocacy stance in support of the originating organization's goals and objectives. These qualities of writing will be fostered for use both in the new media of websites and social media as well as in the traditional media of printed materials, news releases, speeches, letters, multi-media presentations, fact sheets, etc. Public Relations writing's association with marketing and advertising will also be explored.

PRPA 2700. PR Event Planning. (3 Credits)
Events are a very important strategy utilized by PR practitioners. This class will examine every aspect of event planning – from research and planning to contracts and budgets. Whether a practitioner is working with members of an internal or external audience, event planning will always be a useful tactic to build community, awareness and influence behavior. Students will also learn to promote events through both traditional and social media.

PRPA 2910. Special Topics in PR. (1-3 Credits)
Special Topics in Public Relations.

PRPA 2940. Transfer Coursework. (3 Credits)
Transfer Coursework for PRPA discipline in BSLS Programs (2000 level).

PRPA 3610. Public Relations Campaigns. (3 Credits)
This course studies real-life public relations cases with a view to understanding why some campaigns succeed while others fail. Special attention is given to contemporary cases and to development of the tools necessary for effective campaigns. Using contemporary campaigns as models, the course examines the development of public relations strategies and communications for employees, the media, the community, the consumer, and other relevant groups. Students also practice the elements of public relations research and writing.

PRPA 3650. Internet Public Relations. (3 Credits)
This course explores the opportunities and special demands of digital media in the business and promotion of public relations and PR campaigns. Students are taught the techniques of using blogging, social networking and advanced web technology in the promotion and publicizing of public relations clients.

PRPA 3910. Special Topics in PR. (3 Credits)
Special Topics in Public Relations.

PRPA 4910. Independent Study-PR. (1-3 Credits)
Independent Study - Public Relations.
Public Service (SRVC)

SRVC 4890. Service w/ Internship. (0 Credits)
This course carries the second tier public service graduation requirement when associated with xxxx 4560/4570 Internship Seminar courses offered through various departments. Internship Seminars are designed for students completing public service internships for elective and public service credit. They offer students an opportunity to discuss and explore issues related to their internship experience. Internship Seminars are academic courses based on discussion sessions, professional development workshops, guest speakers from local organizations, and student presentations. They meet weekly during the academic year and run online during summer. CPS Internship Coordinators place students in one of the following seminars, depending on their department for credit and their internship: Communication Internship (limited to Communication major/minors only), Careers in Health Sciences, Leadership and Ethics in Public Health, Psychology Internship, STEM Education Internship, Public History Internship Seminar, or Topics in Community Engagement. Students receive a letter grade for their participation in the Public Service Internship Program. The letter grade is posted to the xxxx 4560/4570 departmental courses, which carry elective credits. The final grade reflects work in the Internship Seminar and an evaluation of the internship by the Internship Supervisor. SRVC 4890 courses are graded S/U (based on completion of minimum number of hours required by department).

SRVC 4891. Service Learning: SRVC 4900. (1 Credit)
SRVC 4892. Service Learning SPHU 4560. (1 Credit)
SRVC 4900. Service: **** Indep Study. (0 Credits)
This course carries the second tier public service graduation requirement when associated with Independent Study and Honors Theses courses offered through various departments. Students must submit a petition via the Center for Public Service, which must be approved in order for the Independent Study/Honors Thesis course to fulfill the second tier. All public service independent studies and public service honors theses must meet the following requirements: Apply academic knowledge and critical thinking skills to meet genuine community needs; Include community-based research under the supervision of a Tulane faculty member; Require direct engagement with a community partner/organization; Community engagement must connect with the academic field for which credit is being earned; Research findings must benefit and be shared with the community partner. Students are expected to provide their community partner with tangible products of work that benefits the partner organization; Semester-long volunteer assignments will not be approved for public service credit. For more information on the petitioning process, please contact the Center for Public Service.

Real Estate (REAL)

REAL 1940. Transfer Coursework. (3 Credits)
Transfer Coursework for REAL discipline in BSLS Programs (1000 Level).

RELST 1100. Intro To Religious Stud. (3 Credits)
An introduction to historical origins, teachings, scriptures, and devotional practices of major religious traditions, including Hinduism, Buddhism, Confucianism and Taoism, Judaism, Christianity, and Islam.

RELST 1020. Religions of the World. (3 Credits)
An introduction to historical origins, teachings, scriptures, and devotional practices of major religious traditions, including Hinduism, Buddhism, Confucianism and Taoism, Judaism, Christianity, and Islam.

RELST 1030. World Religions. (3 Credits)
This course presents the student with a survey of the principal living religions in the modern world, and provides the necessary intellectual tools to understand their history and relation to world events and contemporary issues. The student will also learn to identify underlying religious patterns throughout a large variety of cultures, ancient and modern, incorporating the study of myth, symbol, ritual, scripture, music, and community.

Religious Studies (PARL)

PARL 2931. Middle Eastern Religion. (3 Credits)
This course examines some of the religious traditions of the Middle East in terms of their history, worldview, devotional practices, cultural expressions, goals and ideas. We will survey the main themes of each religion in a functional way, to examine how religion has worked to influence the region and sub sequential worldview through means such as ritual, myth, symbolism, individual and institutional meaning. Course topics include: Zoroastrianism, Baha’i, Judaism, Christianity and Islam among others.

PARL 3330. World Religions. (3 Credits)
This course presents the student with a survey of the principal living religions in the modern world, and provides the necessary intellectual tools to understand their history and relation to world events and contemporary issues. The student will also learn to identify underlying religious patterns throughout a large variety of cultures, ancient and modern, incorporating the study of myth, symbol, ritual, scripture, music, and community.

Religious Studies (RLST)

RLST 1020. Religions of the World. (3 Credits)
An introduction to historical origins, teachings, scriptures, and devotional practices of major religious traditions, including Hinduism, Buddhism, Confucianism and Taoism, Judaism, Christianity, and Islam.

RLST 1100. Intro To Religious Stud. (3 Credits)
This course gives an overview of the development of the western approach to the study of religion. It will be comparative and cover many aspects of world civilization, provide a window on the cultural dimensions of global politics, and supply a way of perceiving approaches to the study of religion under the rubrics of anthropology of religion, sociology of religion, history and phenomenology of religion, and philosophy of religion. Important theorists and schools of thought will also be examined.

RLST 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.
RLST 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

RLST 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

RLST 2910. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 2920. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 3140. Religious Tolerance & Coexist. (3 Credits)
Every study of coexistence and tolerance invariably harbors assumptions regarding integration or the lack of integration within a given society. When we speak about Christians, Jews, and Muslims across space and time, scholars must decide how and to what extent these different religious groups raised families, ate, worked, shopped, spoke and died with (or simply alongside) their neighbors. How have Christians and Jews, Jews and Muslims and Muslims and other Americans truly live together? Or did they exist in parallel spaces while spending the majority of their lives apart? This seminar uses autobiographies, religious texts, official reports, memoirs, poetry, fiction and film to explore how different religious groups lived together and apart in the twentieth century, from the Ottoman Empire to the Interwar Polish Republic, Palestine and the United States.

RLST 3890. Service Learning: RLST 3020. (1 Credit)
Students complete a service activity in the community in conjunction with the content of the corequisite course.

RLST 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

RLST 3950. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 3960. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 4910. Independent Study. (3 Credits)
Open to students provided that the appropriate faculty director is available.

RLST 4920. Independent Study. (3 Credits)
Open to students provided that the appropriate faculty director is available.

RLST 4950. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 4960. Spec Topics Rel Studies. (3 Credits)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program.

RLST 4990. Honors Thesis. (3 Credits)
Honors Thesis.

RLST 5000. Honors Thesis. (4 Credits)
Honors Thesis.

RLST 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

RLST 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

RLST 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

River Coast Sci & Engineering (RCSE)

RCSE 6660. Special Topics. (1-3 Credits)
Special Topics.

RCSE 6800. Intro to River Science & Eng. (3 Credits)
Rivers drain the majority of non-ice-covered land surfaces on Earth and are the primary conduit for freshwater, minerals, carbon, and dissolved ions to the global ocean. In the 21st century, rivers large and small are being increasingly managed for flood control, as a source of water (agricultural, industrial, potable), recreation and navigation, all of which can have system-wide environmental consequences. Future basin and global-scale climate changes must also be considered in management decisions. This course is designed to be a graduate and advanced undergraduate, interdisciplinary examination of river science and engineering practices that can serve as a springboard to more advanced coursework on the disciplinary aspects covered. It will also be useful to practitioners who require an interdisciplinary overview of river systems to more effectively perform their professional duties.

RCSE 6810. River and Stream Restoration. (3 Credits)
Rivers and streams are complex ecosystems which have interconnected geologic, geomorphic, chemical and biological underpinnings. As the demands of human populations have increased over the past several centuries, rivers and streams have often been pushed beyond their ability to maintain the dynamic equilibrium inherent to the system. In recent decades, in an attempt to restore some of the values and functions to these systems, river and stream restoration has emerged as a multi-billion-dollar industry. This course will cover the definitions of river and stream restoration, discuss the planning process associated with solid restoration efforts, present restoration techniques, discuss environmental flows as restoration measures, present commonly applied design concepts and consider how uncertainty, monitoring, and adaptive management may be applied to river and stream restoration efforts.

RCSE 6820. River-Coastal H&H Modeling. (3 Credits)
The substantial advancement in computational power has allowed numerical models to be viable and efficient tools to solve complex problems and improve our understanding of the fundamentals in the water resources field. Despite these advancements, it is critical to fully understand the basics of numerical modeling techniques, and recognize the strengths and limitations of these techniques. This introductory modeling course provides a general overview of the basics of numerical modeling; model development and applications, and includes hands-on training on model applications to watersheds, streams, large rivers, and coastal settings.
RCSE 6830. River Mechanics & Management. (3 Credits)
This course will provide a thorough understanding of the practical application of river mechanics. This science is a critical, but often overlooked component, of any river management project. The River Mechanics and Management course introduces the student to a wide range of river topics related to the engineering and management of river systems. This includes an advanced examination of fluvial processes, channel stability concepts, sediment transport, and design considerations for commonly used engineering features. The course will also provide instruction on designing structural elements to aid in the management of river channels and floodplain. The course will emphasize the interdisciplinary nature of river science and engineering.

RCSE 6840. Methods in River Sampling. (3 Credits)
Tools and procedures developed for sampling and monitoring riverine systems over the last century are distinct from those developed for other aqueous environments. In addition to the need for tools tailored for systems of a wide range of size, energy, and setting, effective river monitoring also needs to capture highly episodic hydrographs that encompass large overbank areas during floods. River monitoring has profound implications in managing rivers for human use and for channel and riparian ecosystem health. Rivers are also highly sensitive to climate, and historical records of their behavior are a key indicator of changing climate on a basin and global scale. This course is designed to examine river sampling as conducted by agencies and academic researchers, including the use of remote sensing, and the collection of ecological, water chemistry, hydrological, sediment dynamics, and morphological evolution data sets. Historical data will be examined to define statistical data analytical procedures.

RCSE 6900. Independent Study. (1-3 Credits)
Independent study on a research topic of choice under the direction of a faculty member.

ROTC - Aerospace Studies (AERO)

AERO 1010. Foundations of USAF I. (1 Credit)
Description. AERO 1010 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Course Objectives: The AERO 1010 student should know what AFROTC and the Air Force have to offer potential entrants, as well as the expectations the Air Force will set concerning core values and leadership. The student should also have a basic knowledge of what role the Air Force plays and how it is organized to support national objectives. The individual should demonstrate basic communicative skills.

AERO 1011. Foundations of USAF I Lab. (0 Credits)
Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 1020. Foundations of USAF II. (1 Credit)
Description. AERO 1020 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Course Objectives: The AERO 1020 student should know what AFROTC and the Air Force have to offer potential entrants, as well as the expectations the Air Force will set concerning core values and leadership. The student should also have a basic knowledge of what role the Air Force plays and how it is organized to support national objectives. The individual should demonstrate basic communicative skills.

AERO 1021. Foundations of USAF II Lab. (0 Credits)
AERO 1021 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 1210. Evol Usaf Air&Space Pow. (1 Credit)
AERO 1220. Air Power History II. (1 Credit)
AERO 1290. Semester Abroad. (1-20 Credits)
AERO 1940. Transfer Coursework. (0 Credits)
AERO 2010. Development of Air Power. (1 Credit)
Description. A course designed to examine general aspects of air and space power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today’s USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AERO 1000 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Course Objectives: The AERO 2000 student should know the key terms and definitions used to describe air and space power. The individual should know the events, leaders, and technical developments that led to the evolution and employment of USAF air and space power. The individual should demonstrate basic verbal and written communication skills. The individual should know the Air Force Core Values and examples of their use throughout the evolution of USAF air and space power.
AERO 2011. Development of Air Power Lab. (0 Credits)
AERO 2011 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 2020. Evol. of Air/Space Power II. (1 Credit)
Description. A course designed to examine general aspects of air and space power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today’s USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AERO 1000 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Course Objectives: The AERO 2000 student should know the key terms and definitions used to describe air and space power. The individual should know the events, leaders, and technical developments that led to the evolution and employment of USAF air and space power. The individual should demonstrate basic verbal and written communication skills. The individual should know the Air Force Core Values and examples of their use throughout the evolution of USAF air and space power.

AERO 2021. Evol of Air/Space Power II Lab. (0 Credits)
AERO 2021 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 3010. Leadership Studies I. (3 Credits)
Description: AERO 3010 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Course Objectives: The AERO 3000 cadet shall comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

AERO 3011. Leadership Studies I Lab. (0 Credits)
AERO 3011 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 3020. Leadership Studies II. (3 Credits)
Description: AERO 3020 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Course Objectives: The AERO 3000 cadet shall comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

AERO 3021. Leadership Studies II Lab. (0 Credits)
AERO 3021 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.
AERO 4010. National Security Affairs I. (3 Credits)
Description. AERO 4010 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Course Objectives: The AERO 4000 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

AERO 4011. National Security Affairs I Lab. (0 Credits)
AERO 4011 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 4020. Nat Security Affairs II. (3 Credits)
Description. AERO 4020 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Course Objectives: The AERO 4000 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

AERO 4021. National Security Affairs II Lab. (0 Credits)
AERO 4021 Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned.

AERO 5190. Semester Abroad. (1-20 Credits)
AERO 5380. Junior Year Abroad. (1-20 Credits)
AERO 5390. Junior Year Abroad. (1-20 Credits)
AERO 5940. Transfer Coursework. (0 Credits)
MILS 2011. Leadership & Decision Making. (0 Credits)

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

MILS 2021. Army Doctrine & Team Deve. (0 Credits)

MILS 2530. Military History. (3 Credits)

MILS 3010. Trng Mgmt & Warfighting Func. (2 Credits)
This course is designed to provide opportunities, apply learned skills, and evaluate progress in preparation for successful completion of LDAC. This course is physically and intellectually demanding. Ultimately, each MILS III Cadet is trained in skills such as map reading, land navigation, combat water survival training, basic rifle marksmanship, troop leading procedures, operations order process, briefing skills, problem solving and small-unit tactics/techniques. Active leadership and leadership application techniques is stressed and evaluated during the course.

MILS 3011. Trng Mgmt & Warfig Func Lab. (0 Credits)

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

MILS 3021. Aplld Ldership-Sm Un Ops Lab. (0 Credits)

MILS 4010. The Army Officer. (2 Credits)
MILS 4010 transitions the focus of student learning from being trained, mentored and evaluated as an MILS III Cadet to learning how to train, mentor and evaluate underclass Cadets. MILS IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army’s Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

MILS 4011. The Army Officer Lab. (0 Credits)

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

MILS 4021. Company Grade Leadership Lab. (0 Credits)

MILS 4910. Independent Study. (0 Credits)

MILS 4920. Independent Study. (1-3 Credits)

MILS 5190. Semester Abroad. (1-20 Credits)

MILS 5940. Transfer Coursework. (0 Credits)

ROT C - Naval Science (NAVS)

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

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

NAVS 1020. Sea Power & Maritime Affairs. (3 Credits)
This course is a study of the U.S. Navy and the influence of sea power on history that incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition. It deals with issues of national imperatives in peacetime, as well as war, varying maritime philosophies that were interpreted into Naval strategies/doctrines, budgetary concerns which shaped force realities, and the pursuit of American diplomatic objectives. It concludes with a discussion of the Navy’s strategic and structural changes at the end of the Cold War and its new focus, mission, and strategy in the post-September 11, 2001 world.
NAVS 1021. Sea Power & Maritime Affrs Lab. (0 Credits)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

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

NAVS 1290. Semester Abroad. (1-20 Credits)
Freshman study abroad credit.

NAVS 1940. Transfer Coursework. (0 Credits)
Freshman level course worked accepted as credit for Naval Science program and curriculum.

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

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

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

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

NAVS 2390. Semester Abroad. (1-20 Credits)
Sophomore study abroad credit.

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

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

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

NAVS 3021. Naval Ops Analysis Lab. (0 Credits)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.
NAVS 3030. Evolution of Warfare. (3 Credits)
In this course, students trace the development of warfare to the present day. It is designed to cover the causes of continuity and change in the means and methods of warfare. It addresses the influence of political, economic, and societal factors on the conduct of war, with significant attention focused on the role of technological innovation in changing the battlefield. Students will explore the contribution of preeminent military theorists and battlefield commanders to our modern understanding of the art and science of war.

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

NAVS 3050. Fund of Maneuver Warfare. (3 Credits)
NAVS 3051. Fund of Maneuver Warfare. (0 Credits)
NAVS 3940. Transfer Coursework. (3 Credits)
Transfer coursework.

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

NAVS 4011. Naval Ship Systems II Lab. (0 Credits)
NAVS 4020. Leadership and Ethics. (3 Credits)
Senior/Spring. The interaction of leadership, organizational behavior, and human resource management. Subordinate interviewing and counseling, performance appraisal, military and civilian law, and managerial ethics and values. This capstone course integrates professional competencies to develop understanding of the issues faced by leaders, managers, and naval officers.

NAVS 4021. Leadership & Ethics Lab. (0 Credits)
NAVS 4030. Fundamentals Maneuver Warfare. (3 Credits)
A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. The evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the concept of rapid deployment force.

NAVS 4031. Fundamentals Maneuver Warfare. (0 Credits)
NAVS 4890. Service Learning: NAVS 4010. (1 Credit)
Service learning component.

NAVS 4910. Independent Study. (3 Credits)
Independent study.

NAVS 4940. Transfer Coursework. (3 Credits)
Transfer coursework.

NAVS 5190. Semester Abroad. (1-20 Credits)
Semester abroad.

NAVS 5380. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

NAVS 5390. Junior Year Abroad. (1-20 Credits)
Junior year abroad.

NAVS 5940. Transfer Coursework. (0 Credits)
Transfer coursework.

Russian (RUSS)

RUSS 1010. Elementary Russian I. (4 Credits)
Introduction to Russian grammar. Development of basic language skills, with particular emphasis on the active use of present-day Russian. For students with little or no knowledge of Russian. Meets four times a week.

RUSS 1020. Elementary Russian II. (4 Credits)
Continuation of the development of introductory language skills. Practice in reading, speaking, writing and understanding.

RUSS 1190. Freshman Writing Sem. (4 Credits)
Freshman Writing Seminar on varying topics. Consult department for details.

RUSS 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.

RUSS 1940. Transfer Coursework. (0 Credits)
Transfer Coursework.

RUSS 2030. Intermediate Russian. (4 Credits)
Advancement of all language skills, including aural-oral, writing, and communicative fluency. Reading of literary texts.

RUSS 2040. Intermediate Russian II. (4 Credits)
This course is a continuation of second-year Russian. Discussion of and essays on subjects related to Russian history, culture, and contemporary life. Advancement of all language skills.

RUSS 2390. Semester Abroad. (1-20 Credits)
Semester Abroad.

RUSS 2910. Topics In Slavic Studies. (3 Credits)
Topics in Slavic Studies, including literature, culture, and film, that change from year to year. See current semester’s course schedule for details.

RUSS 2940. Transfer Coursework. (0 Credits)
Transfer Coursework.

RUSS 3030. Masterpieces Russ Lit I. (3 Credits)
Selected readings from among the most outstanding works of Russian literature from its beginnings through the 19th century. Advancement of all language skills through study and analysis of literary texts.

RUSS 3040. Masterpieces Russ Lit II. (3 Credits)
Selected readings from the most outstanding works of 20th-century Russian literature. Advancement of all language skills through study and analysis of literary texts.

RUSS 3250. Advanced Russian Grammar. (3 Credits)
Phonemic, grammatical, and syntactical patterns of standard literary Russian. Practice in composition and vocabulary building.
RUSS 3330. Oral Discussion. (3 Credits)
Discussion of topics from contemporary Russian politics and history.
Students learn syntax and vocabulary aimed at building discourse competence.
Hypothesization, narration, questioning, contradicting, speaking in paragraphs.
Reading, listening, speaking.

RUSS 3450. Tolstoy/Dostoevsky-Trans. (3 Credits)
Readings and discussions of the major novels. Comparative study of literary method, theme and structure, modern critical approaches. No knowledge of Russian required. May be counted toward major.

RUSS 3530. Survey of Russian Art. (3 Credits)
An introduction to the art and architecture of Russia, from the 12th century to the present. The first part of the course deals with the medieval period (church architecture, icons, frescoes). The second part begins with the assimilation of western Europe.

RUSS 3700. Russian Poetry. (3 Credits)
Readings in Russian poetry, including Pushkin, Lermontov, Tyutchev, and the symbolists. Lectures, discussions, and compositions in Russian.

RUSS 3780. Soviet Jewish Experience. (3 Credits)
The course examines major trends in Russian Jewish history, culture and identity as developed during the Soviet period. Taught in English.

RUSS 3880. Writing Intensive: RUSS 3450. (1 Credit)
Writing Intensive Component in conjunction with RUSS 3450.

RUSS 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

RUSS 4810. Special Topics. (3 Credits)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times.

RUSS 4811. Special Topics. (3 Credits)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times.

RUSS 4812. Special Topics. (3 Credits)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times.

RUSS 4813. Special Topics. (3 Credits)
Special Topics in Russian.

RUSS 4820. Special Topics. (3 Credits)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times.

RUSS 4880. Writing Intensive: RUSS 4810. (1 Credit)
Writing Intensive Component in conjunction with RUSS 4810.

RUSS 4910. Independent Study. (3 Credits)
An independent research project in any advanced area of Russian language, literature or culture. Open to superior students with the approval of the department.

RUSS 4920. Independent Study. (1-3 Credits)
An independent research project in any advanced area of Russian language, literature or culture. Open to superior students with the approval of the department.

RUSS 4990. Honors Thesis. (3 Credits)
Research and writing in conjunction with Honors Thesis (first semester).

RUSS 5000. Honors Thesis. (4 Credits)
Research and writing in conjunction with Honors Thesis (second semester).

RUSS 5110. Capstone Component: RUSS 4810. (0 Credits)
Capstone Component in conjunction with RUSS 4810.

RUSS 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

RUSS 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

RUSS 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

RUSS 5940. Tulane Non-Equivalent. (1-3 Credits)
Tulane Non-Equivalent.

School Liberal Arts Management (SLAM)

SLAM 2010. Financial Literacy. (3 Credits)
This class will walk students through the fundamentals of financial planning with topics including but not limited to saving for the future, insurance needs, philanthropic giving, major life purchases and taxes all within the framework of creating a life that is meaningful and affordable.

SLAM 3010. Leadership. (3 Credits)
The purpose of this course is to help develop the next generation of leaders for our country and the world. They study leadership begins with a conceptual understanding of the genealogies and evolution of leadership theory. It follows with students gaining practical knowledge about different leadership styles, traits and characteristics through case studies and personal interactions with proven leaders. The course also creates an opportunity for students to assess their leadership capabilities and to develop a personal leadership plan for the future.

SLAM 3020. Management. (3 Credits)
There are no prerequisites for this three credit hour course. This course serves as an introduction to the discipline of management. It is designed to integrate the accepted theories in the area with real world applications to provide students with the basic knowledge and skills needed for managing others. This course begins with a discussion of the current issues in management and then proceeds to cover the traditional functions of management: planning, organizing, leading, and controlling. Lecture and class assignments given in the course are intended to help students understand the needs of modern public and private organizations, including emerging national and international trends.

SLAM 3030. Principles of Marketing. (3 Credits)
This course introduces principles and problems of marketing goods and services. The course will provide a basic understanding of the role of marketing within an organization, and within the US marketplace. The relationship between marketing and other major business activities such as production and finance will also be addressed.
For high school students enrolled in the TSSP summer program.

SCEN 1015. Computers & Musical Creativity. (3 Credits)

SCEN 1020. Comm Sci:1st Lego League. (1 Credit)
If you are looking for a service learning opportunity this fall, in this course, you will mentor a middle-school robotics team using FIRST LEGO League (FLL) as a platform. Typically run on-site as an after-school program, FLL provides motivation in STEM fields (Science, Technology, Engineering, and Math) by requiring middle-school students to design and build a LEGO robot and prepare a 5-minute research presentation on the theme of the challenge. Past themes have involved Trash/Recycling, Natural Disasters, Senior Citizens, Biomedical Engineering, Climate, Energy, and Nanotechnology. Tulane students will assist the teams throughout the semester and will accompany them to the qualifying competition in New Orleans in November and potentially the state competition in New Orleans in December if the team advances. Previous robotics experience is not required.

SCEN 1500. Interdisciplinary Science. (3 Credits)

SCEN 1890. Service Learning: SCEN 1010. (1 Credit)
Service learning component to SCEN courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

SCEN 1940. Transfer Coursework. (3 Credits)

SCEN 2010. Clin Musculoske Anat -Upper Ex. (3 Credits)
This course is designed to provide students with a fundamental working knowledge of normal gross anatomy of the upper limb - the shoulder, arm, forearm, and hand. The structure of this part of the body is taught as a basis for applying the knowledge learned to normal function (physiology). In order to encourage students to understand the relationship between structure and function, examples of tools used in the clinical practice of medicine will be taught. Radiologic imaging (radiographs and ultrasound scans) will be used to aid learning of the structure of the upper limb. Examples of abnormal function and conditions seen in clinical medicine will also be taught. During laboratory, students will work in teams of 5 (small group learning) to perform structured dissection of the limb, and learn basic skills in how to use dissecting tools, and how to suture.

SCEN 2020. Clin Musculoske Anat-Lower Ext. (3 Credits)
This course is designed to provide students with a fundamental working knowledge of normal gross anatomy of the lower limb - the hip, thigh, knee, leg, ankle, and foot. The structure of this part of the body is taught as a basis for applying knowledge learned to normal function (physiology). In order to encourage students to understand the relationship between structure and function, examples of tools used in the clinical practice of medicine will be taught. Radiologic imaging (radiographs and ultrasound scans) will be used to aid learning of the structure of the lower limb. Examples of abnormal function and conditions seen in clinical medicine will also be taught. During laboratory, students will work in small groups to perform dissection of a cadaver, and learn basic skills in how to use dissecting tools and how to suture.

School of Prof Adv (SOPA)

SOPA 1500. Advanced Placement. (12 Credits)
Course designated for transfer credit.

Science & Engineering (SCEN)

SCEN 1010. Communicating Science:Teaching. (1 Credit)
As the high schools in New Orleans rebuild, one of their many challenges is the uneven level of preparation among students entering the 9th grade. At the New Orleans Charter High School for Science and Math (SciHi), founded by two Tulane professors, the students are motivated but the disparities in their backgrounds are enormous. In this course, we learn how to help high school students who’ve fallen behind, both academically and by understanding the origins of their difficulty. Then we apply that knowledge by working with the students and also fulfilling one of the Tulane Center for Public Service requirements. The service, a minimum of 30 hours over the course of a semester, can take the form of teaching, tutoring, assisting with in-class exercises, and always includes acting as a mentor and role model to the SciHi students.

SCEN 1015. Computers & Musical Creativity. (3 Credits)
For high school students enrolled in the TSSP summer program.
SCEN 2070. Comm Sci.: STEM Enrichment. (1 Credit)
The Tulane Center for K-12 STEM Education has partnered with local middle schools to bring hands-on STEM activities into their school. Students will work with various graduate students who are leading these workshops at the Center’s local partner schools and/or assisting with the planning and execution of the Center’s events. Tulane students will learn middle school pedagogy (teaching techniques) as well as how to make learning science fun and exciting for our local students. SCEN 2070 satisfies the lower tier Service Learning graduation requirement. The service is a minimum of 40 hours of public service per course of the semester. Class time is not counted toward hours, and weekly attendance is required.

SCEN 2660. Special Topics. (1-3 Credits)
Special Topics.

SCEN 2890. Service Learning: SCEN 2070. (1 Credit)
Service learning component to SCEN courses. See Schedule of Classes each semester for offerings. 20 or 40 hours of public service with a CPS approved community partner.

SCEN 2940. Transfer Coursework. (3 Credits)

SCEN 3010. Physical Dimen of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and cognitive changes associated with aging. In particular, we will focus on what physiological and structural changes are typical for an aging human body focusing on the brain, cardiovascular and musculoskeletal systems. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body. Course participants travel to local aging centers and continuing care facilities as part of the learning process.

SCEN 3030. Anatomy & Physiology I. (3 Credits)
The course objectives are to learn the principal structure and physiology of the musculoskeletal, peripheral nervous, and central nervous systems and to be able to relate the structures to their functions.

SCEN 3035. Anatomy & Physiology I Lab. (1 Credit)
The first of two sequenced laboratory courses that complements SCEN 3030. Discussion of anatomical nomenclature, skeletal, muscular, peripheral and central nervous systems dissections. Dissection and exploration of human cadavers are an integral component of the laboratory experience.

SCEN 3040. Anatomy & Physiology II. (3 Credits)
The second of two sequenced courses in human anatomy and physiology. The second sequenced course explores special senses, the respiratory, cardiovascular, lymphatic and reproductive systems.

SCEN 3045. Anatomy & Physiology Lab II. (1 Credit)
The second of two sequenced laboratory courses that complements SCEN 3040. Systems covered included: autonomic nervous system, special senses, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Dissection and exploration of human cadavers are an integral component of the laboratory experience.

SCEN 3050. Biotech Entrepreneurship. (3 Credits)
SCEN 3050 provides a multi-disciplinary exploration of "real world" topics that science and engineering researchers must consider when translating their innovations from the laboratory to the medical arena. The focus is on such processes as identifying and validating a need, brainstorming and selecting a concept, developing an intellectual property strategy, determining funding sources, and evaluating the reimbursement and regulatory pathway. The goal is to provide students with critical information pertinent to the translation of their idea or invention from original conception in the university laboratory all the way to the healthcare marketplace where it may impact patients.

SCEN 3660. Special Topics. (1-3 Credits)
Special Topics.

SCEN 3880. Writing Intensive. (0 Credits)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

SCEN 3890. Service Learning. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

SCEN 3940. Transfer Coursework. (3 Credits)

SCEN 3945. Transfer Coursework Lab. (3 Credits)
Transfer Coursework Lab.

SCEN 4050. Introduction to Histopathology. (3 Credits)
The primary goal of Introduction to Histopathology is to establish a foundation of knowledge that will allow the student to relate detailed cellular alterations to overall disease processes. The course will provide a solid foundation in histology and cell biology with respect to modern medicine and will introduce students to the cellular mechanisms of disease processes. Some major tissue groups will be covered. Part I brings together histology and general pathology within the context of the basic tissues. Part II presents several organ systems grouped by their most relevant function for the purpose of integration. Students will be expected to learn the knowledge by attending lectures, lab sessions, case discussions. Students are expected to work through set tasks during lab sessions and case discussions that are designed to improve their understanding of tissue organization and function, and to promote their problem-solving skills.

SCEN 4110. Basic Medical Biochemistry. (3 Credits)
Basic Medical Biochemistry aims to establish the student's biochemical competency for admission to medical school and success in the first-year medical curriculum. The course focuses on topics, mechanisms, and analyses that are most relevant to human health and disease, including biomolecule structure and function, gene regulation, and metabolism in cancer, diabetes, and heart disease. The instructors are faculty in the Tulane Medical School, and classes are held on the medical campus. Course topics are drawn from those addressed by Tulane medical students. Instructional methods include those currently employed in the Tulane Medical School, such as the flipped classroom and team-based learning. Students will be provided an array of learning aids, including instructional videos. Pre-requisites: CHEM 2410 and junior standing or instructor approval. Course does not count towards major requirements in CMB, BIOC, CHEM, or CHE. Credit not given for this course and CELL 4010/6010, CHEM 3830, CENG 4450 or CENG 4460.
SCEN 4570. Internship. (1-3 Credits)
An experiential learning course in which students will work with community partners in a variety of settings (health, environmental, education, etc.). In-class sessions and assignments will consist of discussions, readings, and written and oral reflections to place the volunteer service into the greater academic context. Fulfills the second tier service requirement.

SCEN 4580. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship.

SCEN 4590. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship.

SCEN 4660. Special Topics. (1-3 Credits)
Special Topics.

SCEN 4890. Service Learning: CENG 4910. (1 Credit)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

SCEN 4910. Independent Study. (1-3 Credits)
Laboratory or library research under direction of a faculty member.

SCEN 4920. Independent Study. (1-3 Credits)

SCEN 4940. Transfer Coursework. (3 Credits)

SCEN 4945. Transfer Coursework LAB. (3 Credits)
Transfer Coursework Lab.

SCEN 4950. Special Projects in SCEN. (1-3 Credits)
Students will work on their own project in consultation with a faculty member.

SCEN 4960. Special Projects. (1-3 Credits)
Students will work on their own project in consultation with a faculty member.

SCEN 5380. Study Abroad. (1-20 Credits)
Semester Abroad.

SCEN 5390. Study Abroad. (1-20 Credits)
Semester Abroad.

SCEN 6000. Entrepreneurship Eng & Biosci. (3 Credits)
This course focuses on taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage. Additionally, this course explores the major economic and technological developments that are shaping the world, how to develop and sustain a competitive bioengineering or biotech start-up firm, how to write a competitive business plan and the proper interaction with venture capitalists, lawyers and investment bankers through the entire business cycle. All through this process, the importance of ethics is continually studied, stressed and examined. Guest speakers are incorporated throughout the semester including a venture capitalist, a business ethicist, startup attorney, investment banker and several bioscience and biomedical engineering entrepreneurs.

SCEN 6010. Physical Dimen of Aging. (3 Credits)
This course is designed to introduce students to the physiological, behavioral, and cognitive changes associated with aging. In particular, we will focus on what physiological and structural changes are typical for an aging human body focusing on the brain, cardiovascular and musculoskeletal systems. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body. Course participants travel to local aging centers and continuing care facilities as part of the learning process.

SCEN 6030. Anatomy & Physiology I. (3 Credits)
The course objectives are to learn to identify the principal components of the musculoskeletal, peripheral nervous, and central nervous systems and to be able to relate the structures and their functions. (Graduate section of SCEN 3030.)

SCEN 6035. Anatomy & Physiology I Lab. (1 Credit)
The first of two sequenced laboratory courses that complements SCEN 6030. Discussion of anatomical nomenclature, skeletal, muscular, peripheral and central nervous systems dissections. Dissection and exploration of human cadavers are an integral component of the laboratory experience. (Graduate section of SCEN 3035.)

SCEN 6040. Anatomy & Physiology II. (3 Credits)
The second of two sequenced courses intended to address human anatomy and physiology. This course explores the respiratory, cardiovascular, lymphatic and reproductive systems. (Graduate section of SCEN 3040.)

SCEN 6045. Anatomy and Physiology II Lab. (1 Credit)
The second of two sequenced laboratory courses that complements SCEN 6040. Systems covered included: autonomic nervous system, special senses, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Dissection and exploration of human cadavers are an integral component of the laboratory experience. (Graduate section of SCEN 3045.)

SCEN 6060. Applied Innovation. (3 Credits)
Given a vetted product that solves a real problem, why do some young projects and companies fail, while others thrive and achieve the commercial or societal impact necessary to make a real difference in the world? This course reviews the foundational aspects of applied scientific and engineering innovation – that is, translation of an idea or concept into a valid application and product – then addresses those rarely taught aspects of development that frequently mean the difference between success or failure in an early stage venture. Topics addressed revolve around opportunity selection and development, leadership of innovative efforts, team development and the daily operational elements necessary to successfully developing and executing a plan. While all students may not become entrepreneurs, most will at some point in their career benefit from a thorough understanding of how to lead and manage teams, and will use the concepts, frameworks and practical tools provided by the course.
SCEN 6080. Tech Invent & Commercialization. (3 Credits)

"Technology Invention & Commercialization" models innovation and entrepreneurial theory & practices from across a range of commercial size-scales; from small startup companies to intrapreneural units within large, established companies. The twin poles of theory & practice are balanced through classroom lectures & experiential training. Weekly lectures furnish students with effective & portable theoretical frameworks for identifying, selecting and executing opportunities for technological innovations in healthcare, energy, water and the environment. In the experiential training, students will apply their classroom learning to targeted, formal innovation & entrepreneurship competitions, including regional & national design contests, technology challenges, and business model competitions. Completion of this course will supply students with intellectual groundwork & practical experience in advancing inventive technological ideas towards commercialization and ultimately public benefit.<br/>

SCEN 6660. Special Topics. (1-3 Credits)

Special Topics.

SCEN 6940. Transfer Coursework. (3 Credits)

SCEN 7660. ESL Writing Skills. (3 Credits)

SCEN 7650. ESL: Speaking Skills. (1-2 Credits)

SCEN 6950. Special Projects in SCEN. (1-3 Credits)

SCEN 6960. Special Projects. (1-3 Credits)

Students will work on their own project in consultation with a faculty member.

SCEN 7020. Bioinnovation Research. (3 Credits)

SCEN 7020 provides 6 credit hours for Bioinnovation PhD Fellows upon completion of their 12-week summer internship with the Food and Drug Administration in Washington, DC.

SCEN 7010. Bioinnovation Internship. (6 Credits)

SCEN 7010 provides 6 credit hours for Bioinnovation PhD Fellows upon completion of their 12-week summer internship with the Food and Drug Administration in Washington, DC. The introductory class gives students an appreciation for the field of social entrepreneurship and introduces students to several helpful frameworks that will be used in subsequent classes. Students will examine key concepts and the historical context, understand current theories and debates about social change, and discuss case studies of social entrepreneurs. The class will address two overarching tenets of SISE: Social impact can best be created by moving away from the current divisive approach of separate sectors and towards blended models that connect and combine sectors in new ways. Social mission and social impact are the primary focus - understanding what your mission is, and how you create the greatest social impact, is key.

SCEN 7240. College Teaching Pedagogy. (3 Credits)

The objective of Teaching Pedagogy is to provide a structured learning experience for doctoral students to facilitate their preparation to teach at the collegiate level and to increase their competitiveness on the job market.

SCEN 7241. College Teaching Practicum. (1-4 Credits)

SCEN 7500. Intro to Scientific Writing. (3 Credits)

This course in English Composition is open to all students in PhD programs in the School of Science and Engineering. The course will focus on basic writing skills and skills needed in scientific writing and grant preparation.

SCEN 7650. ESL: Speaking Skills. (1-2 Credits)

SCEN 7660. ESL Writing Skills. (3 Credits)

SCEN 7940. Transfer Coursework. (3 Credits)

SCEN 9990. Dissertation Research. (3 Credits)

Research toward completion of a doctoral degree.

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Social Innovation/Entrepreneur (SISE)

SISE 2010. Intro Social Innov/Entrepreneu. (3 Credits)

This course assumes no prior background in business concepts and is open to declared SISE minors who have completed SISE 2010. The course is designed to give students basic competence in understanding and analyzing the core elements of sustainable business models. Through this course, students will gain a working vocabulary, theoretical toolkit, and fundamental technical skillset for operating in a business environment. Topics include accounting, finance, strategy, marketing, sales, operations, organizational structure and management.

SISE 2890. Service Learning: SISE 2010. (1 Credit)

SISE 3010. Dsgn thinking Collective Impac. (4 Credits)

This course is a practical, experience-based introduction to design-thinking tools and techniques for SISE undergraduate minors from diverse departments across campus. Students will be exposed to applied research, ideation and problem-solving tools adapted from human-centered design and architecture. Using New Orleans as a laboratory and working with local partners, students will creatively and collaboratively address local community concerns, leading to a prototype for installation in a neighborhood. In addition, readings, case studies, lectures, and writing exercises will allow students to learn from these local design-thinking experiences to more fruitfully address global problems, such as climate change, poverty, and the AIDS pandemic, that they aim to pursue in their program major and SISE practicum.

SISE 3020. Ldrshp for Collective Impact. (3 Credits)

This seminar is about Leadership - how the term has been defined and studied.
This course provides a comprehensive overview of the study of death and dying, covering the key issues and questions in the field. We look at the personal and social attitudes regarding death in our society as well as those of other cultures and times.
SOWK 2110. Family Violence: Interven. (3 Credits)
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 and child abuse, and strategies for effective intervention with batterers, victims, and children.

SOWK 2120. S.W. w/ Children & Youth. (3 Credits)
This course is designed to introduce students to child welfare 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.

SOWK 2130. Happiness & Human Flourishing. (3 Credits)

SOWK 2131. Mindfulness & Buddhist Practic. (3 Credits)
This course introduces students 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 2140. Human Sexuality & Mod Relation. (3 Credits)
This course explores human sexual functioning in the context of self in relationship to others and community. It provides content on various aspects of sexual behavior, problems and difficulties, and diversity of sexual experience. Grounded in the human services, ethical and professional values are considered and discussed throughout the course. The course format includes professor lecture, student discussions and presentations, role-play, and use of films. Discussion of central issues and introduction to treatment approaches are encouraged in class. Guest lecturers who are experts in various areas of human sexuality and sex disorders will provide additional content.

SOWK 2220. Drug Use: Univ & Inner City. (3 Credits)
This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop and understanding of how one’s family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each community will be held with a focus on developing creative solutions for a growing problem.

SOWK 2230. Guns & Gangs. (3 Credits)
Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

SOWK 2230. Socl Welfr Budh Cult Tib Refug. (3 Credits)
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 2510. Making Meaning of Trauma. (3 Credits)
This course is about the suffering that may be caused by traumatic events, and the way that suffering is soothed through spirituality and faith. In this class students will: *explore the early history of religion and health, and through the benefit of a mind-body spirit approach to resilience; *learn about disaster impact - to a community, a family, and an individual - and the ways in which disaster recovery tests the human spirit; *learn the basics of stress and trauma from a clinical perspective, and from the perspective of the major religions traditions (Christianity, Judaism, Islam, Hinduism, Buddhism, non-believers, etc.; *discuss concepts such as pain, suffering, despair, pleasure, joy, forgiveness, grace and transformation; *acquire skills (e.g., relaxation and stress reduction methods) that, when practiced regularly, will be useful when life takes a dark turn for you or someone you know; and *learn about trauma theory and religions traditions, and ways in which an integrated approach to trauma recovery may be transformative.

SOWK 2600. Domestic & Intl Terrorsm. (3 Credits)
This course introduces the student to theories, motivations, tactics, and goals of terrorism. The course will provide insight into the ideology, structure, financing, and driving forces behind terrorist groups inside the United States (home-grown) and international (foreign) groups. Additionally, the course will offer a critical analysis of the governmental response to the war on terrorism including contemporary models of counterterrorism and how terrorist groups and governments' responses affect social policy.

SOWK 2890. Service Learning. (1 Credit)
SOWK 2940. Transfer Coursework. (3 Credits)
SOWK 3000. Building Community Partnership. (3 Credits)
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 Credits)
SOWK 3310. Tibetan Refugees - India. (3 Credits)
SOWK 3400. Social Engagement. (3 Credits)
SOWK 3890. Service Learning: SOWK 3400. (1 Credit)
SOWK 3891. Service Learning. (1 Credit)
SOWK 3892. Service Learning: SOWK 3320. (1 Credit)
SOWK 3895. Summer SL in India. (1 Credit)
SOWK 3899. Service Learning: SOWK 3900. (1 Credit)
SOWK 3900. Culturally Engaged Learn Comm. (3 Credits)
SOWK 4000. SPP: Emerging Programs & Polic. (3 Credits)
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.

SOWK 4130. Legal Skills For Sowk. (3 Credits)
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 Credits)
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 Credits)
SOWK 5380. Junior Year Abroad. (1-20 Credits)
SOWK 5390. Junior Year Abroad. (1-20 Credits)
SOWK 6670. Social Work. (16 Credits)
SOWK 6940. Transfer Coursework. (3 Credits)
SOWK 7000. Trauma Foundations. (2-3 Credits)

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

SOWK 7010. Family Trauma. (3 Credits)

"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 Credits)

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 Credits)
SOWK 7060. Advanced Practice Ill. (2 Credits)
SOWK 7070. Psych Aspects of Disastr. (2 Credits)
SOWK 7075. Disaster MentalHealth Interven. (3 Credits)

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

SOWK 7080. Crisis/Brief Treatment. (2 Credits)

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 counter transference issues will be addressed as they relate to brief therapy modalities.

SOWK 7090. Chronic Mental Illness. (2 Credits)
SOWK 7100. Social Work & Spirituality. (2-3 Credits)

This course provides a framework of knowledge, 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)

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 Credits)

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 Credits)
SOWK 7120. Soc Welfare History & Policy. (3 Credits)

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 Credits)
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 Credits)
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 profession's role in community and addresses challenges working with diverse populations in terms of community engagement, assessment, intervention, and evaluation.

SOWK 7150. Gendr Issue & Treat Prac. (1 Credit)
SOWK 7160. Parent Education. (1-2 Credits)
SOWK 7170. Orgz Issues Wkrplace Eap. (2 Credits)
SOWK 7180. Treatment of Adults. (2 Credits)

SOWK 7210. Theories of Human Behavior 1. (2 Credits)
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 7220. Theories of Human Behavior 2. (2 Credits)
In this required second semester course of the two semester sequence, the focus continues to center around Kurt Lewin's "nothing as practical as a good theory" paradigm. (Kurt Lewin, 1944, University of Iowa Studies in Child Welfare) The meta theoretical principles are used to continue to understand theories of human relationship development as they relate to the life span issues of adult development. Those principles - connection and disconnection; power and diminishment; purpose and invisibility - also highlight continuing discussions about diversity, oppression, class, social justice and the intersectionality of the "isms" with each other.
SOWK 7310. Intro to Direct Social Work Pr. (3 Credits)
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 7320. SW Prac with Inds Fams &Groups. (3 Credits)
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 7330. Adv Clinical-Community Prac. (5 Credits)
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 Psychothry &DSM. (2-3 Credits)
This course will provide you with an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual (DSM) categories, and touches on treatment strategies and techniques. Building on the knowledge base acquired in the foundation course, this course examines the relationship between the biological, psychological, social, environmental, and cultural influences and emotional and mental health from an ecological context. Particular attention is given to variations in the assessment process and access to treatment for populations at social and economic risk. In addition, students examine the political and social implications of mental health and their relations to social work values and ethics.

SOWK 7345. Psychopathology and the DSM. (3 Credits)
This course will provide you with an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual (DSM) categories, and touches on treatment strategies and techniques. Building on the knowledge base acquired in the foundation course, this course examines the relationship between the biological, psychological, social, environmental, and cultural influences and emotional and mental health from an ecological context. Particular attention is given to variations in the assessment process and access to treatment for populations at social and economic risk. In addition, students examine the political and social implications of mental health and their relations to social work values and ethics.

SOWK 7350. Leadership & Mgmt Human Svc Or. (2-3 Credits)
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. Contemp Pract w/ Couples &Fam. (2-3 Credits)
This advanced elective is designed to integrate theories, practice principles, and intervention strategies with traditional and nontraditional couples and families. It builds upon those theories and methods learned in the Theory Sequence (SOWK 7210, 7220) and in the Methods Sequence (SOWK 7310, 7320 & 7330). Contemporary couples and family treatment derives from post-modern theory and philosophy. How post-modern theories and methods are translated to couples treatment is also a major aspect of this course. While each session features mini-lectures, the course is case-centered and participatory. Integration of theories and practice principles as they are translated to specific intervention strategies is the major thrust of this course. A final oral presentation focuses on case analysis, treatment planning, and implementation of post-modern intervention strategies.

SOWK 7365. Clinical Practice in Addiction. (3 Credits)
This is a class designed to give the student clinical practice in conceptualizing, assessing and treating addictions and substance abuse and misuse in a relational context. Clinical Practice in Addiction and Substance Abuse is a 3-credit elective course designed to build upon the prerequisite course, SOWK 7370 or SOWK 7345. This clinical course has a focus on the importance of connection and family in healing from addiction and substance abuse. The relationship between trauma and addiction will be discussed. The course is organized in five modules: (1) The brain and attachment in healing, (2) Clinical assessment of addictions and substance misuse/abuse, (3) Treatment planning and implementation, (4) The ecosystem of the substance abuse and addiction health care delivery system and healing, (5) Work with specific populations. In the course, students will learn the importance of connection and relationships in healing. We will study the ecosystem of the addiction and substance abuse care delivery system. Treatment modalities and transitions will be mastered. Exams will build on one another throughout the five modules of the course. Throughout the five modules, the student will conceptualize a client and his/her family relational ecosystem. The student will complete a comprehensive assessment and treatment plan (with interventions) for each stage of recovery.

SOWK 7370. Intro to Behavior Pharmacology. (3 Credits)
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 Credits)
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)

SOWK 7400. Psychosoc Perspect-Aids. (2 Credits)

SOWK 7410. Research for Evidence-Based Pr. (3 Credits)
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 Credits)
Program evaluation is designed to continue guiding the student in mastering tools for lifelong inquiry and learning in social work practice. The course facilitates the students' successful entrance and integration into the field placement setting by addressing the key learning issues involved in that process. Program evaluation is useful and relevant to the field agency and a hands-on experience which explicates the interface between methods of inquiry and analysis and direct social work practice.

SOWK 7430. Data Analysis and Interp. (3 Credits)
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 Credits)
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 Credits)
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 Credits)

SOWK 7470. Professional Project. (4 Credits)

SOWK 7480. Professional Project. (3 Credits)

SOWK 7490. Intro To Psychopathology. (2 Credits)

SOWK 7510. Internatnl Field Seminar. (0 Credits)
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 Credits)
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 Credits)
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 Credits)
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: Organizin & Advoc. (2 Credits)
SOWK 7560. Gerontological Sowk. (2 Credits)
SOWK 7580. Field Seminar. (0 Credits)
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.

SOWK 7590. Psych/Soc Aspcts Disast. (2 Credits)
SOWK 7600. Public Advoc Marginzd Persons. (2 Credits)
SOWK 7650. Theory & Treatment of Addictions. (2-3 Credits)
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 7660. Disasters & Displacement. (2-3 Credits)
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 7700. Global Persp in Sowk Work. (2 Credits)
SOWK 7710. Contempl Issues Global Context. (2 Credits)
SOWK 7760. Human Sexuality. (2-3 Credits)
Complementary, inclusive, and sometimes conflicting perspectives inform the human sexuality context for an exploring of the ways that sexuality is situated and managed within social work practice. The course is designed to acquaint social work students with the necessary factual and theoretical background to make cognitive behavioral, and experiential connections in work with individuals, couples, and communities that are experiencing difficulties with close human interaction. Students have the opportunity to learn how theories of sexuality have informed practice and how these formulations are currently being questioned and disputed. Within that context of critical awareness, students explore their own level of comfort with sexuality as it relates to clinical situations. The course expects students to extend their knowledge of social work practice to the area of sexual disorders. Treatment is based on a fundamental knowledge of human sexual behavior, including biological aspects, developmental characteristics over the life cycle, courtship, marriage, sex roles, contributions from feminist thinking, and healthy relationships. Male and female sexual dysfunction is discussed in the contact of partner-facilitated treatment.
SOWK 7940. Field Practicum & Seminar PT 4. (2.5 Credits)
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 Credits)
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 Credits)
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 Credits)
SOWK 7990. Journey to India. (1-2 Credits)
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. Diaster-Trauma Certification. (0 Credits)
SOWK 8880. No Courses This Term. (0 Credits)
SOWK 9010. Topics In Sw Resrch I. (3 Credits)
SOWK 9020. General Internship II. (0 Credits)
SOWK 9030. General Internship III. (0 Credits)
SOWK 9410. Quantitative Methods I. (3 Credits)
SOWK 9420. Qualitative Methods I. (3 Credits)
SOWK 9430. Intermediate Statistics. (3 Credits)
SOWK 9440. Adv Multivar Appro & Inf. (3 Credits)
SOWK 9510. Res. Meth., Dev. & Impl.. (3 Credits)
SOWK 9550. Research Design In Sowlk. (3 Credits)
SOWK 9610. Soc Wk Pract & Thry:Comp. (3 Credits)
SOWK 9620. Sys and Theories of Org. (3 Credits)
SOWK 9640. Advanced Sem Ego Psych. (3 Credits)
SOWK 9650. Small Group Theory/Treat. (3 Credits)
SOWK 9670. Lit Sem:Child/Adolsnt I. (3 Credits)
SOWK 9680. Measure Social Phenomena. (4 Credits)
This course will provide students with the opportunity to expand their knowledge and understanding of the complexities related to working in varying contexts given evolving priorities, pressures, opportunities and constraints. Students will become familiar with efforts to achieve and measure variables in the context of human development. This approach takes into consideration the multiple processes and inherent challenges that come into play across theoretical, economic, environmental, and political in society.

SOWK 9690. Lit Sem:Child/Adolsnt 3. (3 Credits)
SOWK 9710. Hist App To Soc Welfare. (3 Credits)
SOWK 9720. Scholarship of Pract In P. (3 Credits)
SOWK 9730. Read In Hist of Soc Wel. (3 Credits)
SOWK 9740. Advanced Readings. (1-3 Credits)
SOWK 9750. Read In Soc Wel Org Adm. (3 Credits)
SOWK 9760. Advan Read In Hum Beh Sc. (3 Credits)
SOWK 9800. Ways of Knowing, Learnin. (3 Credits)
SOWK 9810. Conflict In Families. (3 Credits)
SOWK 9820. Sem In Advanced Meth II. (3 Credits)
SOWK 9840. Integrative Seminar. (3 Credits)
SOWK 9850. Sp Proj In Soc Wk Meth I. (3 Credits)
SOWK 9870. Sp Proj Soc Wk Meth II. (3 Credits)
SOWK 9880. Qualifying Exam. (4 Credits)
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 Credits)

SOWK 9920. Clinical Internship III. (3 Credits)

SOWK 9930. General Internship. (3 Credits)

SOWK 9940. Dissertation Dev Sem I. (1 Credit)

SOWK 9941. Intro to Quant. Methods Rsh. (4 Credits)

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 Credits)

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 Credits)

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 Credits)

SOWK 9951. Leadership: SW & Evidence Pra. (4 Credits)

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 Credits)

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)

SOWK 9961. SW Theory, Prac Models & Meth. (4 Credits)

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)

SOWK 9971. Hist Approaches to Soc Welfare. (4 Credits)

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

SOWK 9972. Schol Practice Policy Context. (4 Credits)

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 Credits)

SOWK 9990. Dissertation Research. (0 Credits)

This course students register for while working on their dissertation products.

SOWK 9991. Adv Clinical Project. (1 Credit)

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)

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 Credits)
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)
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 Credits)
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.

Sociology (PASO)

PASO 3300. Socio Health & Mental Illness. (3 Credits)
This course offers an introduction to sociological theories and research related to health and illness, with a focus on mental health and mental illness. Although many people think of mental illness as under the purview of healthcare providers (and psychiatrists and psychologists for mental illness), sociologists have made significant contributions to our understanding and conceptions of health, illness, and mental illness.

Sociology (SOCI)

SOCI 1030. Sociology Of The Family. (3 Credits)
Consideration of the family as a social institution and a special form of small group. Examination of theoretical and empirical research focusing upon mate selection, marital interaction, and child socialization. Topics include contemporary demographic trends and cultural practices.

SOCI 1040. Gender & Society. (3 Credits)
Examines the social construction of gender and the consequences of gender equality. Topics include socialization, intimate relations, paid and unpaid work, violence, and social change.

SOCI 1050. Intro to Education & Society. (3 Credits)
This course is an introduction to sociological research, concepts, and theories about education. In the course, the purpose and function of education for the individual and society are critically considered, and a substantial amount of time is spent discussing the links between education and inequality. Topics that are discussed in detail include: the potential and limitations of schools, schools as agents of socialization, cross-national differences in educational systems, social relationships in schooling (the influence of community, social capital, parents, and peers), within and between school inequalities (school effects/ability grouping), the effects of school characteristics and ascriptive forces on schooling outcomes, and variation in schooling outcomes themselves (achievement, attainment, labor market outcomes). Students will gain an appreciation of the role of schools as powerful determinants of the opportunities that individuals experience in modern societies.

SOCI 1060. Urban Sociology. (3 Credits)
The social patterns, processes, and institutional structure of urban life.

SOCI 1080. Deviant Behavior. (3 Credits)
Examines forms of human behavior that have been defined as deviant by the larger society. An emphasis is placed on understanding the social construction of such definitions, especially their cross-cultural variations, as well as motivations and social implications for those whose behavior is judged as deviant.

SOCI 1090. Social Problems. (3 Credits)
Examination of critical contemporary social problems and social policy options. Emphasis is placed on understanding the multidimensional sources of crisis, unrest, and instability as well as policy options and tradeoffs associated with ameliorative efforts. Topics vary by semester and instructor.

SOCI 1210. Sociology of Religion. (3 Credits)
Introduces students to sociological study of religious phenomena, including religious beliefs, practices, and behaviors as conditioned by sociological factors. A key emphasis is the relationship between religious systems and other social institutions, e.g., politics, family, economy, and social stratification.

SOCI 1290. Semester Abroad. (1-20 Credits)
Semester Abroad.

SOCI 1300. Criminology. (3 Credits)
Emphasizes the public’s perception of the crime problem and various sociological measures of amounts and trends of criminal behavior in society. Causal and noncausal theories of criminality, and the sociological implications of various selected offenses are explored.

SOCI 1460. Asian-Amer Communities. (3 Credits)
This course will provide a sociological introduction to America's rapidly growing Asian American populations and to the major issues facing these populations.

SOCI 1470. Global Social Change. (3 Credits)
Examines global change and its implications for individuals and groups via exploration of issues of globalization of the economy, international development, urbanization, immigration, social movements, changing gender relations, etc. Emphasis will be placed on how such changes have come about and course focus will be international in scope with emphasis on Latin America, Asia, and/or Africa.
SOCI 1510. Work In American Society. (3 Credits)
Examines the concepts of occupations, professions, and work organizations. It considers issues about employee selection, job involvement, alienation, satisfaction, performance, and compensation; industrial mental health, occupation safety, health and medicine; social conditions of work in bureaucratic organizations, work groups and union membership; supervision and human resource management; and the changing conditions of work resulting from technological change, social change, shifts in the occupational structure and the interface of work with other institutions such as the family.

SOCI 1890. Service Learning: SOCI 1300. (1 Credit)
Service Learning.

SOCI 1891. Service Learning: SOCI 1300. (1 Credit)
Service Learning.

SOCI 1893. Service Learning: SOCI 1300. (1 Credit)
Service Learning.

SOCI 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SOCI 2010. Foundations of Sociology. (3 Credits)
To provide substantive exposure to basic sociological concepts, theories, methods, and tools.

SOCI 2050. Population and Society. (3 Credits)
An examination of the dynamic relationship between population and society. The course focuses on the contemporary demography of developed and developing countries, with an emphasis on societal problems linked to population.

SOCI 2100. Special Topics. (3 Credits)
Special topic announced each semester.

SOCI 2101. Special Topics. (3 Credits)
Special topics in Sociology.

SOCI 2102. Special Topics. (3 Credits)
Special topics in Sociology.

SOCI 2103. Special Topics. (3 Credits)
Special topics in Sociology.

SOCI 2110. Special Topics. (3 Credits)
Special Topics in Sociology.

SOCI 2180. Wealth, Power and Inequality. (3 Credits)
Survey of theoretical and empirical literature on the distribution of wealth, power, and prestige within and across societies and historical periods. Emphasis is placed on the impact of social change on stratification systems.

SOCI 2210. Sociology of Reproduction. (3 Credits)
This course is an introduction to the Sociology of Human Reproduction. We frequently think about reproduction as a natural/biological event, but like other aspects of human life, it is socially constructed: shaped by and experienced in and through various social practices. We will cover topics ranging from childbirth to breastfeeding, contraception to childlessness, and even little-known issues such as man”-opause (i.e., male menopause). Much of the social science work on human reproduction comes from either demographic or feminist traditions so course readings reflect this dual genealogy.

SOCI 2220. Sociology of Medicine. (3 Credits)
Introduction to the sociological significance of medicine and medical procedures and professions.

SOCI 2230. Sociology of Law. (3 Credits)
Introduction to the sociological significance of law and legal procedures and professions.

SOCI 2450. Society Through Cinema. (3 Credits)
Examination of social organization, interaction, issues, and problems via the depiction of these issues and themes in selected commercial and documentary cinematic statements as illustrative material. Weekly class meetings are divided into lecture, screening, and discussion. Specific topical foci differ by semester.

SOCI 2490. Lat Amer Social Structur. (3 Credits)
An historical examination of the human condition in Latin America emphasizing three primary spheres of social relations: political, economic, and ideological. Within each sphere the following themes are addressed: national-international relations, urbanization, rural social structure, demographic trends, cultural change, and stability.

SOCI 2500. Organizational Behavior. (3 Credits)
An introduction to the sociological study of organizations in the private and public sectors. Topics include models for studying organizations, organization processes (communication, decision-making, negotiation, leadership), the impact of structural culture, and environmental factors on organizational behavior.

SOCI 2600. Environmental Sociology. (3 Credits)
This course examines political and economic aspects of global and local environmental problems. Topics include how societies and the environment interact, why some environmental risks have gained most attention, how support for environmental concerns can be measured, responses by environmental social movements, and visions of sustainable societies in the First and Third Worlds.

SOCI 2650. Latin Amer & the Environment. (3 Credits)
An introduction to the political economy of the environment in Latin America.

SOCI 2700. Soc Psych Everyday Life. (3 Credits)
An examination of issues involved in everyday social interactions, this course focuses on dimensions of interpersonal behavior against the background of sociological roles and role-playing. Emphasis is placed on the nature and process of interpersonal relationship, encounters, and public behavior against the backdrop of societal assumptions, norms, practices and beliefs. Related issues of affect/emotion, attitudes, cognition and perception will be discussed.

SOCI 2730. City of Paris. (3 Credits)
Paris, one of the most distinctive and historically rich cities in the world, is used as a living laboratory for an examination of social patterns, processes, and organization of contemporary urban life. Course materials and field investigations serve to contextualize modern Paris in the conditions that spawned its dramatic transformation over the past two millennia and its continuing evolution into the present. Much of this summer class is experiential: learn by doing-planning, exploring, observing, mapping, and interpreting. In-class and field projects focus on how cities and urban systems are organized, the structuring of public space and its uses, modes of interpersonal interaction, how people perceive and attach meaning to the built environment, how we "read" cities, and represent urban spaces and places in our minds via "cognitive maps".

SOCI 2890. Service Learning. (1 Credit)
Service Learning.
SOCI 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SOCI 3030. Intro To Research Design. (3 Credits)
Logic and techniques of social research, the relationships between theory and method, and alternative strategies in data collection.

SOCI 3040. Intro Research Analysis. (3 Credits)
Basic training in descriptive and inferential statistics with social science applications. Topics include measurement, tabular and graphic displays of data, central tendency, dispersion, probability, estimation, hypothesis testing, and linear regression.

SOCI 3100. Special Topics. (3 Credits)
Special Topics in Sociology.

SOCI 3220. Social Theory. (3,4 Credits)
An introduction to classical and contemporary sociological theory.

SOCI 3880. Writing Intensive: SOCI 3220. (1 Credit)
Writing Intensive.

SOCI 3940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SOCI 4210. Urban Ethnography & Soc Justice. (3 Credits)
In this course students will develop a practical working knowledge of the theoretical and conceptual frameworks used in analyzing urban issues of social justice through a combination of classroom instruction, applied ethnographic field instruction, practitioner engagement, and professional development activities.

SOCI 4310. Crime Punishment & Comm NOLA. (3 Credits)
This course examines the relationship among community changes/characteristics, crime, and punishment focusing on New Orleans. It includes an intense community engagement component that involves residential outreach to assess viewpoints on common crime prevention, policing and punishment practices.

SOCI 4560. Internship. (1-3 Credits)
Open to especially qualified upper level students.

SOCI 4570. Internship. (1-3 Credits)
Open to especially qualified upper level students.

SOCI 4610. Ecology and Society. (3 Credits)
From local disasters to global crises, this course explores the grave consequences to human development springing from ecological catastrophes and the ways in which wellbeing, social equality, and economic advance are intimately linked to the environment.

SOCI 4880. Writing Intensive: SOCI 4910. (1 Credit)
Writing Intensive.

SOCI 4890. Service Learning: SOCI 4210. (1 Credit)
Service Learning.

SOCI 4910. Independent Study. (1-3 Credits)
Open to especially qualified upper level students with approval of instructor.

SOCI 4920. Independent Study. (1-3 Credits)
Open to especially qualified upper level students with approval of instructor.

SOCI 4940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SOCI 5000. Honors Thesis. (4 Credits)
Honors Thesis.

SOCI 5110. Capstone Component: SOCI 6320. (0 Credits)
Capstone Component: SOCI 6320.

SOCI 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

SOCI 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

SOCI 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

SOCI 6010. Adv Special Topics: SOCI. (3,4 Credits)
Special topic announced each semester.

SOCI 6011. Adv Special Topics: SOCI. (3,4 Credits)
Adv Special Topics in Sociology.

SOCI 6012. Adv Special Topics: SOCI. (3 Credits)
Adv Special Topics in Sociology.

SOCI 6013. Adv Special Topics: SOCI. (3 Credits)
Adv Special Topics in Sociology.

SOCI 6014. Adv Special Topics: SOCI. (3 Credits)
Adv Special Topics in Sociology.

SOCI 6020. Political Sociology. (3 Credits)
Analysis of both the distribution and institutional bases of power in society and the values which legitimate them. Class, bureaucracy, occupations, and political participation as these correlate with power.

SOCI 6030. Monog, Poly-Sexualities Societ. (3 Credits)
This class is a sociological exploration of the establishment and consequences of different kinship forms including monogamy, polygamy, polyamory, and polyquer.

SOCI 6060. Issues In Soc of Gender. (3 Credits)
This course examines research in several areas of the sociology of gender. Topics include the acquisition of gender identity, face to face interactions, the changing roles of women and men, the intersection of work and family, and social movements. Students will conduct original research in one of these areas.

SOCI 6070. Sociology of Sexuality. (3 Credits)
An advanced sociology course on sexuality. The core theme of the course is to explore how the way we think about and experience the erotic, sex, and sexuality are constructed through and shaped by social processes. Considerable time will be spent on sexuality as a system of stratification that is separate from but intersects with inequalities on the basis of gender, race, ethnicity, and class.

SOCI 6090. Sociology of Medicine. (3 Credits)
An examination of social and psychological factors affecting the prevalence and incidence of disease in human populations. Topics also considered include the organization of the health professions, comparative medical systems, social change and health care, and social factors affecting the utilization of health services.

SOCI 6100. Sociology of Health & Illness. (3 Credits)
Advanced seminar in the social causes and effects of health, illness, and healthcare.
SOCI 6120. Race/Ethnicity In Amer. (3 Credits)
Sociological examination of the dynamics of race and ethnic relations in the United States. This course provides an opportunity for students to read about, think, and discuss issues of race and ethnic relations in society. Topics include the social construction of racial classification systems, the historical record of the interaction between the races in America, public policy, and possible mechanisms for dealing with some of the issues that many consider most problematic in our society.

SOCI 6130. Race, Crime and Control. (3 Credits)
This course examines the US Criminal Justice system as a mechanism of racial control. It covers the socio-historical construction of race, different theories and practices of racism and their manifestation and institutionalization in the contemporary US Criminal Justice system, and ongoing strategies of resistance and antiracism. Prerequisite: SOCI 3030, SOCI 3040 and SOCI 3220.

SOCI 6160. Crime and Human Development. (3 Credits)
This course will examine key conceptual and research issues such as the development of criminal behavior and criminal careers; stability and change in criminal behavior across developmental stages of the life course; trajectories, transition, and turning points through life; qualitative and quantitative approaches to studying crime and the life course, and social change and its link to individual lives.

SOCI 6180. Wealth,Power,&Inequality. (3 Credits)
Theories of stratification, status systems in various societies, measurement and research of social classes in the United States.

SOCI 6200. Issues In Soc of Family. (3 Credits)
This course will consider the sociological, political, and cultural criticisms of the traditional definitions of family. This course focuses on family demography, gay/lesbian family issues, African-American families, and the "family values" wars as organizing topics.

SOCI 6210. Sociology of Culture. (3 Credits)
The sociology of culture provides a useful lens to examine culture in everyday life, in mass media, and in the fine arts.

SOCI 6260. Gender, Work & Family. (3 Credits)
This course focuses on the sociological intersections of gender, work, and family across a variety of countries, with emphasis on (but not limited to) the European Union and the United States. Major themes are (1) how national context influences the work-family nexus for adults (women and men) and children (girls and boys), (2) how people negotiate, share, and create culture as it relates to work-family issues, and (3) how the experiences and ideologies of parents and children vary within and across societies. The course will cover a wide range of sociological vantage points, from macroscopic to microscopic issues.

SOCI 6300. Urban Policy & Planning. (3 Credits)
This course examines how government policies and programs have shaped and affected cities and metropolitan areas in the United States and around the world over the last hundred years or so. The course investigates policies and planning actions pertaining to community organizing, welfare reform, adaption to climate change, post-disaster recovery and rebuilding, tourism and urban cultural production: real estate, housing, and uneven development, and sustainability. The course will focus on policies that have impacted the built environment and address relationships between cities, communities, and broader socio-political and economic processes. As a capstone course, assignments and course activities are designed for advanced undergraduate or for graduate students interested in connecting the course subject matter with a service learning project within the sociology of urban policy and planning.

SOCI 6320. Global Political Econ & Enviro. (3,4 Credits)
This course provides an overview of sociological research pertaining to globalization and the environment. Topics include macro-comparative theories of development and the interconnections among society, political-economic dynamics, the process of globalization, and natural system (ecology).

SOCI 6325. Global & Local Environ Justice. (3 Credits)
This service-learning course enriches student understanding of environmental justice at the global and local level. Students will sharpen their knowledge of various environmental movements, activism, and advocacy in the classroom. which will be supplemented with experience in the field. Specifically, students will collaborate with environmentally-focused organizations and nonprofits in the greater New Orleans area to implement environmental justice activities in the local community. SOCI 3040 is a prerequisite for course enrollment.

SOCI 6330. Sociology of Education. (3,4 Credits)
This course will examine the social functions of educational institutions, the role of education in the American social and economic structure, and major controversies and debates concerning educational policy as social policy.

SOCI 6340. Race & Ethnicity in Latin Amer. (3 Credits)
This course explores the development of racial categories throughout Latin America and the implications of these social constructs for group identities, community building, and social activism. We will begin with a theoretical overview of the scholarship on race and ethnicity in Latin America and on the process of racialization. We will explore the limitations of using a Western lens to understand race and racism in Latin America and the Caribbean. Students will learn to expand how they conceptualize these terms in order to better understand Latin America’s distinct racial landscape. Students will engage the empirical scholarship of indigenous populations as well as on Latin Americans of African descent. Students will learn about the complexities of mestizaje he erasure of blackness and rising inter-ethnic conflict.

SOCI 6560. Soc Mvmts/Coll Behavior. (3 Credits)
An advanced theoretical and empirical analysis of the determinants of organized non-institutionalized forms of collective action. Topics include the interplay of structural conditions and voluntaristic actions, the logic of collective action, culture, and ideology as they shape social movement outcomes. The specific types or dimensions of collective action examined may vary from semester to semester.
SOCI 6640. Sociology of Organiztn. (3 Credits)
Exploration and development of organizational structures, processes and consequences. Interdisciplinary focus drawing conceptual, theoretical, and methodological tools from sociology, management, economics, and applied fields such as law and public administration. The seminar will examine classic and current issues in the sociology of organizations and the influence of complex organizations on different contexts and institutions (e.g., economy, family, healthcare, politics).

SOCI 6650. Sustainable Dev in LatAm. (3 Credits)
This course examines the dimensions of sustainable development in Latin America from the theoretical perspectives of environmental sociology and the sociology of development.

SOCI 6660. Forensic Sociology. (3 Credits)
This course will introduce students to the ways in which scholars and researchers apply social science knowledge, methods, and theories to legal problems such as criminal trials, civil disputes, and arbitration proceedings. The course will address socio-legal questions and problems related to the following areas of civil litigation: premises liability and inadequate/negligent security; product liability and human-factors related litigation; climate change, toxic torts and criminology; racial segregation and fair housing; and employment discrimination lawsuits. Prerequisites: SOCI 3220; SOCI 3030; and SOCI 3040.<br/>

SOCI 6700. Sociology of Law. (3 Credits)
An examination of the implications of law in the persistence and change of social systems, the relation of sociological theory and research to legal institutions, and law as an organization and profession.

SOCI 6873. Service Learning 20-hr. (1 Credit)
Service Learning 20-hr.

SOCI 6880. Writing Intensive: SOCI 6012. (1 Credit)
Writing Intensive: SOCI 6012.

SOCI 6881. Writing Intensive: SOCI 6330. (1 Credit)
Writing Intensive: SOCI 6330.

SOCI 6882. Writing Intensive: SOCI 6060. (1 Credit)
Writing Intensive: SOCI 6060.

SOCI 6890. Qual Research Methods. (3 Credits)
This course provides an introduction to key themes and practices in qualitative research methods, including major theoretical and methodological debates, project design, gaining access, and analyzing data.

SOCI 6891. Service Learning: SOCI 6330. (1 Credit)
Service Learning: SOCI 6330.

SOCI 6892. Service Learning: SOCI 6010. (1 Credit)
Service Learning: SOCI 6010.

SOCI 6893. Service Learning: SOCI 6013. (1 Credit)
Service Learning: SOCI 6013.

SOCI 6910. Gender In Latin America. (3 Credits)
A sociological examination of how changing political, economics and developmental issues in Latin America shape and are shaped by gender relations.

SOCI 6930. Soc Movements/Latin Amer. (3 Credits)
An examination of the factors shaping the emergence, development, and decline of social movements in Latin America. Issues addressed include why people join movements, what constraints there are on building of social movement organizations, and in what ways are leaders and ideologies crucial to movement development.

SOCI 6940. Politic Soci Latin Amer. (3 Credits)
This course examines theories of the bases and distribution of power in Latin America. Topics include the role of elites and domestic class coalitions in state formation and regime transitions, the role of civil society/labor, popular associations, political parties in democratization, and the role of culture, including religion, in political life.

SOCI 6960. Urban Latin America. (3 Credits)
This course is a study of the causes and social effects of urban growth and decay in rich and poor countries in the Americas. Examines contemporary urban social classes and political coalitions, and how these are changing with shifting regional economies. The course discusses theories of urban societies and regional growth, and examines case studies and theories from Latin America.

SOCI 6970. Latin Amer Social Mobilization. (3,4 Credits)
Certain social networks and types of social practice specialize in subverting the state and dominant society. In this class we look diffusely at social mobilization; and focus on manifestations beyond social movements. We look at protest, at crime and violence, and at religion. The goal is to understand social history, or the way people who are not in positions of institutional power come together to change their world, sometimes to make the world better and sometimes to make it worse. Our goal is to develop sensibilities and analytic outlooks that allow us to understand these types of social mobilization as a way of understanding social change in Latin America, beyond the institutions that political scientists and economists tend to focus on. Prerequisites: SOCI 3030, SOCI 3040, and SOCI 3220 or approval of instructor.<br/>

SOCI 6990. Special Topics-Latin Am. (3 Credits)
Course topics vary. Courses will include: Latin American Immigration, Race and Ethnicity in the Americas, Caribbean Societies, and Drugs and Alcohol in the Americas.

SOCI 7010. Readings. (3 Credits)
Graduate Level Independent Study.

SOCI 7350. Advanced Top Data Analys. (3 Credits)
Course topics vary. Topics include: Innovations in data analysis.

SOCI 9980. Masters Research. (0 Credits)
Masters Research.

SOCI 9990. Dissertation Research. (0 Credits)
Dissertation Research.

Spanish (SPAN)

SPAN 0100. Spain Summer Program, Cadiz. (0 Credits)
Summer program.

SPAN 0990. Spanish For Reading Knwl. (0 Credits)
Summer program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1010</td>
<td>Introductory Spanish I.</td>
<td>4</td>
<td>Continuation of SPAN 1010. The overall goal of this course is developing proficiency in the four language skills (listening, reading, speaking, and writing) essential to communicative language learning. The course uses a task-based approach which provides the learner with opportunities to use the language interactively.</td>
</tr>
<tr>
<td>SPAN 1020</td>
<td>Elements of Spanish II.</td>
<td>4</td>
<td>Continuation of SPAN 1020 or SPAN 1120. The overall goal of this course is developing proficiency in the four language skills (listening, reading, speaking, and writing) essential to communicative language learning. The course uses a task-based approach which provides the learner with opportunities to use the language interactively.</td>
</tr>
<tr>
<td>SPAN 3050</td>
<td>Spanish Grammar &amp; Writ Business.</td>
<td>3</td>
<td>This course studies the Spanish language as it is used in business and provides contexts for the practice and use of business-related lexicon in the Spanish-speaking world.</td>
</tr>
<tr>
<td>SPAN 3060</td>
<td>Span Gram &amp; Writ Medical Prof.</td>
<td>3</td>
<td>This course introduces students to Spanish for the health sciences. Spanish major and minors interested in the health professions are encouraged to enroll, along with pre-medical and public health majors and minors.</td>
</tr>
<tr>
<td>SPAN 3070</td>
<td>Latin Amer Lit in Engl Trans.</td>
<td>3</td>
<td>A survey of Spanish American literary writings of special cultural and historical interest, for students not prepared to read the Spanish original.</td>
</tr>
<tr>
<td>SPAN 3080</td>
<td>Spanish Literature &amp; Film</td>
<td>3</td>
<td>Through a series of film viewings, readings, and access to other visual media from Latin America and Spain, students receive instruction in literary terminology, vocabulary building, and strategies for enhanced viewing and reading comprehension. Significant emphasis on the continued development of linguistic skills and critical analysis.</td>
</tr>
<tr>
<td>SPAN 3090</td>
<td>Modern Spanish &amp; Film</td>
<td>3</td>
<td>This course studies the Spanish language as it is used in business and provides contexts for the practice and use of business-related lexicon in the Spanish-speaking world.</td>
</tr>
<tr>
<td>SPAN 3100</td>
<td>Contemporary Hispanic Literature</td>
<td>3</td>
<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
</tr>
<tr>
<td>SPAN 3110</td>
<td>Latin American Cultures.</td>
<td>3</td>
<td>Introduction to the cultural diversity of Latin America through the study of contemporary literary, social, political, and popular culture trends as observed by selected literary figures, intellectuals, and artists.</td>
</tr>
<tr>
<td>SPAN 3120</td>
<td>Latino American Literature &amp; Film</td>
<td>3</td>
<td>Through a series of film viewings, readings, and access to other visual media from Latin America and Spain, students receive instruction in literary terminology, vocabulary building, and strategies for enhanced viewing and reading comprehension. Significant emphasis on the continued development of linguistic skills and critical analysis.</td>
</tr>
<tr>
<td>SPAN 3130</td>
<td>Latin American Cultures.</td>
<td>3</td>
<td>An introduction to Hispanic cultures from different thematic perspectives, which may include: US Latino culture, Jewish cultural production in Latin America and/or the Iberian peninsula, theatrical and performative practices in the Hispanic world, etc.</td>
</tr>
<tr>
<td>SPAN 3140</td>
<td>Don Quijote in Spanish</td>
<td>3</td>
<td>Conducted in English with readings in translation. Not open to majors or native speakers. A study of Cervantes' masterpiece Don Quijote and the two outstanding picaresque novels, the anonymous Lazarillo de Tormes and Francisco de Quevedo’s Buscón. The works are studied within the context of the period, with some emphasis given to their importance in the development of the modern European novel.</td>
</tr>
<tr>
<td>SPAN 3150</td>
<td>Spanish and Latin American Film and Literature</td>
<td>3</td>
<td>This course studies the Spanish language as it is used in business and provides contexts for the practice and use of business-related lexicon in the Spanish-speaking world.</td>
</tr>
<tr>
<td>SPAN 3160</td>
<td>Don Quijote in Translation</td>
<td>3</td>
<td>Conducted in English with readings in translation. Not open to majors or native speakers. A study of Cervantes' masterpiece Don Quijote and the two outstanding picaresque novels, the anonymous Lazarillo de Tormes and Francisco de Quevedo’s Buscón. The works are studied within the context of the period, with some emphasis given to their importance in the development of the modern European novel.</td>
</tr>
<tr>
<td>SPAN 3170</td>
<td>Modern Spanish Literature and Film</td>
<td>3</td>
<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
</tr>
<tr>
<td>SPAN 3180</td>
<td>Pre-20th Century Hispanic Literature</td>
<td>3</td>
<td>An introduction to the literature and critical issues of early Hispanic cultures until modernismo. Students acquire fundamental skills in literary and critical analysis as well as a basic understanding of key cultural topics such as medieval &quot;convivencia,&quot; the social order in early modern Spain indigenous concerns in colonial Latin America, and the formation of national literatures in 19th century Latin America.</td>
</tr>
<tr>
<td>SPAN 3190</td>
<td>Early Hispanic Literature &amp; Film</td>
<td>3</td>
<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
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<tr>
<td>SPAN 3200</td>
<td>Modern Spanish Literature and Film</td>
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<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
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<tr>
<td>SPAN 3210</td>
<td>Latin American Literature &amp; Film</td>
<td>3</td>
<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
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<tr>
<td>SPAN 3220</td>
<td>Modern Spanish Literature and Film</td>
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<td>This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.</td>
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</tbody>
</table>
SPAN 4120. Soc Prob in Span Am Lit. (3 Credits)
The chief problems of Latin American society as reflected in poetry, short fiction, essay, and theatre. Representative works concerning the Mexican revolution; the social status of women, Indians and blacks; the life of urban and rural working classes; tyranny and political repression.

SPAN 4130. Topics Span-Am Literatur. (3 Credits)
Readings in Spanish American stories, essays, and poems, focusing on a topic of historical and cultural importance. Some themes: women in Spanish American literature, regionalism and indigenismo, Afro-Latin American writing, testimonio. The precise topic varies from year to year.

SPAN 4131. Creative Writing in Spanish. (3 Credits)
This course offers students the tools to articulate their ideas and experiences in a narrative form in Spanish. The course is designed to achieve this in two ways: by learning specific techniques through readings of short stories both in Spanish and English, which will be refined through numerous exercises; and by working through the semester on the crafting of at least one short story or nonfiction piece, about which the professor will make observations and suggestions as each student present drafts of their work. During the semester students will extensively practice writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.

SPAN 4140. Intro Colonial Letters. (3 Credits)
Introduction to the literary monuments and cultural history of colonial Spanish America (1492-1815), with special focus on the relationship between first-person narration and Spanish legal traditions. Cultural icons of the colonial period to be studied include Hernán Cortés, Álvar Nuñez Cabeza de Vaca, Catalina de Erauso, Sor Juana Inés de la Cruz, Carlos de Sigüenza y Góngora, Fray Servando Teresa de Mier. Visual texts and films to complement Spanish readings.

SPAN 4150. Span Lit of the 20th Cen. (3 Credits)
Selections from the writings in all genres from the Generation of 1898 to the present.

SPAN 4160. Afro-Latin American Lit. (3 Credits)
This course examines history, literature, and culture of Afro-Latin Americans from the colonial period up to the present. Throughout the course, students read articles concerning slavery, race relations, Afro-Atlantic religions, music, and Black political movements in Latin America. These readings provide socio-cultural context from the analysis of selected literary texts.

SPAN 4170. Intro to Spanish Film. (3 Credits)
The development of the cinema in Spain from its origins to the present. Contextual topics such as the effects of civil war and censorship are discussed. Emphasis on a theoretical approach to the medium, with close analysis of individual films by directors such as Buñuel, Saura, Erice, and Almodóvar, among others.

SPAN 4180. Latin Am Cultural Studies. (3 Credits)
Introduction to multiple aspects of Latin American culture. Students study a variety of cultural production, ranging from literature, film, music, and art, to its cooking and comics to form as complete as possible a vision of Latin American's complex and multifaceted culture. Students examine mainstream notions of national identity, while at the same time interrogating them by considering questions of gender, race, class, sexuality, and region.

SPAN 4190. Intro to Latin Amer Film. (3 Credits)
The development of cinema in Latin America from its arrival as an imported technology to the present. Films studied in relation to the sociopolitical environment and emphasis placed on close analysis as well as a contextual understanding of the material. Topics include the struggle to create national film industries, the “art film” and New Cinema movements, and recent trends in countries such as Mexico and Argentina.

SPAN 4200. Historical Novel Lat Am. (3 Credits)
Study of recent works by Latin America's premier novelists that considers how these writers articulate modern cultural identities by narrative the lives of iconic figures of the colonial past. Contemporary essays and selections from colonial texts are also discussed. Authors include Arenas, Carpentier, Fuentes, García Márquez, Lobo, Posse, Vargas Llosa.

SPAN 4210. Topics in Latin Amer Cinema. (3 Credits)
A topics course on the cinemas of Latin America. Possible themes include representations of history, violence and politics, subaltern subjectivities, genres, cinema and cultural imperialism. The course may refer to a particular national tradition or to Latin American film in general.

SPAN 4260. Span Phonetic/Phonolgy. (3 Credits)
A detailed investigation of the speech sounds of Spanish, their organization, and their proper articulation. Practice both in class and with recorded material.

SPAN 4270. Iberoamer Dialectology. (3 Credits)
Survey of the varieties of Spanish spoken in Spain, Latin America, and the United States. We look at variation in pronunciation and grammatical usage, such as the tú/usted/vos, as well as variation by age, gender, and social class.

SPAN 4280. Sex, Sentiment, Marriage. (3 Credits)
In the 18th century, there is a change in the expectations for marriage and gender relations in general. Instead of the assumption that marriage was to secure property and family alliances, there arose the hope that men and women would find attraction and companionship in marriage. We will look at the process of change in ideas about marriage, the education of women, the right to choose a spouse, romantic love and sexual seduction and practical problems of the division of power in a marriage.

SPAN 4350. Topics in Spanish Lit. (3 Credits)
A topics course on the literature of Spain. Possible themes include science and literature, construction of gender and sexuality, revolution and repression, honor and violence, popular culture, satire, and metanarrative.

SPAN 4420. Intro. Medieval Iberia. (3 Credits)
Introduction to the cultural issues of medieval Iberia from the eighth century to 1500. Students read a variety of medieval stories, miracles, and historical documents in order to actively discuss Iberia's diverse Jewish, Muslim, and Christian communities, and to engage with such topics as courtly love, health and healing, pilgrimage, the "reconquest", and medieval work.

SPAN 4440. Lit of the Golden Age. (3 Credits)
Readings and discussions of selected dramatic, poetic, and prose works of the Siglo de Oro by Cervantes, Lope de Vega, Tirso de Molina, Calderón, Quevedo and Luis de Góngora.
SPAN 4510. Hispanic Cities. (3 Credits)
This class explores the history, artistic production, literature, and cultural issues related to a Hispanic city, such as Buenos Aires, Madrid, Mexico City, or Seville. In an effort to investigate the city in a broad national and international context, the course connects an urban area to important events and sites in Latin American and Spain. Taught in rotation by different faculty in the department, the focus on a particular city changes with the professor.

SPAN 4520. Spanish Cultural Studies. (3 Credits)
Spanish cultural studies applies interdisciplinary approaches to the study of popular and mass cultural forms. Depending on the instructors’ specialization, the course may encompass various chronological periods or special themes. In addition to the specifics of individual syllabi, all classes explore the role of culture in nation formation, the organization of leisure time through the culture industry, culture as a site of power, concepts of high and low culture, and how various cultural systems cut across boundaries of class, race, religion, and gender.

SPAN 4560. Internship. (1-3 Credits)
Internship.

SPAN 4610. National Cinemas Latin Am. (3 Credits)
A detailed historical, thematic, and stylistic analysis of individual national cinemas in Latin America (Cuban cinema, Brazilian cinema, Mexican cinema, for example). Emphasis will be placed on understanding the development of national cinema industries and movements in the context of other social, economic, political, and aesthetic forces.

SPAN 4710. Environmental Literature. (3 Credits)
The importance and grandeur of the diverse environments of the Hispanic and Lusophone worlds as well as the problems and challenges posed by foreign and local exploitation of natural resources, environmental racism, climate change and environmental degradation. (3 credits)

SPAN 4830. Hispanic Lit in Engl Trn. (3 Credits)
A study of Spanish and/or Latin American literary works in translation within a specific interdisciplinary topics format based on a central theme or problem. To receive credit toward the Spanish major or minor, all written work and selected weekly readings must be completed in Spanish.

SPAN 4890. Service Learning: SPAN 4120. (1 Credit)
Service Learning.

SPAN 4910. Independent Study. (1-3 Credits)
Independent Study in Spanish.

SPAN 4940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SPAN 4990. Honors Thesis. (3 Credits)
Honors Thesis.

SPAN 5000. Honors Thesis. (4 Credits)
Honors Thesis.

SPAN 5190. Semester Abroad. (1-20 Credits)
Semester Abroad.

SPAN 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

SPAN 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

SPAN 5940. Transfer Coursework. (3 Credits)
Transfer Coursework.

SPAN 5990. Spanish for Reading Knwl. (0 Credits)
Summer Program.

SPAN 6000. Independent Study. (1-3 Credits)
Independent Study in Spanish.

SPAN 6010. Method Tchg Span & Port. (3 Credits)
A general introduction to applied linguistics, teaching and testing methodology, and use of technology in the Spanish and Portuguese classroom.

SPAN 6060. Hispanic Bilingualism. (3 Credits)
This course is to teach students about the sociology of language from specific cases of language content and bilingualism in the Spanish-speaking world. Student learn about Spanish in many varied social settings, as well as about first and second language acquisition; language maintenance, shift, and death; code switching; speech production and processing; and bilingual education and language policy.

SPAN 6080. Spec Top in Applied Ling. (3 Credits)
The purpose of this course is to assist future teachers interested in second language learning and teaching, both in terms of theoretical issues and practical implications. Subject varies every semester.

SPAN 6090. Ind Peoples Col World. (3 Credits)
An examination of early colonial writings that memorialized and debated the status of American peoples and cultures. Ethnographic accounts of European and Creole authors are read together with indigenous testimonies, with focus on topics such as: noble savagery, the debates on the ‘just’ causes for military conquest, European perceptions of indigenous languages and religious practices, and the confrontation between oral tradition and written culture.

SPAN 6100. Literary Theory. (3 Credits)
An introduction to modern theories of literary analysis. Readings consist of primary texts in the schools of thought to be studied, which may include formalism, stylistics, semiotics, reader-oriented approaches, structuralism, deconstruction, feminism, poststructuralism, queer theory, and postcolonial studies.

SPAN 6140. Lit of Central America. (3 Credits)
Representative literary figures of the six Central American countries, including Dario, Asturias, Cardenal, Alegria, and Cuadra.

SPAN 6150. Lit of Spn Caribbean. (3 Credits)
This course is to teach students about the sociology of language from specific cases of language content and bilingualism in the Spanish-speaking world. Student learn about Spanish in many varied social settings, as well as about first and second language acquisition; language maintenance, shift, and death; code switching; speech production and processing; and bilingual education and language policy.

SPAN 6170. Modernism in Spn Am Lit. (3 Credits)
Study of the modernist movement through the works of Martí, Gutiérrez Nájera, Casal, Silva, Dario, Rodó, Agustini and others.

SPAN 6180. Cntmp Span Am Short Stry. (3 Credits)
A study of the contemporary short story of Spanish America with emphasis on major authors such as Borges, Cortázar, Onetti, Rulfo, Carpentier, García Márquez, Silvina Ocampo and others.
SPAN 6190. Avant-Garde Move Lat Am. (3 Credits)
This course surveys the avant-garde movements in Spanish America and Brazil, focusing on the period from 1916 to 1935. Some of the movements to be examined include Huidobro’s creacionismo, ultraism, Brazilian modernismo and verdeamarelismo, Mexican estridentismo and the “Contemporáneo” group and the impact in Latin America of surrealism and other European avant-garde movements. Readings in both Spanish and Portuguese, and the class is taught in both languages, but fluency in both languages is not expected.

SPAN 6200. Trends Rec Spn Am Novel. (3 Credits)
A study of the major achievements and experiments in the contemporary Spanish American novel.

SPAN 6210. Essay in Spanish America. (3 Credits)
A panoramic view of the essay in Spanish America. The leading authors (Bello, Sarmiento, Hostos, Martí, Rodó, Mariátegui, Borges, Castellanos, Ferré, Paz and others) are studied with emphasis on their contributions to the genre.

SPAN 6220. Chronicles & Epics of Span Con. (3 Credits)
This course examines the ways in which the discovery and conquest of America were narrated, with special focus on the relationship between early modern historiography, legal traditions, and rhetorical standards and practices. Additional topics may include Renaissance, Spanish colonial language policy, the status of the Americas and Native Americans in natural and moral history.

SPAN 6230. El Barroco de Indias. (3,3 Credits)
Assessment of the Baroque in Spanish America's viceroyalties during the seventeenth and eighteenth centuries in its relation to contemporary European literary practices, political culture, and religious values. Also considered are modern re-interpretations of the place of the Baroque in Spanish America's cultural tradition (Picón Salas, Lezama Lima, Paz, Sarduy).

SPAN 6250. La Ilustración: Span Lit 18th. (3 Credits)
This course examines Spanish literature of the 18th century with special emphasis on the role of the Ilustrados in cultural production, along with popular resistance to their practices.

SPAN 6260. Spn Novel of 19th Cent. (3 Credits)
The development of the novel in the nineteenth-century, its different forms and literary trends: romanticism, realism, naturalism. Special attention is paid to Fernán Caballero, Alarcón, Valera, Palacio Valdés, Pereda, Galdós, Pardo Bazán, Alas, Blasco Ibáñez.

SPAN 6270. Spanish Romanticism. (3 Credits)
This course examines Spanish romanticism in the context of European trends. Special attention is given to the economic and political upheavals of the early nineteenth-century and the connection of these to the privileging of the individual subject.

SPAN 6330. Span Prose of Golden Age. (3 Credits)
Lectures and discussions of Lazarillo de Tormes, Cervantes’s Novelas ejemplares, selections from Guzmán de Alfarache by Mateo Aleman, El Buscón and Los Sueños of Quevedo, and the novels of María de Zayas as well as the writings of Santa Teresa and Gracián.

SPAN 6410. Don Quijote. (3 Credits)
Discussions of Don Quijote in its entirety in the context of the intellectual and cultural tendencies of the Siglo de Oro and modern critical approaches.

SPAN 6430. Drama of the Golden Age. (3 Credits)
Study of the plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón and other dramatists.

SPAN 6440. Poetry of the Golden Age. (3 Credits)
Discussions of the pivotal movements represented by the poetry of Boscán, Garcilaso, Luis de León, Santa Teresa, San Juan de la Cruz, Lope de Vega, Góngora, and Quevedo.

SPAN 6450. Spanish American Theater. (3 Credits)
Main tendencies of the contemporary Spanish American theatre with emphasis upon such writers as Usigli, Marqués, Solórzano, Buenaventura, Arrufat, Piñera, Garro, and Chocrón.

SPAN 6460. Maj Contem Spn Amer Poet. (3 Credits)
The poetry in Latin America after modernismo. Special attention in each semester the course is offered is given to the work of four or five poets selected from among Vallejo, Huidobro, Agustini, Storni, Borges, Neruda, Parra, Paz, Guillén, Mistral, Cardenal and Lezama Lima.

SPAN 6510. Hist of the Span Lang. (3 Credits)
Evolution of Castilian from Roman times through the Middle Ages with consideration of internal change and outside influences.

SPAN 6520. Mexican Literature. (3 Credits)
Study of the various tendencies of Mexican literature from the colonial period to the present. Special attention is given to representative authors such as Balbuena, Sor Juana, Fernández de Lizardi, Gutiérrez Nájera, Azuela, Rulfo, Fuentes, Paz, Garro and others.

SPAN 6530. Lit of the Andean Countr. (3 Credits)
Representative works from Peru, Bolivia, Ecuador, Colombia and Venezuela, with special emphasis on the twentieth-century. Study of such authors as the Inca Garcilaso, Guaman Poma, Isaacs, Matto de Turner, González Prada, Mariátegui, Arguedas, Vallejo, Gallegos, Vargas Llosa, García Márquez, Teresa de la Parra.

SPAN 6540. Lit of the Southern Cone. (3 Credits)
Survey of the literature of Argentina, Uruguay, Paraguay, and Chile from romanticism to the present. Study of such authors as Sarmiento, José Hernández, Blest Gana, Güiraldes, Quiroga, Huidobro, Mistral, Neruda, Borges, Bombal, Felisberto Hernández, Silvina Ocampo, Roa Bastos, Donoso, Parra, Elit.

SPAN 6570. Span Poetry (1900-1939). (3 Credits)
Examines the evolution of early twentieth-century Spanish poetry, then-current theories of poetry, and accompanying attitudes in literary criticism, especially canon formation.

SPAN 6610. Span Novel 1900-1939. (3 Credits)
Examines the evolution of the novel in the early part of the twentieth-century, with attention given to its relationship to philosophical and literary critical writing.

SPAN 6620. Span Poetry - 20th Cent. (3 Credits)
Explores twentieth-century Spanish poetry, poetic forms, and related literary criticism.

SPAN 6650. Modernism and Spain. (3 Credits)
Examines Spanish participation in Modernism, the international literary movement of the early twentieth-century.
SPAN 6670. Nov Post-War/Post Franco. (3 Credits)
This course studies developments in the Spanish novel from the 1940s to the present. Special attention is given to Franco dictatorship and Spain's transition to democracy. The course also examines the Spanish novel in its global context, with theoretical selections from formalism to post-structuralism.

SPAN 6680. Spectacle in Spain 1939+. (3 Credits)
This course examines the significance of diverse forms of spectacle and popular culture, principally theatre and film but discussion of phenomena such as the novela rosa, comic books, or the bolero. Theoretical issues such as high/low culture and modernism/postmodernism are also considered.

SPAN 6690. Spanish Poetry 1939+. (3 Credits)
This course examines Spanish poetry published from the Civil War to the present. While working to situate Spanish poetry within a larger European and American context, the course also considers and critiques the attempts by critics and creative writers to theorize a poetical practice and construct a literary history and canon.

SPAN 6710. Contemp Fict-Sp Am &Braz. (3 Credits)
A comparison of the contemporaneous fictional fiction of Spanish America and Brazil. Topics may include: the short story; race, gender and nationalism; the regionalist novel; experimental fiction; fiction and popular culture. Among the selected authors are Julio Cortázar, Guimarães Rosa, Fonseca, Borges, Clarice Lispector, Rulfo, Donoso, Icaza, Ramos, Rivera. Reading competence in Spanish and Portuguese to be established by previous course work or judgment of instructor.

SPAN 6720. 19 Cent Span Am Lit. (3 Credits)
A study of the literature of the emerging nations in Spanish America, with special attention to new genres such as the anti-slavery novel, gauchesque poetry, and the indigenist novel. Authors include Bolívar, Bello, Gómez de Avellaneda, Manzano, Sarmiento, Hernández, Isaacs, Galván, and Matto de Turner.

SPAN 6730. Women Writers in Spain. (3 Credits)
This course covers literature by women authors from the Middle Ages through the twentieth-century. Examination of the poetic, prose, dramatic, and cinematic works by women in Spain in various historical, political, social, and artistic contexts.

SPAN 6740. Woman Writers Latin Amer. (3 Credits)
A literary analysis of prose, poetry, and theatre by Latin American women tracing the development of intellectual thought in various Latin American societies. Cinematic works included. Special attention to the evolution of gender roles in conjunction with the development of a race, class, and ethnic consciousness as reflected in the literature of women. Authors include: Sor Juana, Gómez de Avellaneda, Matto de Turner, Storni, Agustini, Parra, Castellanos, Ferré, Allende, Eltit, Poniatowska.

SPAN 6750. Borges. (3 Credits)
Study of the poetry, prose fiction, and essayist works of Jorge Luis Borges, in addition to an introduction to the vast secondary bibliography on the author.

SPAN 6760. Border Studies. (3 Credits)
Explores contemporary border theory from an historical perspective in the context of the Americas. Examines postmodern/postcolonial notions of racial and cultural difference and otherness as they play out in nineteenth-century literature. Studies border culture along the US-Mexican border as well as in other Latin American contexts.

SPAN 6780. Lat Am Cult Studies. (3 Credits)
The course is an intensive survey of Latin American cultural studies. Topics to be studied include: interactions among popular, erudite, and mass cultures; debates on modernity and postmodernity; relations between alphabetic and non-alphabetic writing systems in colonial and post colonial contexts; emergence and development of Latin American concepts such as mestizaje, hybridity, transculturation, heterogeneity, relations between culture and the state; issues of class, race, and gender in the study of Latin American culture. Theorists to be studies include Néstor García Canclini, José Martín Barbero, Beatriz Sarlo, Nelly Richard, Roberto Schwarz, Silviano Santiago.

SPAN 6790. Latin Am Film & Visual Culture. (3 Credits)
A study of Latin American cinema and visual culture from a historical, theoretical, and cultural perspective. Possible topics include: national cinemas, genre, main historical movements in Latin American film, Third Cinema and armed struggle in Latin America, New Latin American cinemas, cinema and other visual arts, Latin American documentary.

SPAN 6810. Reading Medieval Iberia. (3 Credits)
A study of the literatures and cultures of medieval Iberia through the fifteenth century, with a focus on topics that may include Andalusí poetry, love in the Libro de buen amor, or medieval manuscript culture.

SPAN 6850. Senior Sem Major Authors. (4 Credits)
This course is a capstone seminar on major authors of the Hispanic literary tradition from both Spain and Latin America.

SPAN 6890. Service Learning: SPAN 6010. (1 Credit)
Service Learning.

SPAN 6910. Special Topics. (3 Credits)
This course covers topics not regularly covered by courses at the 6000-level.

SPAN 7910. Topics in Peninsular Lit. (3 Credits)
This course covers topics taught by faculty on a rotating basis.

SPAN 7920. Topics in Latin American Lit. (3 Credits)
This course covers topics taught by faculty on a rotating basis.

SPAN 7960. Ph.D Prep & Professional Dev. (3 Credits)
This seminar prepares students for the Ph.D. exam and dissertation prospectus. It is designed both as a workshop in academic research and writing and as a forum for examining the nature of our discipline and issues related to professionalization for academic careers.

SPAN 9980. Masters Research. (0 Credits)
Masters Research.

SPAN 9990. Dissertation Research. (0 Credits)
Dissertation Research.

Special Projects (RELS)
RELS 5380. Junior Year Abroad. (1-20 Credits)
RELS 5390. Junior Year Abroad. (1-20 Credits)

Speech (SPEC)
SPEC 1400. Persuasive Public Speaking. (3 Credits)
Principles of audience analysis, speech composition, and delivery. Special attention is given to persuasive techniques.
SPEC 1940. Transfer Credit. (3 Credits)
SPEC 2910. Special Topics. (3 Credits)
Special topics in speech.
SPEC 3110. Small Group Communicatn. (3 Credits)
An analysis of the impact of social, psychological, emotional and environmental factors on the small-group decision-making process. Emphasis is on the study and application of current problem-solving theories and techniques. (Satisfies humanities requirement for SoPA students.)

Sust Real Estate Development (SRED)
SRED 6100. Intro-Real Est Finance & Econ. (3 Credits)
SRED 6110. Intro- Real Estate Arch & Dsgn. (3 Credits)
SRED 6130. Intro to Sustainable Urbanism. (3 Credits)
SRED 6140. Intro to Finance Products. (3 Credits)
SRED 6210. Legal Issues in Real Est Deve. (3 Credits)
SRED 6220. Sustainable Design & Planning. (4 Credits)
SRED 6230. Real Estate Finance. (3 Credits)
SRED 6240. Applied Urban Economics. (4 Credits)
SRED 6400. Urban Field Study. (0 Credits)
SRED 6540. Building Performance. (3 Credits)
SRED 6550. Community Deve Finance. (3 Credits)
SRED 6560. Business of Real Estate Devel. (3 Credits)
SRED 6720. Case Study Sust Real Est Deve. (4 Credits)
SRED 6740. Directed Research. (4 Credits)

Swahili (SWHL)
SWHL 1010. Swahili I. (3 Credits)
Introduction to essential skills in Swahili. Students will receive training and practice in speaking, listening, reading, and writing.

SWHL 1020. Swahili II. (3 Credits)
Elementary Swahili II is a second level introductory course for beginners of Swahili language. This course is open to students who have taken and passed SHWL 1010. In this course students will further develop the four language skills: listening, speaking, reading and writing. Pre-requisites: Elementary Swahili I (SWHL 1010) or instructor’s permission.

SWHL 2030. Swahili III. (3 Credits)
Intermediate Swahili is a continuation of Elementary Swahili I and II. It is an intermediate course designed to reinforce communicative skills in reading, conversation and composition. Pre-requisites: Elementary Swahili II (SWHL 1020) or instructor’s permission.

Taxation (TAXN)
TAXN 1290. Semester Abroad. (1-20 Credits)
TAXN 2390. Semester Abroad. (1-20 Credits)
TAXN 4100. Principles of Entity Taxation. (3 Credits)
TAXN 4100 examines the federal system of taxation as it relates to businesses. The course includes an analysis of the taxation of corporations, S corporations, and partnerships. TAXN 4100 uses a business-cycle approach, wherein the tax effects of formation, ongoing operation, and disposition of the entity are discussed. Tax effects of various transactions as they relate to the shareholders/partners are also discussed. The course is Code (Internal Revenue Code) oriented, emphasizing the primary authorities that govern tax matters.

TAXN 4200. Taxation For Non-Acct. (3 Credits)
TAXN 4250. Business Taxation. (3 Credits)
TAXN 4260. Taxation of Individuals. (3 Credits)
TAXN 4920. Ind. Study: Taxation. (1-3 Credits)
TAXN 5190. Semester Abroad. (1-20 Credits)
TAXN 5380. Junior Year Abroad. (1-20 Credits)
TAXN 5390. Junior Year Abroad. (1-20 Credits)
TAXN 7100. Principles of Entity Taxation. (3 Credits)
This course covers tax concepts as they affect corporations and partnerships. Starting with an understanding of what each form of doing business entails, the course examines how they determine taxable income and tax liability, and how they work on tax planning strategies. It will be taught in a lecture/discussion format with significant hands-on problem solving.

TAXN 7260. Taxation of Individuals. (3 Credits)
The federal system of taxation, as it relates to individuals, is examined. The course uses a problem approach, wherein students analyze the facts presented and synthesize rules and concepts in arriving at a solution to individual tax problems. The course is "Code" (Internal Revenue Code) oriented, emphasizing the primary authorities that govern tax matters.

TAXN 7280. Research In Taxation. (3 Credits)
Specialized methods of tax research and the use of tax materials are covered in this case course. Specific sections of the Internal Revenue Code are examined, including income taxation of individuals, estates, corporations, and partnerships. Note: Cross-listed with 4LAW 6710.

TAXN 7290. Partnership & S Corp.. (3 Credits)
Partnership tax topics include asset contributions, liability assumption, distributions, operations, transfer of partners' interests, special allocations of tax attributes, partnership interests received for services, special basis adjustments, and analysis of the entity and aggregate approaches found in the law. Also included is a comprehensive study of the law of S-Corporations and how it compares to the law governing partnerships.

TAXN 7920. Ind Study-Taxation. (1-3 Credits)
Independent study. Taxation.
Taylor Your Life (TYLR)

TYLR 3000. Taylor Your Life. (2 Credits)
Learn how to approach your future with the mindset and toolkit of a designer. TAYLOR Your Life is an innovative career development lab that teaches students how to ideate multiple life paths, clarify their interests, focus and target their search, prototype and test elements of careers that interest them, market and brand themselves to stand out from the crowd, and map their community to effectively join the network of movers and shakers in their field.

Teach English Second Language (TESL)

TESL 3210. Methods for Teaching ESL. (3 Credits)
This course focuses on first language and ESL instruction for all English Language Learners especially elementary and secondary students (PreK-12). Second-language instructional theory and practice, materials selection and development for ELLs, and bilingual and ESL literacy and content area instruction are covered within the context a variety of language and program settings. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are developed.

TESL 3220. Eng Structure for Teaching. (3 Credits)
This course explores the nuances of morphology, grammar, and semantics in English. Various approaches to the English language are covered, but the emphasis is on the practical implications for effective teaching.

TESL 3230. Language and Culture in Class. (3 Credits)
This course covers frameworks for understanding and analyzing language and culture. Within these frameworks, the course considers approaches to enhancing the cultural dimension of ESL/EFL instruction with an emphasis on developing enriching cross-cultural interactions.

TESL 3240. Design for Multicultural Class. (3 Credits)
This course focuses on understanding the processes and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models, national policies, the theoretical bases, and current issues for these issues are covered in this course.

THEA 1010. Plays and Playwrights. (3 Credits)
An introduction to the literature of theatre from the Greeks to the present with emphasis on the script in performance.

THEA 1020. Theatre in Contemporary Soc. (3 Credits)
This course surveys the history of theatre and develops an appreciation for and enjoyment of the performing arts. It also develops an appreciation for artists who bring the playwright's pages to life and considers the contribution of the audience.

THEA 1090. Voice and Speech I. (3 Credits)
Development of relaxation habits, physical alignment, breath control and release, tone production, and articulation.

THEA 1940. Transfer Coursework. (3 Credits)
Transfer Coursework.

THEA 2010. Performance I. (3 Credits)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

THEA 2020. Performance II. (3 Credits)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

THEA 2090. Voice II. (3 Credits)
Development of relaxation habits, physical alignment, breath control and release, tone production, and articulation with emphasis on corrective tutorial work.

THEA 2100. Fundamentals of Acting. (3 Credits)
Class and workshop sessions in developing fundamental skills in the art and craft of acting as a creative process.

THEA 2110. Beginning Acting. (3 Credits)
Class and workshops sessions in developing fundamental skills in the art and craft of acting as a creative process.

THEA 2810. Global Theatre & Performance. (3 Credits)
This course surveys the origins of global dramatic traditions and their legacies in modern and contemporary theatre. Course materials draw from predominantly non-Western theatre (that of India, Africa, China, Japan, The Caribbean and Latin America) as well as Europe and ancient Greece.

THEA 2940. Transfer Coursework. (3 Credits)
Transfer Coursework.

THEA 3010. Intermediate Acting. (3 Credits)
Continuing development of acting skills focused primarily on work within the text. (Scenes, monologues, two other texts related exercises).
THEA 3030. Suzuki Method of Acting. (1 Credit)
Internationally renowned theatre director Tadashi Suzuki developed the well-established Suzuki Acting Method. Technically speaking, the method consists of training to learn to speak powerfully and with clear articulation, and is also used to enhance the expressiveness of the whole body. It is thus that actors can learn the best way to exist on the stage. The goal is therefore to make it possible for actors to develop their ability of physical expression and also to nourish a tenacity of concentration. The class activities include a series of exercises involving the physical center of the body in motion off center/on center within a consistent level of energy. This training is a vocabulary necessary to materialize the theatre and requires assimilation of the vocabulary by the actor as a second instinct. These techniques should be studied, mastered, until they serve as an operational hypothesis.

THEA 3090. Stage Speech I. (3 Credits)
Corrective work on individual regional speech habits, articulation, and phrasing.

THEA 3210. Directing I. (3 Credits)
A theoretic and applied study of the basic elements of directing, including script analysis, blocking, composition, dramatic focus, and actor coaching. Staged scenes using outside actors make up a major part of the course activities.

THEA 3220. Advanced Directing II. (4 Credits)
Advanced studies in the principles and practice of directing. Course activities involve scene study and staging with special emphasis given to advanced techniques in composition, working with actors, and design collaboration.

THEA 3230. Playwriting I. (3 Credits)
The majority of exercises and discussions throughout this class will focus on finding your voice of expression. This can only be done by jumpstarting your writing. With that in mind, this class will throw you almost immediately into the act of habitually writing by insisting upon regular journaling, assigning a consistent stream of exercises that involve more radical theatrical approaches, and the creation of a monologue and ten-minute play.

THEA 3240. Playwriting II. (3 Credits)
By the end of this semester you will have completed a 20 to 30-page one act.

THEA 3311. Scene Shop Practicum. (1 Credit)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of set construction and scene painting.

THEA 3312. Costume Shop Practicum. (1 Credit)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of costume construction.

THEA 3313. Running Crew Practicum. (1 Credit)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of backstage running crew in areas of sets, props, costumes, lighting, or sound.

THEA 3314. Box Office Practicum. (1 Credit)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of box office, selling tickets, ushering, etc.

THEA 3315. Acting Practicum. (1 Credit)
Course is open to majors performing in department productions wishing to receive credit for the performance work. Note this does not count toward the 4 required Practicum credits.

THEA 3340. Production & Design I. (3 Credits)
An integrated introduction to the disciplines of scenic, costume, and lighting design coupled with the practical considerations of construction and execution of the design process. First of two semester course with Theatre 3350.

THEA 3350. Production & Design II. (3 Credits)
A continued exploration of the disciplines of scenic, costume, and lighting design coupled with the practical considerations of construction and execution of the design process. A finished final presentation will be required. One year sequence required of all theatre majors.

THEA 3410. History of Costume. (4 Credits)
An illustrated history of dress and society from the ancient Greeks to the present. Assignments emphasizing interpretation of costume research for the stage.

THEA 3510. Rehears Tech/Actor & Dir. (3 Credits)
Exploration of the interaction between actor and director during scene study with emphasis on developing the analytic and rehearsal techniques fundamental to the production process.

THEA 3610. Basic Makeup. (1 Credit)
The purpose of this class is to develop basic skills in the design and application of stage makeup. The work completed in this class has the objective of providing a background in the subject that is expected of the professional performer.

THEA 3710. Shakespeare on the Road. (3-4 Credits)
Students in this course will create, rehearse, and perform a piece of theatre that demonstrates Shakespeare’s style and modern-day relevance. This piece will tour to middle and high schools in the New Orleans area. This course is also designed to fulfill a 1st or 2nd tier Service Learning requirement. May be repeated once.

THEA 3750. From Community to Stage. (3 Credits)
This course introduces students to the story circle methodology as formulated by the Free Southern Theater and Junebug Productions. Students also learn the history of the Free Southern Theater and the Black Arts Movement in the South. Collaboration with local artists will result in the production of an original theatrical performance at the end of the semester.

THEA 3810. Fashion Design Fundamentals. (3 Credits)
This course explores the student’s creativity and imaginative thinking by carrying out small fashion design projects and developing a personal style. No special skills are required and all class materials will be provided.

THEA 3890. Service Learning: THEA 3710. (1 Credit)
Service Learning.

THEA 3891. Service Learning: THEA 3820. (1 Credit)
Service Learning.

THEA 3910. Special Topics. (1-3 Credits)
Specialty courses for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department.
THEA 3911. Special Topics in Theatre. (1-3 Credits)
Special topics in Theatre.

THEA 3920. Special Topics. (1-3 Credits)
Special topics for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department.

THEA 3940. Transfer Coursework. (3 Credits)
Transfer Credit.

THEA 3990. Theatre Practicum. (1,2 Credits)
Required of all theatre majors. Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the areas of set, costume, lighting, sound, and box office management.

THEA 4010. Advanced Acting. (3 Credits)
Continuing development of acting skills focused primarily on characterization, the use of subtext and imagery for the actor.

THEA 4090. Stage Speech II. (3 Credits)
Corrective work on individual regional speech habits, articulation, and phrasing with added emphasis on the speaking of verse material.

THEA 4120. Acting IV. (4 Credits)
An advanced course in acting techniques.

THEA 4210. Documentary Theatre. (3 Credits)
The purpose of this course is to examine the nature of documentary or "verbatim" theatre. Students will investigate the following issues: What is the nature of the documentary material? What is the basis for selection? What is the organizing principle?

THEA 4320. Movement Stories. (3 Credits)
An interdisciplinary studio course that examines creation of and communication of stories through movement and theatre approaches with emphasis on creativity and invention.

THEA 4400. Clowning & Improvisation. (3 Credits)
A course that will teach students a form of French clowning popularized by Bataclown. The act of clowning as will be practiced in this class is based on corporeal, emotional, and vocal expression. Each student will create her or his own individualized clown character through improvisational exercises. A midterm research paper with presentation and final performance will be required of all.

THEA 4410. Thea & Social Change. (3 Credits)
Students are introduced to Augusto Boal's Theatre of the Oppressed™ techniques. They will be used to explore such issues as identity and representation.

THEA 4475. Shakespeare Performance. (3 Credits)
Exploration of Shakespeare's work through performance using the summer Shakespeare Festival as a catalyst. May be repeated once with different context.

THEA 4560. Internship. (1-3 Credits)
An experiential learning process coupled with pertinent academic coursework. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR. Only one internship may be completed per semester. Note: A maximum of three credits may be earned in one or two courses.

THEA 4710. Foundations of Western Theatre. (3 Credits)
A course in the history and dramatic literature of theatrical production and performance in the Western Tradition (mostly) from the Greek classical period through the 18th Century.

THEA 4720. Mod Brit & Eur Theatre History. (3 Credits)
A course in the history and dramatic literature of theatrical production and performance in Britain and Europe (mostly) from the rise of Romanticism in the 18th century to the present.

THEA 4730. U S Theatre History. (3,4 Credits)
A course in the history and dramatic literature of theatrical production and performance in the United States (mostly) from Colonial drama to the present.

THEA 4750. African American Theatre Histo. (3 Credits)
This course is a chronological examination of African-American theater history from 1619 to the present through the study of African-American plays, critical race theory, as well as political/social conditions in the United States. Upon completion of this course the student should be familiar with a crosssection of the major written works of African-American theater, have a more complete understanding of the intersection of American and African-American theatre histories. They should also know the position of African-American theater within the context of major American theatrical movements.

THEA 4790. Readings in Theatre History. (1-2 Credits)
This Independent Study is used when a transfer/study abroad course covers some, but not all, of the content in a required theatre history course.

THEA 4880. Writing Intensive: THEA. (1 Credit)
Writing Intensive.

THEA 4881. Writing Intensive: THEA 4730. (1 Credit)
Writing Intensive.

THEA 4890. Service Learning: THEA 4210. (1 Credit)
Service Learning.

THEA 4910. Independent Study. (1-3 Credits)
Independent practical and research study in theatre-related areas.

THEA 4920. Independent Study. (1-3 Credits)
Independent practical and research study in theatre-related areas.

THEA 4940. Transfer Coursework. (3 Credits)
Transfer Coursework.

THEA 4990. Honors Thesis. (3 Credits)
Honors Thesis.

THEA 5000. Honors Thesis. (3-4 Credits)
Honors Thesis.

THEA 5190. Semester Abroad. (1-20 Credits)
Semester abroad.

THEA 5380. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

THEA 5390. Junior Year Abroad. (1-20 Credits)
Junior Year Abroad.

THEA 5940. Transfer Coursework. (0 Credits)
Transfer Coursework.
THEA 6110. Acting For Other Media. (3 Credits)
This course is designed to train the acting student in techniques that are required for successful performance in film, television, and radio. Students will explore the differences between acting for the stage and for the "mechanical" media and will be assigned scenes and copy to perform on camera and on microphone.

THEA 6130. Ensemble Production. (1,3 Credits)
Development of the ensemble in relation to specific genres and playwrights culminating in a public performance.

THEA 6140. Ensemble Production. (1,3 Credits)
Development of the ensemble in relation to specific genres and playwrights culminating in a public performance.

THEA 6220. Advanced Makeup. (3 Credits)
This studio style course explores the different types of theatrical makeup and it uses in different venues. The students are provided with supervised time in class to develop application skills both on themselves and using live models as well as thinking critically about an application.

THEA 6230. Special Effects. (3 Credits)
Introductory course designed to expose the student to the various types of special effects available, and their uses in the entertainment industry.

THEA 6310. Adv Technical Problems. (3 Credits)
A survey of the traditional methods of constructing and mounting scenery for theatre. A practical approach to planning technical production. Includes budgets for time and material, organization of shops and crews, and standards in drafting the production.

THEA 6330. Fundamentals of Lighting. (3 Credits)
A course in the art and craft of stage lighting. Basic electricity and color theory. Lighting instruments and their control. Practical experience in lighting the production. Laboratory in addition to lecture.

THEA 6340. Comp. Tech For Lighting. (3 Credits)
Advanced problems in stage lighting. Structured approach to the development of lighting for the stage. Analysis of available lighting control options. Practical experience in preparation of light designs for production. Laboratory in addition to lecture.

THEA 6350. Thea Drafting & Model-Making. (3 Credits)

THEA 6410. Design Fundamentals I. (3,4 Credits)
The development of scenic and costume designs from the modern viewpoint. Techniques of drawing, rendering, and perspective in relation to designers' presentation and portfolio. Laboratory.

THEA 6420. Design Fundamentals II. (3,4 Credits)
A continuation of THEA 6410. Equal emphasis on the designers' process and rendering techniques. Watercolor, pen and ink, scenic models.

THEA 6440. Rendering For Designers. (3 Credits)
The development of the individual's graphic skills in regard to rendering for theatrical purposes. Stress will be placed on accurately representing designs on plates in a professional fashion and on the manipulation of different mediums.

THEA 6460. Adv Costume Rendering. (3 Credits)
To improve drawing/costume rendering skills. A course to advance the costume design student's understanding of the human body and how it moves and behaves, thus enhancing the student's ability to communicate through costume design rendering; exploration of the anatomy of the body, including the skeletal and muscular systems, how they interact and how they move; and exploration of how different fabrics behave on the body and how the body's movement is affected by clothing.

THEA 6470. Design for Television. (3 Credits)
This course is designed to give the students the knowledge of preparing the production of television programs with emphasis on the producer's, the director's, and designer's responsibilities to the overall planning and execution of the program - both in the studio and in the field.

THEA 6480. Design for Puppetry. (3 Credits)
This course is an introduction to puppet design concepts. An exploration of the specifics associated with different puppet show genres.

THEA 6530. Period Style Designers I. (3,4 Credits)
In-depth study of the styles of architecture, decor, furniture, and costume from antiquity through Elizabethan England, 1625. Research and design adaptation assignments.

THEA 6540. Period Styles Design II. (3,4 Credits)
Further study in architecture, decor, furniture, and costume from Charles I through modern including Eastern cultures. Research and design adaptation assignments.

THEA 6550. Stage Management. (3 Credits)
Introduction to the multifaceted job of stage management.

THEA 6555. Costume Shop Management. (3 Credits)
Students will develop skills and an understanding of the daily responsibilities required of a Costume Shop Manager. These topics will include budgeting, managing labor, managing costume stock, writing rental agreements and sewing machine maintenance.

THEA 6580. Producing. (3 Credits)
Introduction to the different elements of producing for the theatre, as well as television, new media, and cinema. Students receive an overview of the different elements of producing, from the initial steps of putting together script, talent, and the team (writer(s), director, actors, designers), through financing, and into marketing and the launch of a new production.

THEA 6600. Welding. (3 Credits)
This class will cover a variety of metalworking techniques that are used in theatrical construction.

THEA 6650. Studies In Theatre Hist. (3 Credits)
Graduate History of Theatre I is an intensive course in the conventions, physical conditions and techniques of theatrical production in the Western tradition from the Greek classical period through the 18th C. Emphasis will be placed on setting each period of theatre within the aesthetic traditions of Western Culture.

THEA 6660. Theatre History II. (3 Credits)
Graduate History of Theatre I is an intensive course in the conventions, physical conditions and techniques of theatrical production in the Western tradition of Modern British and European Theatre.
THEA 6700. Sound Technology. (3 Credits)
Introductory level course designed to expose the student to the theories and technology of the professional audio world.

THEA 6730. Dramaturgy. (3,4 Credits)
This course explores dramatic structure as a means of achieving successful storytelling and examines the role of the dramaturg in modern theatrical practice.

THEA 6750. Costume Construction. (3 Credits)
Students will develop skills in the construction of theatrical clothing, specifically hand sewing skills, machine-sewing skills, reading and understanding commercial patterns, and construction of basic garments as assigned by instructor.

THEA 6751. Beginning Patternmaking. (3 Credits)
The course is designed to develop basic flat pattern making skills. A basic understanding of sewing techniques is preferred.

THEA 6760. Costume Technology. (3 Credits)
Concentrated introduction to the methods, tools, and techniques used in the construction of Theatrical Millinery. Focus will be placed on standard shop equipment, fabrics, and specific Millinery construction materials and techniques.

THEA 6761. Adv. Millinery Techniques. (3 Credits)
Further development of the methods, tools, and techniques used in the construction of Theatrical Millinery. Focus will be on advanced techniques and materials.

THEA 6770. Costume Crafts I. (3 Credits)
This course is designed to develop skills in the construction of theatrical crafts, specifically mask-making.

THEA 6775. Corsets and Crinolines. (3 Credits)
This course is designed to explore the history and construction of female underpinnings from different eras.

THEA 6780. Adv Costume Technique Draping. (1-4 Credits)
Students will build on flat patterning skills and learn draping techniques needed to create theatrical costumes. Prerequisites- Basic Patternmaking.

THEA 6790. Costume Crafts II. (3 Credits)
Students will develop skills in the manipulation of textiles through various painting and dyeing techniques to achieve desired theatrical costuming objectives.

THEA 6800. Practical Applications. (1-3 Credits)
A design lab where the students put theory into practice. The lab assignments will be tailored by the faculty to the individual student’s needs. The objective is to provide actualized work experience in conjunction with faculty mentoring on design work productions.

THEA 6810. Theatrical Photography. (3 Credits)
Basic photography and darkroom techniques designed specifically for theatre design students to document their work. Both black and white and color will be covered.

THEA 6820. Scene Design Cad. (3 Credits)
We will introduce and explore Computer Aided Design using primarily the Vector Works program with its practical applications to theatrical scene design.

THEA 6825. Advanced CAD. (3 Credits)
This class will cover advanced functions of the Vectorworks CAD software, such as 3D modeling and photo-realistic rendering techniques with lighting and textures, with emphasis on its practical applications to theatrical scene and lighting design. This is a continuation of the Scene Design CAD course.

THEA 6830. Scene Painting. (3 Credits)
This is a collaborative class based upon professional practices of scenic studios. We will examine the working relationship between the scenic designer and the scenic artist, and look at historical changes to the profession over the past 400 years. There will be extensive time spent drawing and painting and learning techniques to realize different faux finishes. This introductory class will culminate with a full sized color drop, with all in the class participating.

THEA 6840. Intermed Costume Construction. (3 Credits)
Students will further develop skills in the construction of theatrical clothing, specifically hand sewing skills, machine sewing skills, reading and understanding commercial patterns, and construction of more complex garments as well as repurposing commercial patterns, and construction of more complex garments as well as repurposing commercial garments.

THEA 6850. Design For Dancers. (3 Credits)
Designed to expose the dancer/choreographer to the theories of lighting and sound design as it applies to dance.

THEA 6860. Advanced Costume Construction. (3 Credits)
The course is designed to develop advanced skills in the construction of theatrical costumes. Students will create projects resulting in finished pieces worthy of inclusion in their portfolios. It will also develop an understanding of costume technology for both design and performance students as well as build a vocabulary to enhance the collaboration process.

THEA 6880. Writing Intensive: THEA 6920. (1 Credit)
Writing Intensive.

THEA 6900. Portfolio Techniques. (3 Credits)
This course will prepare the student’s portfolio, as well as the student, for the professional world. Stress placed upon plate layout, organization of materials, selection of pieces for inclusion, etc. Additionally, job search techniques and interview preparation will be explored.

THEA 6910. Special Topics. (3 Credits)
Courses offered by visiting professors or permanent faculty. For specific offering, see the Schedule of Classes. For description, consult department.

THEA 6920. Special offerings. (3 Credits)
Courses offered by visiting professors or permanent faculty. For specific offering, see the Schedule of Classes. For description, consult department.

THEA 6921. Special Offerings. (3 Credits)
Special offering.

THEA 6922. Special Offering. (3 Credits)
Special offering.

THEA 6923. Special Offering. (3 Credits)
Special offerings in Theatre.

THEA 6924. Special Offering. (3 Credits)
Special offerings in Theatre.
THEA 6925. Special offerings. (3 Credits)
Special offerings in Theatre.

THEA 6940. Transfer Coursework. (3 Credits)
Transfer Coursework.

THEA 6980. Professional Development. (3 Credits)
This Capstone course is designed for graduating seniors with a Performance track emphasis to address the skills necessary for a successful professional career in theatre and the performing arts. Emphasis will be placed on creation of resumes, self-promotion, and audition materials, including how to book auditions, preparing for callbacks and cold readings, making contacts, writing cover letters, finding an agent, and unions, among other topics.

THEA 6990. BFA Thesis Production. (3 Credits)
Required for B.F.A. designers. Student's work in area of emphasis culminating in the design of a mainstage production. A written thesis is required.

THEA 7010. Graduate Text Analysis. (3 Credits)
This course is designed for graduate level students of theatre and dance. It will explore methods and vocabularies for the discussion of play texts as they relate to the mounting and production of plays, as well as ways of making meaning on stage.

THEA 7210. Advanced Directing I. (3 Credits)
This course is meant to give graduate theatre designers a theoretical, historical and practical overview of directing.

THEA 7310. Non-Profit Management. (3 Credits)
The objective of this course is to provide a detailed analysis of the managerial aspects of commercial performing arts in America. The course aims to relate principles of administration and business operations to theatre, dance, and music, and provide a basis for practical contemporary management of performing arts productions and organizations.

THEA 7320. Dev/Fundraising For Npos. (3 Credits)
This course focuses on not-for-profit performing arts organizations. Topics covered include the evolution of the field, economic impact, the internal culture and structure, external influences, leadership, governance, planning, human resources, marketing, fundraising, financial management, and others. Students will be introduced to a wide range of arts organizations, working arts managers, and institutional models through field trips, guest lectures, readings, and institutional data. In addition to understanding the organizational structures and functions of an arts organization, students will have begun to develop a philosophy of management in the arts, a theoretical model for general management, arts advocacy, and practical tools for its practice.

THEA 7410. Scene Design I. (3 Credits)
The objective of this course is to give the students the skills needed to design scenery for a contemporary American or European play that will be analyzed within its diverse visual expressions.

THEA 7420. Scene Design II. (3 Credits)
The purpose of this course is to empower students to present artistic set design solutions of opera in English translation, to discuss in depth and cross-culturally a theme, Music and Theatre.

THEA 7510. Costume Design I. (3 Credits)
The Development of costume designs from the modern viewpoint. As well as developing techniques of drawing, rendering, and perspective in relation to designers, presentation, and portfolio.

THEA 7520. Costume Design II. (3 Credits)
Continuation of THEA 7510.

THEA 7560. Production Management. (3 Credits)
The exploration of the role of the Production Manager and their responsibilities.

THEA 7610. Lighting Design I. (3 Credits)
The purpose of this course is to hone students' skills as lighting designers. This will be done through a series of projects and light plots over the course of the semester.

THEA 7620. Lighting Design II. (3 Credits)
Continuation of THEA 7610 with emphasis on multi-set shows, musicals, and operas.

THEA 7710. Technical Directing I. (3 Credits)
This course will cover a variety of techniques that are used in theatrical construction.

THEA 7720. Technical Directing II. (3 Credits)
Continuation of THEA 7710 with emphasis on structural engineering of scenery.

THEA 7890. Internship. (9 Credits)
Internship.

THEA 7910. Independent Study. (1-3 Credits)
Independent study in Theatre.

THEA 7920. Independent Study. (1-3 Credits)
Independent study in Theatre.

THEA 7990. Thesis Production. (3 Credits)
MFA Thesis Production.

THEA 9980. Master's Research. (0 Credits)
Master's Research.

Tides - Business (TIDB)

TIDB 1010. More Than Just Busn I. (1.5 Credits)
TIDB 1010 introduces students to the business world by critically examining the art of management. The course focuses on important business questions: Why and how do people start businesses? Why do people work together, and how does one lead them? How do businesses manage their finances? The objective of TIDB 1010 is to introduce students to basic business concepts; to develop plans for their fields of study; and to learn about potential careers, and have fun in the process.

TIDB 1020. Law and Order: Pre-Law. (1.5 Credits)
In Henry VI, Shakespeare wrote, "The first thing we do, let's kill all the lawyers"; however, "all the lawyers" have avoided being killed since Shakespeare wrote that line. Why? From the largest corporate mergers to the simplest adoptions, and from public policy to the enactment of criminal laws, the need for lawyers is increasing because the law is a central part of our daily lives and is the bedrock of a free society. Although the press might occasionally indicate otherwise, lawyers are members of an enduring profession. As such, they receive respect, but is being a lawyer really like the popular portrayals on television shows such as Law and Order, or in a John Grisham novel? This class will help students explore how one becomes a lawyer and what being a lawyer is like.
TIDB 1110. More Than Just Business II. (1.5 Credits)
TIDB 1110 continues with examining the art of management discussed in TIDB 1010. The course focuses on several key questions: Why and how do leaders create a vision? How do organizations sell and market their goods and services? What production and post-production activities do organizations perform? The objective of TIDB 1110 is to allow students to build upon the basic business concepts in TIDB 1010; to further refine plans for their fields of study; and to learn about potential careers, and have fun in the process.

TIDB 1890. Service Learning: TIDB 1010. (1 Credit)
This course is a required add-on component to TIDB 1010 or 1020, and TIDB 1110 for any student who enrolls in it. In TIDB 1890 or 1892, students will engage in service learning activities that will complement the introductory business curriculum in TIDB 1010 or 1020, and TIDB 1110. Upon successfully completing TIDB 1890 or 1892, students will earn one full credit and they will complete the first-tier University Public Service Requirement.

TIDB 1891. Service Learning: TIDB 1110. (1 Credit)
TIDB 1892. 20-Hour Ser Learning TIDE 1020. (1 Credit)
This course is a required add-on component to TIDB 1010 or 1020, and TIDB 1110 for any student who enrolls in it. In TIDB 1890 or 1892, students will engage in service learning activities that will complement the introductory business curriculum in TIDB 1010 or 1020, and TIDB 1110. Upon successfully completing TIDB 1890 or 1892, students will earn one full credit and they will complete the first-tier University Public Service Requirement.

Tides - Liberal Arts (TIDL)
TIDL 1940. Transfer Coursework. (1 Credit)

Tides - TU Interdisc Expericn (TIDE)
TIDE 1000. NOLA Cities of The Dead. (1 Credit)
TIDE 1001. New Orleans' Hidden Places. (1 Credit)
TIDE 1002. The Edge of Medicine. (1 Credit)
TIDE 1003. Happiness & Human Flourishing. (1 Credit)
TIDE 1004. Integrating Comp Med-Coll Exp. (1 Credit)
TIDE 1005. Mardi Gras: Greatest Free Show. (1 Credit)
TIDE 1006. American Jews on Screen. (1 Credit)
TIDE 1007. The Art of Letter-Writing. (1 Credit)
TIDE 1008. NO: A Spirituality Survey. (1 Credit)
TIDE 1009. NO Tourism: Auth & Sensational. (1 Credit)
TIDE 1010. Ldrshp, Pol, Powr,Change. (1 Credit)
TIDE 1011. Exploring Russia. (1 Credit)
TIDE 1012. Working for Change: New Orleans. (1 Credit)
TIDE 1013. The Architecture of Place. (1 Credit)
TIDE 1014. Cultivate Residence Self Care. (1 Credit)
TIDE 1015. Cultivate Inner Changemaker. (1 Credit)
TIDE 1016. Tolkien as Translator. (1 Credit)
TIDE 1017. Changemakers in NOLA Education. (1 Credit)
TIDE 1018. Case Studies in Leadership. (1 Credit)
TIDE 1020. Cities & Urban Environmt. (1 Credit)
TIDE 1021. Design Thinking & Place Making. (1 Credit)
TIDE 1022. Computational Thinking. (1 Credit)
TIDE 1024. Invisible Cities. (1 Credit)
TIDE 1025. Karate: Art & Philosophy. (1 Credit)
TIDE 1029. Do You Want to Study Abroad. (1 Credit)
TIDE 1030. Music & Culture of Nola. (1 Credit)
TIDE 1034. NoLa - The Lay of the Land. (1 Credit)
TIDE 1035. Introduction to Yoga. (1 Credit)
TIDE 1037. The Power of the Human Voice. (1 Credit)
TIDE 1040. Religion Media Politics & Food. (1 Credit)
TIDE 1041. New Orleans Spirituality. (1 Credit)
TIDE 1042. NoLa's Hidden Places & History. (1 Credit)
TIDE 1045. Compassionate Celeb Labing. (1 Credit)
TIDE 1050. Our Digital World. (1 Credit)
TIDE 1055. NO & JKs "A Confed of Dunces". (1 Credit)
TIDE 1060. NOLA Global at the Local. (1 Credit)
TIDE 1065. Out Loud: Public Speaking NOLA. (1 Credit)
TIDE 1070. Nola Musuem & Communiti. (1 Credit)
TIDE 1075. Celebrate NOLA. (1 Credit)
TIDE 1080. Disease/Healing NOLA. (1 Credit)
TIDE 1085. Crime & Punishment in NOLA. (1 Credit)
TIDE 1090. Sports & New Orleans. (1 Credit)
TIDE 1095. Globe Trekking: Common Good. (1 Credit)
TIDE 1100. Society & Neuroscience. (1 Credit)
TIDE 1110. Public Ed: NOLA Path to Change. (1 Credit)
Tropical Medicine (TRMD)

TRMD 6010. Biol Basis of Disease. (3 Credits)
This course provides a foundation of knowledge about the human body in health and disease. It gives an overview of important concepts of the biological mechanisms of disease at the cellular, individual, and societal levels. At the cellular level, the course summarizes DNA and cellular function, genomics, immunology, and vaccination. At the individual and societal levels, the course addresses the most important infectious and non-infectious causes of death worldwide, providing background on their pathophysiology, clinical aspects, and patterns of disease occurrence, risk factors, and methods of prevention.

TRMD 6030. Multi dis app gl hlth & soc ju. (3 Credits)

TRMD 6050. Medical Helminthology. (2 Credits)
This course covers the parasitic worms with special reference to those causing disease in humans. In lecture, the student becomes acquainted with the different taxonomic groups of helminths, their phylogenetic and zoological relationships, morphological and structural characteristics, geographical distributions, methods of transmission, vectors, reservoir hosts, pathology including location and tissue damage in the human body and including aspects of the molecular pathogenesis, anthelmintic chemotherapy including modes of action of anti-parasitic medications, parasitological diagnosis of helminth infections, aspects of the immunology of helminth infections, methods of helminth parasite control and other public health implications, and other tropical issues.

TRMD 6060. Medical Entomology. (3 Credits)
This course is designed to provide the fundamental information necessary for understanding and evaluating both the role of arthropods in transmission of pathogens causing human disease, and the role of arthropods in directly causing human disease. Following a brief overview of the general anatomy, physiology, and classification of arthropods, individual groups of medical importance are considered in detail with regard to the recognition of important species, the epidemiology and pathogenesis of associated diseases, and the principles and methods of vector control.

TRMD 6070. Medical Protozoology. (2 Credits)
The basic biology of protozoa capable of infecting humans as well as the clinical manifestations of the diseases they cause will be covered. This is a comprehensive course covering all aspects of medically important protozoa and the diseases they cause. Topics covered will include life cycles, morphological features, host-parasite interactions, geographical distribution, reservoir hosts, methods of transmission and control, pathology, clinical features, and immunological aspects. The biological and clinical perspectives gained in this course will assist students in the practical recognition, evaluation, and management of problems in public health or clinical practice involving protozoa that infect humans.

TRMD 6080. Medical Protozoology Lab. (1 Credit)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6090. Parasitology Laboratory. (1 Credit)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6100. Health and Human Rights. (1 Credit)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights.

TRMD 6170. Immunology. (3 Credits)
This course is designed for students of public health and the basic biomedical sciences who are interested in a current overview of immunology. This course is a comprehensive introduction to immunity and immunopathogenesis as it relates to health and disease. Following a thorough consideration of cells and tissues of the immune system, attention is given to immune recognition and regulation of immune responses, with special emphasis on the role of cytokines in immunity. Finally, clinical concepts are presented with current knowledge of basic immune mechanisms for each: autoimmunity and autoimmune disease, transplant rejection, immunity to tumors, primary immunodeficiency diseases, and immunity to infectious agents including viruses and parasites, and immunopathogenesis of HIV/AIDS.
TRMD 6200. Impact Evaluation in GH. (3 Credits)
This course provides students with basic concepts, principles, and practices for the evaluation of public health programs and interventions. The course is intended to 1) introduce students to impact evaluation, 2) provide a solid grounding in study designs relevant in field settings; 3) develop students' skills in designing evaluation plans, and 4) serve as a foundation for more specialized program evaluation classes as well as for courses on data analysis, sampling, epidemiology, and operations research.

TRMD 6240. Molecular Biol Meth Ph. (2 Credits)

TRMD 6250. Biomedical Research Methods. (3 Credits)
Students will be able to apply the basic biomedical methods used in public health and tropical medicine research or practice, and summarize the principle and the theoretical basis. They will be able to analyze the strengths and weaknesses of the different methods, and design hypothesis-driven studies to address public health and tropical medicine problems, applying the appropriate methods. Students will also assess scientific papers and critically appraise their relative merit in the field of public health research and practice.

TRMD 6310. Clinical Trop Medicine. (2 Credits)
Clinical Tropical Medicine is designed to offer to an overview of topics of clinical importance in tropical medicine. In most cases, topics are presented in syndromic fashion. The course is expected to complement the other course offerings from the Tropical Medicine Department for the MPHTM and Diploma curricula. Participants should have some experience in clinical medicine and should either have experience or be in the process of learning about diseases of the tropics.

TRMD 6320. Preventive Trop Med. (2 Credits)

TRMD 6330. Microbial Disease of Trp. (2 Credits)
This course introduces students to the most important bacterial, viral, and mycotic pathogens in the tropics and to clinical features of the associated diseases. The course will focus on topics not ordinarily covered in depth in U.S. medical schools, such as cholera, tuberculosis, leprosy, arboviral infections, and hemorrhagic fevers, among others. The course will be team taught by both microbiologists and clinicians.
Topics covered will include geographic distribution, transmission, and pathogenesis, clinical features of relevant diseases, immunologic considerations, laboratory diagnosis, treatment, and control.

TRMD 6340. Diagnostic Meth/Microbio. (2 Credits)
This laboratory course parallels topics presented in TRMD 6330. The course is designed to teach students how to perform basic laboratory tests using simple techniques applicable to developing countries. Most of these will be diagnostic tests for infectious diseases, although some clinically relevant non-diagnostic techniques will also be taught (e.g., complete blood counts). The bulk of the course consists of hands-on laboratory experience conducting laboratory tests with clinical specimens and analyzing prepared teaching specimens. Procedures for organism isolation and identification and rapid diagnostic kits will be covered.

TRMD 6350. Disease Prev and Control. (2 Credits)
This course is designed for students enrolled in the diploma in tropical medicine and traveler's health program to prepare them to recognize and contribute effectively to the public health needs of communities in developing countries. The course focuses on disease prevention and control strategies with special reference to developing countries; assessment of community needs, and provision of basic preventive services; control of important endemic diseases such as malaria, tuberculosis, and HIV/AIDS; and other topics such as outbreak investigation, emerging infectious diseases, immunization programs, and disease eradication programs.

TRMD 6360. Clinical Case Presentats. (1 Credit)
Students, faculty and visiting professors will present clinical cases pertaining to issues in tropical medicine, wilderness medicine and travel medicine. There will be active class participation.

TRMD 6420. Tropical Virology. (3 Credits)
This course covers broad concepts of, and important interventions for, major viral diseases. The course places emphasis on viruses that are found in tropical countries and/or are considered recently emergent pathogens. Students enrolled in the course should come with a basic understanding of communicable disease concepts.

TRMD 6450. Tb Global Trends & Inter. (2 Credits)
Students, faculty and visiting professors will present clinical cases pertaining to issues in tropical medicine, wilderness medicine and travel medicine. There will be active class participation.

TRMD 6780. Genomics In Public Hlth. (2 Credits)

TRMD 6800. Emerging Pathogens. (2 Credits)

TRMD 7000. Tropical Medicine Semin. (1 Credit)
Tropical Medicine Seminar is designed as a journal club, with the specific goal of training students to develop skills in critically evaluating and effectively presenting relevant scientific literature. Each student is expected to present at least one article to the class from recent tropical medicine literature, and to attend and actively participate during presentation delivered by other students.

TRMD 7020. Infectious Disease Seminar. (1 Credit)
The seminar experience is intended to stimulate a critical reading of the current literature and to ensure that each student learns to present important and potentially controversial data in a rigorous and careful fashion.

TRMD 7180. Immunoparasitology. (2 Credits)

TRMD 7300. Mchnasms of Pthogen Intrventn. (2 Credits)
This course provides an advanced foundation of knowledge about the selection and mechanisms of action of different interventions against important viruses, bacteria and unicellular parasites of public health significance. The course describes how drugs, vaccines and other intervention agents reach their cellular targets and how they act in harmony with the host immune system to control or eradicate the pathogen, inside the human or the arthropod hosts.
TRMD 7330. Advanced Topics in Host Pathog. (2 Credits)

TRMD 7420. Pop Bsd Malaria Prev and Ctrl. (3 Credits)
This course introduces the principles of prevention and control of malaria infection and disease, as well as population based methods for evaluating the success of control programs or new interventions. This course investigates how culture, society, and the environment influence disease transmission, risk factors, and health status. Students will analyze data and integrate information using a monitoring and evaluation framework to inform prevention and control policy. Topics covered will include vector ecology, malaria epidemiology, malaria control strategies, malaria monitoring and evaluation, issues around cost-effectiveness, and prospects for elimination.

TRMD 7440. Houshld Smplng Apps in Dvlping. (3 Credits)
The use of scientific household surveys to obtain population-level data for research and program-related needs in developing countries without adequate health information systems has become increasingly common in the international health, population and nutrition sectors. This is attested to by the proliferation of standardized survey protocols in these sectors. In order to take full advantage of recent developments in survey methodologies, professionals working in these sectors need to have a solid understanding of the intended uses and limitations of various standard sampling protocols, as well as the underlying principles of survey measurement.

TRMD 7800. Adv Medical Entomology. (2 Credits)
This is an advanced course that challenges students to consider basic principles in medical entomology relating to the ecology, epidemiology, and control of pathogen transmission. Lectures and corresponding laboratories cover topics such as vector behavior, physiology, genetics, immune response, molecular biology, vector-pathogen interaction and vector-borne disease surveillance and diagnostics. This material provides a foundation for understanding vector ecology and the dynamics of pathogen transmission. Students will learn how current research in medical entomology offers new prospects for the control of vector-borne diseases. They will also learn about and work through the process of grant preparation and submission to obtain funding for vector-borne disease research.

TRMD 7820. Malaria. (2 Credits)
This is an advanced course which provides a rigorous approach to both the basic and applied issues related to malaria and malaria control. Areas covered in detail include cell biology and biochemistry of the parasite-red cell interaction, antimalarial drug action and resistance mechanisms, parasite genetics and cell biology and the immunologic aspects of malaria, including asexual and sexual stage candidate vaccine antigens. At the conclusion of the semester, students are expected to critically review current malaria control and research strategies and to suggest and defend appropriate alternatives.

TRMD 7990. Special Studies. (1-3 Credits)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

TRMD 8100. Laboratory Rotation. (2 Credits)

TRMD 8800. Essentials in Rsrch Rdiness Sk. (2 Credits)

TRMD 8990. Doctoral Independent Study. (1-3 Credits)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

TRMD 9970. Dissertation. (0 Credits)
Doctoral candidates who have defended their prospectus and are engaged in research.

TRMD 9980. Master's Thesis Research. (0 Credits)
MS students engaging in thesis research.

TRMD 9990. Dissertation Research. (2 Credits)
Doctoral students who have completed coursework but not defended their prospectus.

Urban Studies (URST)

URST 2010. The City I. (3 Credits)
City I is the first semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Three broad substantive themes are examined: (1) Urban Political Economy; (2) the Social Psychology of Cities; (3) Urban Culture and Expressive Arts; and (4) Urbanism and Urban Issues. Course employs a modular focus and historical-comparative framework, but primary emphasis will be on the contemporary era.

URST 2890. Service Learning: URST 2010. (1 Credit)
URST 2891. Service Learning URST 2010. (1 Credit)
URST 2892. Service Learning: URST 2010. (1 Credit)

URST 3010. The City I. (3 Credits)
Special topics course, content varies by semester.

URST 3100. Urban Geography. (3 Credits)
Surveys discipline of geography with focus on how various traditions within the discipline analyze cities and other human communities as spatial environments. Students will learn the tools, techniques, and datasets geographers employ to investigate questions pertaining to the shape, form, origins, transformative processes, and interaction of the natural and built environments; how and why phenomena are distributed spatially and through time; the concept and perception of place and how we distinguish places from one another; and how present-day cityscapes reflect these concerns. Lectures will focus on New Orleans but be comparative and students will be required to apply these approaches to other cities and towns.

URST 3400. GIS - Practical Applications. (3 Credits)
Geographic Information Systems (GIS) are widely used tools in the social, biological, and environmental sciences and in urban planning and design. This course provides a hands-on approach to solve problems and deepen geospatial awareness with a focus on modern urban space. End results are an ability to analyze and present geospatial data, knowledge of fundamentals of GIS, and basic skill in data acquisition and representation. Course provides a framework for functional application of GIS with a focus on local contemporary New Orleans data and issues.
URST 3880. Writing Intensive: URST 3100. (1 Credit)
 URST 3890. Service Learning:. (1 Credit)
 URST 4560. Internship. (1-3 Credits)
 URST 4567. Internship. (1-3 Credits)
 URST 4570. Internship. (1-3 Credits)
 URST 4910. Independent Study. (1-3 Credits)
 URST 5380. Junior Year Abroad. (1-20 Credits)
 URST 5390. Junior Year Abroad. (1-20 Credits)
 URST 6010. Special Topics. (3 Credits)
 Advanced level special topics course, content varies by semester.
 URST 7100. Urban Geography: NO Case Study. (3 Credits)
 URST 7400. GIS-Prac App the Build Environ. (3 Credits)

Wellness & Human Performance (WLHP)
 WLHP 2950. Basic EMT Training. (3 Credits)
 Basic EMT Training.

Women's Studies (WMST)
 WMST 4910. Independent Study. (1-3 Credits)
 Qualified students may arrange for independent study with an
 instructor to pursue a project of interest to the student. Ordinarily,
 independent study earns three credits. Requirements will vary
 depending on the project but will involve some combination of
 readings, oral reports, and written work.
 WMST 5380. Junior Year Abroad. (1-20 Credits)

Yoruba (YRBA)
 YRBA 1010. Elementary Yoruba I. (4 Credits)
 This course provides an introduction to Standard Yoruba, the dialect
 form which is understood by speakers of Yoruba worldwide. Students
 will receive training and practice in speaking, listening, reading, and
 writing.
 YRBA 1020. Elementary Yoruba II. (4 Credits)
 Elementary Yoruba II is a second level introductory course for
 beginners of Yoruba language. This course is open to students who
 have taken and passed Yoruba I. In this course students will further
 develop the four language skills: listening, speaking, reading and
 writing. Pre-requisites: Elementary Yoruba I (YRBA 1010) or instructor's
 permission.
 YRBA 4910. Independent Study. (3 Credits)
 Independent Study.
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

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</tbody>
</table>
JD, University Of San Diego - School Of Law
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<tr>
<th>Name</th>
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<tr>
<td>Mcgraw, Claire Elizabeth</td>
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<td>Mckelvey, Michael Eugene</td>
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<td>McKeown, Adam</td>
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<td>Mckinney, Laura A</td>
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<td>Mclachlan, James B</td>
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<td>McLennan, Kay L</td>
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<td>Ramazani, Vaheed</td>
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<td>Schneider, Mark</td>
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<td>Shakya, Shasta</td>
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Primate Center
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Weiss, Ashley
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Westley, Robert S
Professor
School of Law
PhD, Yale University

Wheeler, Philip B
Assistant Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
<th>Degree</th>
<th>University/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whelton, Paul K</td>
<td>Clinical Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
<td>Indiana University-Bloomington</td>
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<td>White, Edward David</td>
<td>Professor</td>
<td>School of Liberal Arts</td>
<td>PhD</td>
<td>Cornell University</td>
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<td>White, Luann E</td>
<td>Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
<td>Tulane University</td>
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<td>White, Michele E</td>
<td>Professor</td>
<td>School of Liberal Arts</td>
<td>PhD</td>
<td>City University - England</td>
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<tr>
<td>Wickliffe, Jeffrey Kirk</td>
<td>Associate Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
<td>Texas Tech University</td>
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<td>Wiedemann, Brannon E</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, Louisiana State Univ &amp; A&amp;M Colg</td>
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<td>Wiedenfeld, Logan C</td>
<td>Postdoc Fellow</td>
<td>School of Liberal Arts</td>
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<td>Wiese, Jeffrey G</td>
<td>Professor</td>
<td>School of Medicine</td>
<td>MD, Johns Hopkins Univ Sch Of Medicine</td>
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<td>Wietfeldt, Fred Eberhardt</td>
<td>Professor</td>
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<td>PhD</td>
<td>University Of California, Berkeley</td>
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<tr>
<td>Wild, Brittani M.</td>
<td>Instructor</td>
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<td>Louisiana State Univ &amp; A&amp;M Colg</td>
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<tr>
<td>Wild, Laurianne G</td>
<td>Professor</td>
<td>School of Medicine</td>
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<td>Williams, Laura C</td>
<td>Assistant Professor</td>
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</tbody>
</table>
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Primate Center

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Postdoc Fellow  
School of Medicine

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PhD

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School of Medicine  
PhD

Zumhagen-Yekple, Karen  
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PhD, University Of California, Berkeley

Zwezdaryk, Kevin  
Assistant Professor  
School of Medicine  
PhD, Tulane University
FOR MORE INFORMATION

Campus Maps
Uptown Campus Map (https://admission.tulane.edu/map)

Google Map of Tulane (https://www.google.com/maps/place/Tulane+University/@29.940348,-90.120728,17z/data=%213m1%214b1%214m2%213m1%211s0x0:0xa911683e4aff9012)

Office of Undergraduate Admission
Gibson Hall 210
6823 St. Charles Avenue
New Orleans, LA 7011
Phone: (504) 865-5731 or 1-800-873-WAVE (9283)
Fax: (504) 862-8715
Website: http://admission.tulane.edu

Offices
The following offices serve the entire university; correspondence should be directed to the individual offices: c/o Tulane University, New Orleans, LA 70118.

Advising Services
100 Mussafer Hall - Building #9
Tulane University
New Orleans, LA 70118
Website: https://advising.tulane.edu/

Accounts Receivable
35 McAllister Drive, Suite 103
New Orleans, LA 70118
Phone: (504) 865-5368
Fax: (504) 862-8758
Website: https://studentaccounts.tulane.edu/

Career Services Center
Mussafer Hall
Phone: (504) 865-5107
Website: https://hiretulanegrads.tulane.edu/

Counseling & Psychological Services (CAPS)
Uptown (Main): Building 14, Science & Engineering Lab (https://goo.gl/maps/Jq19KyF4yJ2), First Floor (in the Academic Quad)
Downtown: 127 Elk Place (https://www.google.com/maps/place/Tulane+University+Campus+Health+Downtown/@29.9560712,-90.0750073,18.96z/data=!4m13!1m7!3m6!1s0x8620a60a093541ed:0xd2c3c67d059a0482!8m2!3d29.9557376!4d-90.0743648) Room 261 (in Campus Health, adjacent to the Saratoga Garage)
Appointments: 504-314-2277 (https://catalog.tulane.edu/more-information/tel:504-314-2277)
Phone: (504) 314-2277 (314-CAPS)

Financial Aid
205 Mechanical Engineering Bldg.
Phone: (504) 865-5723
Fax: (504) 862-8750
Website: https://www2.tulane.edu/financialaid/

Housing and Residence Life
27 McAlister Drive, Irby House
Phone: (504) 865-5724
Fax: (504) 862-8944
Website: http://www.hrl.tulane.edu/

Honors Program
105 Hebert Hall
Phone: (504) 865-5517
Fax: (504) 862-8709
Website: https://honors.tulane.edu/

Office of International Students and Scholars
6901 Willow Street
Phone: (504) 865-5208
Fax: (504) 865-5209
Website: https://global.tulane.edu/oiss

Center for Public Service
Alcee Fortier Hall
Phone: (504) 862-8060
Fax: (504) 862-8061
Website: http://cps.tulane.edu

Office of the University Registrar
110 Gibson Hall
Phone: (504) 865-5231
Fax: (504) 865-6760
Website: https://registrar.tulane.edu/

Division of Student Affairs
Lavin-Bernick Center for University Life
Phone: (504) 314-2188
Fax: (504) 865-6772
Website: http://studentaffairs.tulane.edu/

Office of Study Abroad
6901 Willow Street, 2nd Floor
Phone: (504) 865-5339
Fax: (504) 862-8765
Website: https://studyabroad.tulane.edu/

Multicultural Affairs
G04 Lavin-Bernick Center
Phone: (504) 865-5181
Fax: (504) 865-6769

Website: https://campushealth.tulane.edu/about/contact
Colleges and Schools

Newcomb-Tulane College
Kelly Grant, Interim Dean
Robert C. Cudd Hall
Phone: (504) 865-5720
Fax: (504) 865-5236
Website: https://college.tulane.edu/

School of Architecture
Iñaki Alday, Dean
303 Richardson Memorial Bldg.
Phone: (504) 865-5389
Fax: (504) 862-8798
Website: http://architecture.tulane.edu/

A. B. Freeman School of Business
Ira Solomon, Dean
440 Goldring Woldenberg Hall
Phone: (504) 865-5407
Fax: (504) 865-5491
Website: http://www.freeman.tulane.edu/

School of Professional Advancement
Suri Duitch, Dean
125 Gibson Hall
Phone: (504) 777-3903
Website: https://sopa.tulane.edu/

School of Law
David Meyer, Dean
John Giffen Weinmann Hall
6829 Freret Street
Phone: (504) 865-5935
Website: http://www.law.tulane.edu/

School of Liberal Arts
Brian T. Edwards, Dean
102 Newcomb Hall
Phone: (504) 865-5225
Website: http://www.liberalarts.tulane.edu/

School of Medicine
L. Lee Hamm, Dean
1430 Tulane Ave.
Phone: (504) 988-5462
Website: https://medicine.tulane.edu/

School of Public Health and Tropical Medicine
Thomas A. LaVeist, Dean
Tidewater Building
1440 Canal Street, Suite 2400
New Orleans, Louisiana 70112
Academic year: The period consisting of fall and spring semesters.

Advanced placement: Exemption or credit awarded to beginning first-year students based on scores on the College Board Advanced Placement (AP) Tests.

Audit: To enroll in a course for no credit.

Capstone experience: A core curriculum requirement, designed by the student’s school or major department; every senior completes the capstone by applying information, skills and ideas from the major to one significant project.

Code of Academic Conduct: Statement of norms for conduct in academic work. The Code also contains procedures for dealing with alleged academic dishonesty.

Code of Student Conduct: The regulations of behavior that prohibit unsatisfactory or disruptive conduct. Disciplinary action and sanction resides with the Office of Student Affairs.

Course load: The total number of semester hours for which a student is registered in one semester or summer term.

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

- 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.

Cross-registration: Courses designated in other local universities with which Tulane participates in a consortium.

Cumulative or overall grade point average: A student’s grade point average based on the total number of quality points earned and total number of semester hours attempted.

Curriculum: A program of courses required for a degree in a particular field of study.

Departments: The academic units of the university within colleges or schools; administered by chairs or directors.

Elective: Course chosen by the student, as opposed to a required course. The term “elective”, without a qualifier, will be understood to be a free elective, chosen by the student at his or her option from all the courses offered by the university for degree credit, with due regard for prerequisites and subject to restrictions of the school or college in which the student is enrolled.

Equivalent: When used in a course prerequisite (e.g., “Prereq: SOCI 101 or equivalent”), this term means either credit in a comparable course, or equivalency to be determined by individual department.

Gibson Online: A gateway to online services such as Registration, Grades, Degree Audit, myTulane, etc. (gibson.tulane.edu)

Good standing: The typical status of a student who is not on academic probation and is eligible to continue in or return to the university.

Grade-point average (GPA): A measure of scholastic performance; the ratio of quality points earned to semester hours attempted.

Interdivisional transfer (IDT): The procedure for transfer from one school or college within the university to another.

Joint-degree programs: A program whereby a student may pursue two degree programs simultaneously.

Leave of absence: An interruption in enrollment, approved by the student’s Dean, which permits re-enrollment without an application for readmission.

Major: The primary field of study; students will take the majority of their required courses in this area.

Matriculation: The state of being registered for credit and working toward a specific degree.

Minor: The student's field of secondary academic emphasis.

Over/Under load: Stated minimum and maximum course loads for which approval must be obtained from the student's dean.

Pre-professional program: A program of study in preparation for entry into a professional degree program at another institution or another division of the University.

Prerequisites: The preliminary requirement, usually credit in another course, that must be met before a course may be taken.

Priority registration: A specified period of time during a semester when a student may enroll in courses for the following semester.

Privacy act: The privacy (https://registrar.tulane.edu/sites/g/files/rdw891/f/FERPA_Policy_FINAL.pdf) of students’ records and affairs is protected under the Family Educational Rights and Privacy Act of 1974 as amended [P.L. 93-380], preventing the distribution of any information other than 'directory information' on a student.

Probation and dismissal: Failure to meet the minimum semester requirements toward graduation for the fall or spring semester will
result in being placed on academic probation. Academic deficiencies not corrected in the subsequent semester or in a summer term may be cause for dismissal from the University.

**Quality of work:** The progress toward the baccalaureate degree measured by credits and quality points at the close of each semester.

**Quality point:** Numerical value assigned to each letter grade from A to F, when given as the final grade in a course; provides a basis for quantitative determination a grade point average.

**Registration:** The process by which a [duly admitted] student, upon payment of required tuition and fees, is enrolled in classes.

**Residency requirement:** The period of time students are required to be enrolled for a designated number of courses or credits at Tulane University.

**Schools:** The academic units of the university that offer the university’s academic programs, and are administered by deans. The degree anticipated determines the student’s choice of school or college.

**Student schedule:** The courses in which a student is enrolled.

**S/U option:** Satisfactory or unsatisfactory is elected as an irrevocable option (following the announced deadline) for a course in which a letter grade and quality points are not awarded, thereby not affecting the GPA.

**TIDES (Tulane InterDisciplinary Experience Seminar):** a one-credit seminar required for all first-year students.

**Transfer student:** A student who terminates enrollment in another university and subsequently enrolls in Tulane University.

**Withdrawal:** Extensive nonattendance to class(es) requires formal withdrawal from: course(s), section(s), or the college/school, with appropriate approvals including that of the dean.
SCHOOLS, DEPARTMENTS
AND THE COLLEGES

Newcomb-Tulane College
Founded in 2006, the Newcomb-Tulane College (http://college.tulane.edu) has administrative oversight for the full-time undergraduate experience and the common core curriculum. The Newcomb-Tulane College comprises all full-time undergraduate programs at the university, including those in architecture, business, liberal arts, public health and tropical medicine, and science and engineering. When a student designates a major, whether that decision is made upon admission or before the end of spring semester of the sophomore year, the student also will be considered a student in the school that houses that major. Thus, students simultaneously will be in the Newcomb-Tulane College and a school. The School of Professional Advancement oversees programs for part-time students.

Schools and Departments
As the homes of the academic departments, the schools define the requirements for the school-specific core curriculum and are responsible for designing majors/minors and the capstone experience. For graduating students, the schools also certify completion of majors/minors, the school core curriculum, and the capstone experience for the degree. The schools also deliver graduate and professional education and programs.

- Newcomb-Tulane College (p. 18)
- School of Architecture (p. 43)
  - Architecture (p. 46)
  - Preservation (p. 51)
  - Real Estate Development (p. 52)
  - Social Innovation & Social Entrepreneurship (p. 54)
- A.B. Freeman School of Business (p. 56)
  - Accounting (p. 60)
  - Business Analytics (p. 61)
  - Energy (p. 62)
  - Entrepreneurial Management (p. 63)
  - Finance (p. 64)
  - Global Management (p. 69)
  - Legal Studies in Business (p. 70)
  - Management (p. 71)
  - Marketing (p. 73)
  - MBA (p. 74)
  - Minor for Non-Business Students (p. 79)
- School of Law (p. 80)
  - Juris Doctor (p. 80)
  - Master of Laws (p. 84)
  - Master of Jurisprudence (p. 86)
  - Doctor of Juridical Science (p. 86)
- School of Liberal Arts (p. 88)
  - Department of Anthropology (p. 92)
  - Department of Art (p. 97)
  - Department of Classical Studies (p. 100)
  - Department of Communication (p. 102)
  - Department of Economics (p. 102)
  - Department of English (p. 105)
  - Department of French and Italian (p. 108)
  - Department of Germanic and Slavic Studies (p. 114)
  - Department of History (p. 116)
  - Department of Jewish Studies (p. 119)
  - Department of Music (p. 120)
  - Department of Philosophy (p. 126)
  - Department of Political Science (p. 132)
  - Department of Sociology (p. 136)
  - Department of Spanish and Portuguese (p. 136)
  - Department of Theatre and Dance (p. 140)
  - Interdisciplinary Programs and Coordinate Majors (p. 146)
- School of Medicine (p. 180)
  - Biomedical Sciences Graduate Programs (p. 181)
  - MD Degree Program (p. 190)
- School of Professional Advancement (p. 192)
  - Applied Computing Systems and Technology Program (p. 205)
  - Business and Leadership Studies (p. 208)
  - Digital Design (p. 213)
  - Emergency and Security Studies (p. 216)
  - General Legal Studies Program (p. 219)
  - Kinesiology (p. 220)
  - Liberal Arts and Sciences (p. 222)
  - Teacher Certification Program (p. 223)
- School of Public Health and Tropical Medicine (p. 225)
  - Department of Epidemiology (p. 229)
  - Department of Global Biostatistics and Data Science (p. 234)
  - Department of Global Community Health and Behavioral Sciences (p. 238)
  - Department of Global Environmental Health Sciences (p. 248)
  - Department of Health Policy and Management (p. 257)
  - Department of Tropical Medicine (p. 263)
  - Joint and Combined Degrees (p. 268)
  - Undergraduate Public Health (p. 271)
- School of Science and Engineering (p. 274)
  - Biological Chemistry Program (p. 281)
  - Department of Biomedical Engineering (p. 282)
  - Department of Cell and Molecular Biology (p. 284)
  - Department of Chemical and Biomolecular Engineering (p. 287)
  - Department of Chemistry (p. 290)
  - Department of Computer Science (p. 292)
  - Department of Earth and Environmental Sciences (p. 294)
  - Department of Ecology and Evolutionary Biology (p. 297)
  - Department of Mathematics (p. 301)
  - Department of Physics and Engineering Physics (p. 307)
  - Department of Psychology (p. 320)
  - Department of River-Coastal Science and Engineering (p. 322)
  - Interdisciplinary Graduate Degree Programs (p. 323)
  - Neuroscience Program (p. 326)
- School of Social Work (p. 328)
- Disaster Resilience (p. 329)
- Social Work (p. 331)
- Programs (p. 802)
- Colleges and Schools (p. 808)
<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Department</th>
<th>School/College</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>A.B. Freeman School of Business</td>
<td>Minor (p. 60)</td>
<td>Master of Accounting (p. 60)</td>
</tr>
<tr>
<td>Accounting</td>
<td>Leadership and Business</td>
<td>School of Professional Advancement</td>
<td>Minor (p. 209)</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Business &amp; Leadership</td>
<td>School of Professional Advancement</td>
<td>Minor (p. 208)</td>
<td></td>
</tr>
<tr>
<td>Admiralty</td>
<td>Master of Laws</td>
<td>School of Law</td>
<td>Master of Laws in Admiralty (p. 84)</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>Leadership and Business</td>
<td>School of Professional Advancement</td>
<td>Minor (p. 209)</td>
<td></td>
</tr>
<tr>
<td>Africana Studies</td>
<td>Africana Studies</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 147), Minor (p. 149)</td>
<td></td>
</tr>
<tr>
<td>American Law</td>
<td>Master of Laws</td>
<td>School of Law</td>
<td>Master Laws in American Law (p. 84)</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>Anthropology</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 92), Bachelor of Science (p. 93)</td>
<td>Master of Arts (p. 94), Doctor of Philosophy (p. 94)</td>
</tr>
<tr>
<td>Applied Business</td>
<td>Leadership and Business</td>
<td>School of Professional Advancement</td>
<td>Minor (p. 209)</td>
<td></td>
</tr>
<tr>
<td>Applied Comput/Info Tech</td>
<td>Applied Computing</td>
<td>School of Professional Advancement</td>
<td>Certificate (p. 208)</td>
<td></td>
</tr>
<tr>
<td>Applied Comput Sys &amp; Tech</td>
<td>Computing Systems &amp;</td>
<td>School of Professional Advancement</td>
<td>Bachelor of Science (p. 205), Certificate (p. 207), Minor (p. 206)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Applied Math             | Mathematics             | School of Science &amp; Engineering     | Minor (p. 109) |                 |
| Arabic                   | French and Italian      | School of Liberal Arts               | Minor (p. 109) |                 |
| Architecture             | Architecture            | School of Architecture               | Bachelor of Architecture (p. 47), Bachelor Science Architecture (p. 49), Minor (p. 47) | Master of Architecture (p. 50), Master of Sust Real Est Dev (p. 46) |
| Art History              | Art                     | School of Liberal Arts               | Bachelor of Arts (p. 97), Minor (p. 97) | Master of Arts (p. 97) |
| Art History              | Interdisciplinary       | School of Liberal Arts               | Bachelor of Arts (p. 99), Bachelor of Fine Arts (p. 99), Minor (p. 98) | Doctor of Philosophy (p. 159) |
| Asian Studies            | Interdisciplinary       | School of Liberal Arts               | Bachelor of Arts (p. 151) |                 |
| Asian Studies            | Asian Studies           | School of Liberal Arts               | Minor (p. 152) |                 |
| Biochemistry             | Biochemistry and Molecular Biology | School of Medicine (p. 180) | Master of Science (p. 182) |                 |
| Bioinnovation            | Biomedical Engineering  | School of Science &amp; Engineering      | Doctor of Philosophy (p. 323) |                 |</p>
<table>
<thead>
<tr>
<th>Biological Chemistry</th>
<th>Biological Chemistry (p. 281)</th>
<th>School of Science &amp; Engineering (p. 274)</th>
<th>Bachelor of Science (p. 281), Minor (p. 282)</th>
<th>Master of Science (p. 284), Doctor of Philosophy (p. 284)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering</td>
<td>Biomedical Engineering (p. 282)</td>
<td>School of Science &amp; Engineering (p. 274)</td>
<td>Bachelor of Science Engineering (p. 282), Minor (p. 283), Minor (p. 283)</td>
<td>Doctor of Philosophy (p. 183)</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Structural &amp; Cellular Biology</td>
<td>School of Medicine (p. 180)</td>
<td>Master of Science in Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>Global Biostatistics and Data Science (p. 234)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Business</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>School of Business (p. 281)</td>
<td>Bachelor of Business (p. 281), Minor (p. 282)</td>
<td>Master of Business Administration (p. 77), Master Business Administration (p. 78), Master Business Administration (p. 76)</td>
</tr>
<tr>
<td>Business</td>
<td>Finance (p. 64)</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>Bachelor of Science in Business (p. 281), Minor (p. 282)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Business</td>
<td>MBA (p. 74)</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>Master Business Administration (p. 77), Master Business Administration (p. 78), Master Business Administration (p. 76)</td>
<td>Master of Business Administration (p. 77), Master Business Administration (p. 78), Master Business Administration (p. 76)</td>
</tr>
<tr>
<td>Business</td>
<td>Leadership and Business Studies</td>
<td>School of Professional Advancement (p. 192)</td>
<td>Certificate (p. 209)</td>
<td>Certificate (p. 209)</td>
</tr>
<tr>
<td>Busn/Analytics</td>
<td>Business Analytics (p. 61)</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>Master of Business Analytics (p. 61)</td>
<td>Master of Business Analytics (p. 61)</td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology</td>
<td>Cell &amp; Molecular Biology (p. 284)</td>
<td>School of Science &amp; Engineering (p. 274)</td>
<td>Bachelor of Science (p. 284), Minor (p. 285)</td>
<td>Master of Science (p. 287), Doctor of Philosophy (p. 287)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry (p. 290)</td>
<td>School of Science &amp; Engineering (p. 274)</td>
<td>Bachelor of Science (p. 290), Minor (p. 290)</td>
<td>Doctor of Philosophy (p. 291)</td>
</tr>
<tr>
<td>City, Culture, and Community</td>
<td>Interdisciplinary Studies (p. 146)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Graduate Certificate (p. 83)</td>
<td>Graduate Certificate (p. 83)</td>
</tr>
<tr>
<td>Civil Law</td>
<td>Certificate</td>
<td>School of Law (p. 80)</td>
<td>Bachelor of Arts (p. 100), Minor (p. 100)</td>
<td>Bachelor of Arts (p. 101)</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>Classical Studies (p. 100)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 100), Minor (p. 100)</td>
<td>Bachelor of Arts (p. 101)</td>
</tr>
<tr>
<td>Clinical Anatomy</td>
<td>Structural &amp; Cellular Biology</td>
<td>School of Medicine (p. 180)</td>
<td>Bachelor of Science in Medicine (p. 281), Minor (p. 282)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Clinical Research</td>
<td>School of Medicine (p. 180)</td>
<td>Bachelor of Science in Medicine (p. 281), Minor (p. 282)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Clinical Research Methods</td>
<td>School of Medicine (p. 180)</td>
<td>Bachelor of Science in Medicine (p. 281), Minor (p. 282)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
<td>Master of Science (p. 235), Doctor of Philosophy (p. 237), Graduate Certificate (p. 234), Master of Science in Public Health (p. 236)</td>
</tr>
<tr>
<td>Cognitive Studies</td>
<td>Interdisciplinary Studies (p. 146)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 153)</td>
<td>Bachelor of Arts (p. 153)</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication (p. 102)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 102)</td>
<td>Bachelor of Arts (p. 102)</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>Global Community Health and Behavioral Sciences (p. 238)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Public Health (p. 238)</td>
<td>Master of Public Health (p. 238)</td>
</tr>
<tr>
<td>Program</td>
<td>Level</td>
<td>Concentration</td>
<td>Degree</td>
<td>Additional Information</td>
</tr>
<tr>
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</tr>
<tr>
<td>Computer Science</td>
<td>Bachelor</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 292)</td>
<td>Doctor of Philosophy (p. 294)</td>
</tr>
<tr>
<td>Cybersecurity Applied Computing Technology</td>
<td>Master of Professional Studies</td>
<td>School of Professional Advancement</td>
<td>Master of Professional Studies (p. 192)</td>
<td>Post-Baccalaureate Certificate (p. 207)</td>
</tr>
<tr>
<td>Dance and Dance</td>
<td>Bachelor of Fine Arts</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Fine Arts (p. 140)</td>
<td>Master of Fine Arts (p. 142)</td>
</tr>
<tr>
<td>Digital Design</td>
<td>Bachelor of Fine Arts</td>
<td>School of Professional Advancement</td>
<td>Bachelor of Arts (p. 213), Minor (p. 214)</td>
<td>Post-Baccalaureate Certificate (p. 214)</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>Bachelor of Arts (p. 153)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 140), Bachelor of Science (p. 141)</td>
<td></td>
</tr>
<tr>
<td>Disaster Management</td>
<td>Master of Public Health</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>Master of Public Health (p. 249), Gradate Certificate (p. 248), Gradate Certificate (p. 249)</td>
<td></td>
</tr>
<tr>
<td>Disaster Resilience Leadership St</td>
<td>Graduate Certificate</td>
<td>School of Social Work (p. 328)</td>
<td>Master of Science (p. 330), Gradate Certificate (p. 330)</td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Environmental Health Sciences</td>
<td>Master of Science</td>
<td>School of Science &amp; Engineering</td>
<td>Master of Science (p. 294), Doctor of Philosophy (p. 294)</td>
<td></td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology</td>
<td>Bachelor of Science</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 298), Doctor of Philosophy (p. 299)</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Bachelor of Science</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Science (p. 103), Bachelor of Science (p. 104), Minor (p. 103)</td>
<td></td>
</tr>
<tr>
<td>Economics Analysis and Policy</td>
<td>Bachelor of Science</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Science (p. 103), Bachelor of Science (p. 104), Minor (p. 103)</td>
<td></td>
</tr>
<tr>
<td>Emergency Management</td>
<td>Bachelor of Science</td>
<td>School of Professional Advancement</td>
<td>Bachelor of Science (p. 192), Bachelor of Science (p. 192)</td>
<td></td>
</tr>
<tr>
<td>Energy Science</td>
<td>Bachelor of Science</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 105), Minor (p. 106)</td>
<td>Master of Arts (p. 106), Gradate Certificate (p. 108)</td>
</tr>
<tr>
<td>Entrepreneurial Entrepreneurship Management</td>
<td>Certificate</td>
<td>School of Business (p. 63)</td>
<td>A.B. Freeman Certificate (p. 62)</td>
<td>Master of Management in Energy (p. 62)</td>
</tr>
<tr>
<td>Enviro Hlth Industrial Hygiene</td>
<td>Master of Science</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>Master of Science (p. 254)</td>
<td></td>
</tr>
<tr>
<td>Environmental Biology</td>
<td>Bachelor of Science</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 300)</td>
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</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>Master of Science</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>Master of Science (p. 251)</td>
<td></td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>Bachelor of Science</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>Master of Science (p. 254)</td>
<td></td>
</tr>
<tr>
<td>Environmental Law</td>
<td>Certificate</td>
<td>School of Law (p. 80)</td>
<td>Master Energy, Environment Law (p. 85)</td>
<td></td>
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<td>Environmental Law</td>
<td>Certificate</td>
<td>School of Law (p. 80)</td>
<td>Graduate Certificate (p. 83)</td>
<td></td>
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<td>Department/Program</td>
<td>B.S.</td>
<td>B.A.</td>
<td>Minor</td>
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<td>-------------------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Environmental Earth Sciences (p. 294)</td>
<td>Bachelor of Science (p. 274), Minor (p. 295)</td>
<td>Bachelor of Science (p. 274), Minor (p. 295)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (p. 146)</td>
<td>Master of Public Health (p. 230), Master of Science (p. 232), Doctor of Philosophy (p. 233)</td>
<td>Master of Public Health (p. 230), Master of Science (p. 232), Doctor of Philosophy (p. 233)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Legal Practice</td>
<td>School of Law (p. 80)</td>
<td>Graduate Certificate (p. 83)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA (p. 74)</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>Master Business Administration (p. 75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Science-Kinesiology (p. 220)</td>
<td>School of Professional Advancement (p. 192), Minor (p. 221)</td>
<td>Bachelor of Arts (p. 156), Minor (p. 156)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Studies Interdisciplinary (p. 146)</td>
<td>Bachelor of Arts (p. 156), Minor (p. 156)</td>
<td>Bachelor of Arts (p. 156), Minor (p. 156)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance (p. 64)</td>
<td>A.B. Freeman School of Business (p. 56)</td>
<td>Master of Finance (p. 68)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance Leadership and Business Studies (p. 192)</td>
<td>School of Professional Advancement (p. 192)</td>
<td>Certificate (p. 210)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French (p. 108)</td>
<td>Bachelor of Arts (p. 109), Minor (p. 110)</td>
<td>Bachelor of Arts (p. 109), Minor (p. 110)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French/ Francophone Studies (p. 108)</td>
<td>Master of Arts (p. 110), Doctor of Philosophy (p. 111)</td>
<td>Master of Arts (p. 110), Doctor of Philosophy (p. 111)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender and Sexuality Studies (p. 146)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 157), Minor (p. 158)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Law (p. 84)</td>
<td>School of Law (p. 80)</td>
<td>Master of Laws (p. 85)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical Information Systems</td>
<td>Earth &amp; Environmental Science &amp; Engineering (p. 294)</td>
<td>Bachelor of Science (p. 296), Minor (p. 297)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Germanic and Slavic Studies (p. 114)</td>
<td>Bachelor of Arts (p. 114), Minor (p. 114)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Wellness Management</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Systems and Policy Management</td>
<td>Post-Baccalaureate Certificate (p. 222)</td>
<td>Bachelor of Arts (p. 101), Minor (p. 101)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 118), Doctor of Philosophy (p. 118)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (p. 116)</td>
<td>Health and Wellness Management</td>
<td>Master of Public Health (p. 259)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (p. 146)</td>
<td>School of Professional Advancement (p. 192)</td>
<td>School of Professional Advancement (p. 192)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (p. 146)</td>
<td>Health Policy and Management</td>
<td>Master of Professional Studies (p. 221)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (p. 146)</td>
<td>Health Policy and Management</td>
<td>Master of Public Health (p. 259)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (p. 146)</td>
<td>Health Policy and Management</td>
<td>Master of Public Health (p. 259)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department / Program</td>
<td>Title</td>
<td>School or Program</td>
<td>Minor</td>
<td>Certificate</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Homeland Security &amp; Intelligence Studies</strong></td>
<td>Emergency Services (p. 216)</td>
<td>School of Engineering</td>
<td>(p. 212)</td>
<td>Bachelor of Science (p. 217), Minor (p. 217)</td>
</tr>
<tr>
<td><strong>Industrial Hygiene</strong></td>
<td>Global Environmental Health Sciences</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>(p. 225)</td>
<td>Graduate Certificate (p. 254)</td>
</tr>
<tr>
<td><strong>Industrial Hygiene</strong></td>
<td>Liberal Arts and Sciences (p. 222)</td>
<td>School of Liberal Arts</td>
<td>(p. 222)</td>
<td>Bachelor of Liberal Arts (p. 88)</td>
</tr>
<tr>
<td><strong>International Health</strong></td>
<td>Global Community Health and Behavioral Sciences (p. 238)</td>
<td>School of Public Health &amp; Tropical Medicine</td>
<td>(p. 225)</td>
<td>Master of Public Health (p. 243)</td>
</tr>
<tr>
<td><strong>International Law</strong></td>
<td>Master of Laws (p. 84)</td>
<td>School of Law</td>
<td>(p. 80)</td>
<td>Master Laws, Intl &amp; Compar Law (p. 85)</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>French and Italian (p. 108)</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Liberal Arts (p. 113), Minor (p. 114)</td>
</tr>
<tr>
<td><strong>Jazz Studies</strong></td>
<td>Music (p. 120)</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Fine Arts (p. 120)</td>
</tr>
<tr>
<td><strong>Jewish Studies</strong></td>
<td>Jewish Studies (p. 119)</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Liberal Arts (p. 119), Minor (p. 119)</td>
</tr>
<tr>
<td><strong>Labor and Employment</strong></td>
<td>Master of Jurisprudence (p. 86)</td>
<td>School of Law</td>
<td>(p. 80)</td>
<td>Master of Jurisprudence (p. 86)</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>Classical Studies (p. 100)</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Liberal Arts (p. 101), Minor (p. 102)</td>
</tr>
<tr>
<td><strong>Latin American Art</strong></td>
<td>Interdisciplinary School of Liberal Arts</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Doctor of Philosophy (p. 159)</td>
</tr>
<tr>
<td><strong>Latin American Studies</strong></td>
<td>Interdisciplinary School of Liberal Arts</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Arts (p. 159), Minor (p. 161)</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>Juris Doctor (p. 80)</td>
<td>School of Law</td>
<td>(p. 80)</td>
<td>Juris Doctor (p. 80)</td>
</tr>
<tr>
<td><strong>Legal Studies in Business</strong></td>
<td>General Legal Studies (p. 219)</td>
<td>School of Professional Advancement</td>
<td>(p. 192)</td>
<td>Bachelor of Arts (p. 219), Minor (p. 220)</td>
</tr>
<tr>
<td><strong>Linguistics</strong></td>
<td>Interdisciplinary School of Liberal Arts</td>
<td>School of Liberal Arts</td>
<td>(p. 88)</td>
<td>Bachelor of Arts (p. 165), Bachelor of Science (p. 166)</td>
</tr>
<tr>
<td><strong>Marine Biology</strong></td>
<td>Ecology &amp; Evolutionary Biology (p. 297)</td>
<td>School of Science &amp; Engineering</td>
<td>(p. 274)</td>
<td>Minor (p. 301)</td>
</tr>
<tr>
<td><strong>Maritime Law Certificate</strong></td>
<td>School of Law</td>
<td>(p. 80)</td>
<td>Graduate Certificate (p. 83)</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>Program</td>
<td>School/College</td>
<td>Degree</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
<td>A.B. Freeman School of Business</td>
<td>Bachelor of Science Management</td>
<td>(p. 73), Minor (p. 74)</td>
</tr>
<tr>
<td>Marketing</td>
<td>Leadership and Business Studies</td>
<td>School of Professional Advancement</td>
<td>Certificate (p. 211), Minor (p. 211)</td>
<td></td>
</tr>
<tr>
<td>Materials Phys &amp; Engineering</td>
<td>Physics and Engineering Physics</td>
<td>School of Science &amp; Engineering</td>
<td>Doctor of Philosophy (p. 312)</td>
<td></td>
</tr>
<tr>
<td>Maternal &amp; Child Health</td>
<td>Global Community Health and Behavioral Sciences (p. 238)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Public Health (p. 245), Graduate Certificate (p. 245)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 302), Minor (p. 303)</td>
<td></td>
</tr>
<tr>
<td>Medical Genetics and Genomics</td>
<td>Genetics</td>
<td>School of Medicine</td>
<td>Master of Science (p. 186)</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>Medicine</td>
<td>School of Medicine</td>
<td>Doctor of Medicine (p. 190)</td>
<td></td>
</tr>
<tr>
<td>Medieval/ Early Modern Studies</td>
<td>Interdisciplinary Studies</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 169), Minor (p. 170)</td>
<td></td>
</tr>
<tr>
<td>Methods in Monitoring and Evaluation</td>
<td>Tropical Medicine</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Graduate Certificate (p. 263)</td>
<td></td>
</tr>
<tr>
<td>Microbiology/ Immunology</td>
<td>Microbiology and Immunology</td>
<td>School of Medicine</td>
<td>Master of Science (p. 186)</td>
<td></td>
</tr>
<tr>
<td>Molecular Pathology</td>
<td>Pathology and Laboratory Medicine</td>
<td>School of Medicine</td>
<td>Master of Science (p. 187)</td>
<td></td>
</tr>
<tr>
<td>Molecular Medicine</td>
<td>Pathology and Laboratory Medicine</td>
<td>School of Medicine</td>
<td>Master of Science (p. 188)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 120), Bachelor of Fine Arts (p. 121), Minor (p. 122)</td>
<td></td>
</tr>
<tr>
<td>Music Composition</td>
<td>Music</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts of Fine Arts (p. 123)</td>
<td></td>
</tr>
<tr>
<td>Music Performance</td>
<td>Music</td>
<td>School of Liberal Arts</td>
<td>Minor (p. 122)</td>
<td></td>
</tr>
<tr>
<td>Music Science and Technology</td>
<td>Music</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 124)</td>
<td></td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Music</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 125)</td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Neuroscience</td>
<td>School of Science &amp; Engineering</td>
<td>Bachelor of Science (p. 326)</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>Global Community Health and Behavioral Sciences (p. 238)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Public Health (p. 247)</td>
<td></td>
</tr>
<tr>
<td>Occupational &amp; Enviro Health</td>
<td>Global Environmental Public Health Sciences (p. 248)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Graduate Certificate (p. 255)</td>
<td></td>
</tr>
<tr>
<td>Occupational &amp; Enviro Mgt</td>
<td>Global Environmental Public Health Sciences (p. 248)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master of Public Health (p. 253)</td>
<td></td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Pharmacology</td>
<td>School of Medicine</td>
<td>Master of Science (p. 188)</td>
<td></td>
</tr>
<tr>
<td>Phil / Lang, Mind, Knowledge</td>
<td>Philosophy</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 127)</td>
<td></td>
</tr>
<tr>
<td>Phil / Law, Morality, Society</td>
<td>Philosophy</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 128)</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
<td>School of Liberal Arts</td>
<td>Bachelor of Arts (p. 129), Doctor of Philosophy (p. 129)</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 132), Minor (p. 132)</td>
<td>Bachelor of Arts (p. 174), Bachelor of Arts (p. 175), Bachelor of Arts (p. 173), Bachelor of Arts (p. 172)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physics</td>
<td>Bachelor of Science</td>
<td>School of Science &amp; Engineering (p. 274)</td>
<td>Bachelor of Science (p. 318), Doctor of Philosophy (p. 319)</td>
<td>Master of Science (p. 190)</td>
</tr>
<tr>
<td>Physiology</td>
<td>Master of Science</td>
<td>School of Medicine (p. 180)</td>
<td>Master of Science (p. 190)</td>
<td>Master of Science (p. 190)</td>
</tr>
<tr>
<td>Poli Sci - Intl.</td>
<td>Bachelor of Arts</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 133)</td>
<td>Bachelor of Arts (p. 133)</td>
</tr>
<tr>
<td>Development</td>
<td>Minor</td>
<td>Minor (p. 102)</td>
<td>Minor (p. 104)</td>
<td>Doctor of Philosophy (p. 134)</td>
</tr>
<tr>
<td>Policy</td>
<td>Bachelor of Science</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Science (p. 132), Minor (p. 132)</td>
<td>Bachelor of Science (p. 132), Minor (p. 132)</td>
</tr>
<tr>
<td>Science</td>
<td>Minor</td>
<td>Minor (p. 132)</td>
<td>Minor (p. 132)</td>
<td>Bachelor of Science (p. 132), Minor (p. 132)</td>
</tr>
<tr>
<td>Portuguese</td>
<td>Bachelor of Arts</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 133), Minor (p. 137)</td>
<td>Bachelor of Arts (p. 133), Bachelor of Arts (p. 137)</td>
</tr>
<tr>
<td>Preservation Studies</td>
<td>Bachelor of Arts</td>
<td>School of Architecture (p. 43)</td>
<td>Master of Preservation Studies (p. 52), Graduate Certificate (p. 51)</td>
<td>Master of Preservation Studies (p. 52), Graduate Certificate (p. 51)</td>
</tr>
<tr>
<td>Architecture</td>
<td>Minor</td>
<td>Minor (p. 46)</td>
<td>Minor (p. 46)</td>
<td>Minor (p. 51)</td>
</tr>
<tr>
<td>Program Management</td>
<td>Bachelor of Arts</td>
<td>School of Architecture (p. 43)</td>
<td>Minor (p. 51)</td>
<td>Minor (p. 51)</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Bachelor of Science</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Bachelor of Science (p. 133), Bachelor of Arts (p. 137)</td>
<td>Bachelor of Science (p. 133), Bachelor of Arts (p. 137)</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Bachelor of Arts</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 133), Bachelor of Arts (p. 137)</td>
<td>Bachelor of Art (p. 320)</td>
</tr>
<tr>
<td>&amp; Practice</td>
<td>Bachelor of Arts</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 133), Bachelor of Arts (p. 137)</td>
<td>Bachelor of Art (p. 320)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Liberal Arts and Sciences (p. 222)</td>
<td>School of Professional Advancement (p. 192)</td>
<td>Bachelor of Arts (p. 223)</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociology (p. 136)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 136), Minor (p. 136)</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish &amp; Portuguese (p. 136)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 138), Minor (p. 139)</td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>Spanish &amp; Portuguese (p. 136)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 137)</td>
<td></td>
</tr>
<tr>
<td>Sports Law</td>
<td>Certificate</td>
<td>School of Law (p. 80)</td>
<td>Graduate Certificate (p. 83)</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Mathematics (p. 301)</td>
<td>School of Science &amp; Engineering (p. 274)</td>
<td>Master of Science (p. 306)</td>
<td></td>
</tr>
<tr>
<td>Sust Real Estate Development</td>
<td>Real Estate Development (p. 52)</td>
<td>School of Architecture (p. 43)</td>
<td>Master of Sust Real Est Dev (p. 54), Graduate Certificate (p. 53)</td>
<td></td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>School of Prof. Advancement (p. 192)</td>
<td>School of Professional Advancement (p. 192)</td>
<td>Certificate (p. 223)</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Theatre and Dance (p. 140)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Bachelor of Arts (p. 144), Bachelor of Fine Arts (p. 145), Minor (p. 144)</td>
<td></td>
</tr>
<tr>
<td>Theatre Design/Production</td>
<td>Theatre and Dance (p. 140)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Master of Fine Arts (p. 142)</td>
<td></td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Interdisciplinary (p. 146)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Minor (p. 178)</td>
<td></td>
</tr>
<tr>
<td>US Public Policy</td>
<td>Interdisciplinary (p. 146)</td>
<td>School of Liberal Arts (p. 88)</td>
<td>Minor (p. 178)</td>
<td></td>
</tr>
<tr>
<td>Tropical Medicine</td>
<td>Tropical Medicine (p. 263)</td>
<td>School of Public Health &amp; Tropical Medicine (p. 225)</td>
<td>Master Pub-Health and Trop Med (p. 264), Master of Science (p. 266), Doctor of Philosophy (p. 268), Graduate Certificate (p. 266)</td>
<td></td>
</tr>
</tbody>
</table>
Filter Options
No results found, please try again. Reset selections.

- Accounting and Finance Minor
- Accounting Fundamentals Certificate
- Accounting Minor (Freeman School of Business)
- Accounting Minor (School of Professional Advancement)
- Accounting, MAC
- Administrative Leadership Certificate (Graduate)
- Admiralty, LMA
- Advanced Emergency Management Certificate (Graduate)
- Advanced Security Management Certificate (Graduate)
- Advertising Minor
- Africana Studies Major
- Africana Studies Minor
- Altman Program in International Business
- American Law, AML
- Anatomy Research, MS
- Anatomy, MS
- Anthropology, BA
- Anthropology, BS
- Anthropology, MA
- Anthropology, PhD
- Applied Business Certificate
- Applied Business Studies Minor
- Applied Computing and Technology Major
- Applied Computing Systems and Technology Minor
- Applied Mathematics, MS
- Arabic Studies Minor
- Architectural Research and Design, M.S.
- Architecture Minor
- Architecture, B.Arch
- Architecture, M.Arch
- Art History Major
- Art History Minor
- Art History, MA
- Art Studio, MFA
- Asian Studies Major
- Bachelor of Science in Public Health
- Behavioral Health, MS
- Biochemistry, MS
- Bioinnovation, PhD
- Biological Chemistry Major
- Biological Chemistry Minor
- Biomedical Engineering Major
- Biomedical Engineering Minor
- Biomedical Engineering Minor for Non-Engineering Majors
- Biomedical Engineering, MS
- Biomedical Engineering, PhD
- Biomedical Sciences, PhD
- Biostatistics Certificate (Graduate)
- Biostatistics, MS
- Biostatistics, MSPH
- Biostatistics, PhD
- Business Analytics, MANG
- Business, Executive MBA
- Business, Fast Track MBA
- Business, Full-Time MBA
- Business, PhD
- Business, Professional MBA
- Cell and Molecular Biology Major
- Cell and Molecular Biology Minor
- Cell and Molecular Biology, MS
• Chemical and Biomolecular Engineering, MSGraduate
  Graduate Program
• Chemical and Biomolecular Engineering, PhDGraduate
  Graduate Program
• Chemical Engineering MajorUndergraduate
  Major
• Chemistry MajorUndergraduate
  Major
• Chemistry MinorUndergraduateMinor
• Chemistry, PhDGraduate
  Graduate Program
• Chinese Language Minor
• City, Culture, and Community, PhDGraduate
  Graduate Program
• Civil Law CertificateProfessional (LAW)
  Certificate
• Classical Studies MajorUndergraduate
  Major
• Classical Studies MinorUndergraduateMinor
• Classical Studies, MAGraduate
  Graduate Program
• Clinical Anatomy, MSGraduate
  Graduate Program
• Clinical Investigation, MSGraduate
  Graduate Program
• Clinical Research Methods, MSGraduate
  Graduate Program
• Clinical Research, MSGraduate
  Graduate Program
• Cognitive Studies Coordinate MajorUndergraduate
  Major
• Communication MajorUndergraduate
  Major
• Community Health Sciences, MPHGraduate
  Graduate Program
• Composition, BFAUndergraduate
  Major
• Computational Engineering CertificateUndergraduate
  Certificate
• Computational Linguistics, MAGraduate
  Graduate Program
• Computer Science Coordinate MajorUndergraduate
  Major
• Computer Science, PhDGraduate
  Graduate Program
• Cyber Security, Post-Baccalaureate CertificateCertificate
  Post-Baccalaureate
• Cybersecurity Management, Master of Professional
  StudiesGraduate
  Graduate Program
• Dance, BAUndergraduate
  Major
• Digital Media Production Coordinate MajorUndergraduate
  Major
• Disaster Management and Resilience Certificate
  (Graduate)Graduate
  Certificate
• Disaster Management Certificate (Graduate)
• Disaster Management, MPHGraduate
  Graduate Program
• Disaster Resilience Leadership Studies Certificate
  GraduateCertificate
• Disaster Resilience Leadership Studies, MSGraduate
  Graduate Program
• Doctor of Juridical ScienceProfessional (LAW)
  Graduate Program
• Documentary Literary Studies CertificateGraduate
  Certificate
• Earth and Environmental Sciences, MSGraduate
  Graduate Program
• Earth and Environmental Sciences, PhDGraduate
  Graduate Program
• Ecology and Evolutionary Biology MajorUndergraduate
  Major
• Ecology and Evolutionary Biology, MSGraduate
  Graduate Program
• Economics Analysis and Policy, PhDGraduate
  Graduate Program
• Economics MinorUndergraduate
  Minor
• Economics, BAUndergraduate
  Major
• Economics, BSUndergraduate
  Major
• Electrical Engineering CertificateUndergraduate
  Certificate
• Emergency Management Certificate (Graduate)Graduate
  Certificate
• Emergency Management, Master of Professional
  StudiesGraduate
  Graduate Program
• Energy & Environment, MELProfessional (LAW)
  Graduate Program
• Energy CertificateUndergraduate
  Certificate
• Energy, MMEGraduate
  Graduate Program
• Engineering Physics MajorUndergraduate
  Major
• Engineering Science MinorUndergraduate
  Minor
• English MajorUndergraduate
  Major
• English MinorUndergraduateMinor
• Environmental Biology MajorUndergraduate
  Major
• Environmental Earth Science MajorUndergraduate
  Major
• Environmental Earth Science MinorUndergraduate
  Minor
• Environmental Health Certificate (Graduate)
• Environmental Health Sciences, MSPHGraduateGraduate Program
• Environmental Law CertificateProfessional (LAW)Certificate
• Environmental Studies MajorUndergraduateMajor
• Epidemiologic Methods Certificate (Graduate)
• Epidemiology, MPHGraduateGraduate Program
• Epidemiology, MSGGraduateGraduate Program
• Epidemiology, PhDGraduateGraduate Program
• European Legal Studies CertificateProfessional (LAW)Certificate
• Exercise Science MajorUndergraduateMajor
• Exercise Science MinorUndergraduateMinor
• Family Practice CertificateGraduateCertificate
• Film Studies MajorUndergraduateMajor
• Film Studies MinorUndergraduateMinor
• Finance Certificate
• Finance MajorUndergraduateMajor
• Finance Minor (Freeman School of Business)UndergraduateMinor
• Finance, MFNGGraduateGraduate Program
• French MajorUndergraduateMajor
• French MinorUndergraduateMinor
• French Studies, MAGraduateGraduate Program
• French Studies, PhDGraduateGraduate Program
• Gender and Sexuality Studies MajorUndergraduateMajor
• Gender and Sexuality Studies MinorUndergraduateMinor
• General Law, LLMGraduateGraduate Program
• General Legal StudiesUndergraduateMajor
• General Legal Studies MinorUndergraduateMinor
• Geographic Information Systems CertificateUndergraduateCertificate
• Geology MajorUndergraduateMajor
• Geology MinorUndergraduateMinor
• German Studies MajorUndergraduateMajor
• German Studies MinorUndergraduateMinor
• Global Community Health Science and Behavior, DrPHGraduateGraduate Program
• Global Community Health Science and Behavior, PhDGraduateGraduate Program
• Global Environmental Health Science, PhDGraduateGraduate Program
• Graduate Programs
• Greek MajorUndergraduateMajor
• Greek MinorUndergraduateMinor
• Health and Safety Management Certificate (Graduate)
• Health and Safety Management, MPHGraduateGraduate Program
• Health and Wellness MajorUndergraduateMajor
• Health and Wellness Management, Master of Professional Studies
• Health and Wellness MinorUndergraduateMinor
• Health and Wellness Post-Baccalaureate CertificateCertificatePost-Baccalaureate
• Health Communication and Education, MPHGraduateGraduate Program
• Health Policy and Management, PhD
• Health Policy, MPH
• Health Systems Management, MPH
• History MajorUndergraduateMajor
• History MinorUndergraduateMinor
• History, MAGraduateGraduate Program
• History, PhDGraduateGraduate Program
• Homeland Security MajorUndergraduateMajor
• Homeland Security Studies MinorUndergraduateMinor
• Homeland Security Studies, MAGraduateGraduate Program
• Homeland Security Studies Post-Baccalaureate CertificateCertificatePost-Baccalaureate
• Homeland Security Studies, Master of Professional StudiesGraduateGraduate Program
• Human Resource Development Minor
• Human Resources Fundamentals Certificate
• Human Resources Management Post-Baccalaureate Certificate
• Humanities MajorUndergraduateMajor
• Industrial Hygiene Certificate (Graduate)GraduateCertificate
• Industrial Hygiene, MSPHGraduateGraduate Program
• Information Technology Management, Master of Professional StudiesGraduateGraduate Program
• Information Technology Post-Baccalaureate Certificate
• Integrated Application Development Post-Baccalaureate Certificate
• Interdisciplinary Dance Performance, MFA Graduate Program
• Interdisciplinary, MS Graduate Program
• Interdisciplinary, Ph.D. Graduate Program
• International and Comparative Law Certificate Professional (LAW) Certificate
• International and Comparative Law, LMI Professional Graduate Program
• International Health, MPH Graduate Program
• Italian Major Undergraduate Major
• Italian Minor Undergraduate Minor
• Japanese Language Minor
• Jazz Studies Major Undergraduate Major
• Jewish Studies Major Undergraduate Major
• Jewish Studies Minor Undergraduate Minor
• Juris Doctor Professional (LAW) Graduate Program
• Latin American Studies and Art History, PhD Graduate Program
• Latin American Studies Major Undergraduate Major
• Latin American Studies Minor Undergraduate Minor
• Latin American Studies, MA Graduate Program
• Latin American Studies, PhD
• Latin Major Undergraduate Major
• Latin Minor Undergraduate Minor
• Legal Studies in Business Major Undergraduate Major
• Legal Studies in Business Minor Undergraduate Minor
• Liberal Arts, MLA Graduate Program
• Linguistics, BA Undergraduate Major
• Linguistics, BS Undergraduate Major
• Linguistics, MA Graduate Program
• Linguistics, PhD
• Louisiana Studies Minor Undergraduate Minor
• Management Major Undergraduate Major
• Management Minor Undergraduate Minor
• Management, MMG Graduate Program
• Marine Biology Minor for Biology Majors Undergraduate Minor
• Marine Biology Minor for Non-Biology Majors Undergraduate Minor
• Maritime Law Certificate Professional (LAW) Certificate
• Marketing Certificate
• Marketing Major Undergraduate Major
• Marketing Minor Undergraduate Minor
• Marketing Minor (School of Professional Advancement) Undergraduate Minor
• Master Health Administration, MHA
• Master of Jurisprudence Graduate Program
• Materials Engineering Certificate Graduate Certificate
• Materials Physics and Engineering, PhD Graduate Program
• Materials Science and Engineering, MS Graduate Program
• Maternal and Child Health Certificate (Graduate) Graduate Certificate
• Maternal and Child Health, MPH Graduate Program
• Mathematics Major Undergraduate Major
• Mathematics Minor Undergraduate Minor
• Mathematics, MS Graduate Program
• Mathematics, PhD Graduate Program
• Mechanical Engineering Certificate Graduate Certificate
• Medical Genetics and Genomics, MS Graduate Program
• Medicine, MD
• Medieval and Early Modern Studies Major Undergraduate Major
• Medieval and Early Modern Studies Minor Undergraduate Minor
• Methods in Monitoring and Evaluation Certificate (Graduate) Graduate Certificate
• Microbiology and Immunology, MS Graduate Program
• Minor for Non-Business Students
• Molecular and Cellular Pathobiology, MS Graduate Program
• Molecular Medicine, MS Graduate Program
• Music Minor Undergraduate Minor
• Music Science and Technology Minor Undergraduate Minor
• Music, BA Undergraduate Major
• Music, BFA
• Music, MFA
• Musical Cultures of the Gulf South Coordinate Major
• Musical Theatre, BFA
• Neuroscience Major
• Neuroscience, MS
• Neuroscience, PhD
• Nutrition, MPH
• Occupational and Environmental Health Certificate (Graduate)
• Occupational and Environmental Health, MPH
• Paralegal Studies Post-Baccalaureate Certificate
• Performance, BFA
• Pharmacology, MS
• Philosophy Major
• Philosophy Major with Concentration in Language, Mind, and Knowledge
• Philosophy Major with Concentration in Law, Mortality, and Society
• Philosophy Minor
• Physician Leadership Certificate (Graduate)
• Physics Major
• Physics Minor
• Pharmacology, MS
• Physics, Ph.D.
• Physiology, MS
• Policy Economics, MA
• Political Development, Ph.D.
• Political Economy Major with Concentration in Economics and Public Policy
• Political Economy Major with Concentration in International Perspectives
• Political Economy Major with Concentration in Law, Economics, and Policy
• Political Science Major
• Political Science Minor
• Political Science/ International Development Major
• Political Science/ International Development Minor
• Political Science/ International Relations Major
• Portuguese Coordinate Major
• Portuguese Minor
• Preservation Minor
• Preservation Studies Certificate (Graduate)
• Preservation Studies, MPS
• Program Management Certificate (Graduate)
• Psychology and Early Childhood Education Major
• Psychology Major
• Psychology Minor
• Psychology/ International Development Major
• Psychology/ International Development Minor
• Psychology/ International Relations Major
• Portuguese Major
• Portuguese Minor
• Physical Science/ International Development Minor
• Physical Science/ International Relations Minor
• Physical Science Major
• Physical Science Minor
• Public Health and Tropical Medicine, MPH
• Public Health Minor
• Public Relations Certificate
• Public Relations Major
• Real Estate Minor
• Religious Studies Minor
• River Science and Engineering Certificate of Completion
• Russian Major
• Russian Minor
• School of Liberal Arts Management Minor
• Security Management Certificate (Graduate)
• Security Management, Master of Professional Studies
• Small Business Development Certificate
• Small Business Development Minor
• Social Innovation & Social Entrepreneurship MinorUndergraduateMajor
• Social Policy and Practice Coordinate MajorUndergraduateMajor
• Social Sciences MajorUndergraduateMajor
• Social Work, DSWGraduateProgram
• Social Work, MSWGraduateProgram
• Sociology MajorUndergraduateMajor
• Sociology MinorUndergraduateMinor
• Spanish and Portuguese MajorUndergraduateMajor
• Spanish and Portuguese, MAGraduateProgram
• Spanish and Portuguese, PhDGraduateProgram
• Spanish MajorUndergraduateMajor
• Spanish MinorUndergraduateMinor
• Spanish, MAGraduateProgram
• Sport Event Security and Emergency Management Certificate (Graduate)GraduateCertificate
• Sports Law CertificateProfessional (LAW)Certificate
• Statistics, MSGraduateProgram
• Studio Art MinorUndergraduateMinor
• Studio Art, BAUndergraduateMajor
• Studio Art, BFAUndergraduateMajor
• Sustainable Real Estate Development Certificate (Graduate)
• Sustainable Real Estate Development, MSREDGraduateProgram
• Teacher Certification ProgramCertificatePost-Baccalaureate
• Theatre Design and Production, MFAGraduateProgram
• Theatre MinorUndergraduateMinor
• Theatre, BAUndergraduateMajor
• Theatre, BFAUndergraduateMajor
• Tropical Medicine Certificate (Graduate)
• Tropical Medicine, MSGGraduateProgram
• Tropical Medicine, PhDGraduateProgram
• Urban Studies MinorUndergraduateMinor
• US Public Policy MinorUndergraduateMinor
• //
• Newcomb-Tulane College (p. 18)
• School of Architecture (p. 43)
• A.B. Freeman School of Business (p. 56)
• School of Law (p. 80)
• School of Liberal Arts (p. 88)
• School of Medicine (p. 180)
• School of Professional Advancement (p. 192)
• School of Public Health and Tropical Medicine (p. 225)
• School of Science and Engineering (p. 274)
• School of Social Work (p. 328)
# INDEX

## A

A.B. Freeman School of Business .............................................................. 56
Academic Policies .................................................................................. 33
Academic Programs ................................................................................ 794
Accounting .............................................................................................. 60
Accounting (ACCN) .............................................................................. 338
Accounting and Finance Minor ............................................................. 208
Accounting (BSAC) .............................................................................. 341
Accounting Fundamentals Certificate .................................................. 209
Accounting, MAC .................................................................................. 60
Accounting Minor (Freeman School of Business) .................................. 60
Accounting Minor (School of Professional Advancement) .................. 209
Administrative Leadership Certificate (Graduate) ................................... 257
Admiralty Law (ADMR) ........................................................................ 341
Admiralty, LMA ..................................................................................... 84
Advanced Emergency Management Certificate (Graduate) ................. 216
Advanced Security Management Certificate (Graduate) ....................... 216
Advertising Minor .................................................................................. 209
Africana Studies (AFRS) ........................................................................ 342
Africana Studies Major .......................................................................... 147
Africana Studies Minor .......................................................................... 149
Africana Studies Program ................................................................. 147
Aging Studies (AGST) .......................................................................... 343
Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MGM ................................................. 70
Altman Program in International Business ........................................... 150
American Law, AML ............................................................................ 84
American Studies (AMST) ................................................................... 343
Anatomy - Graduate (ANAT) ................................................................. 344
Anatomy, MS ......................................................................................... 182
Anatomy Research, MS ....................................................................... 181
Anthropology (ANTH) .......................................................................... 344
Anthropology, BA ................................................................................. 92
Anthropology, BS ............................................................................... 93
Anthropology, MA ............................................................................... 94
Anthropology (PAAN) ......................................................................... 358
Anthropology, PhD .............................................................................. 94

## Applied Business Certificate ............................................................. 209
## Applied Business Studies Minor ......................................................... 209
## Applied Computing and Technology Major ....................................... 205
## Applied Computing Systems and Technology Minor ......................... 206
## Applied Computing Systems and Technology Program ...................... 205
## Applied Mathematics, MS ................................................................. 301
## Arabic (ARBC) .................................................................................. 358
## Arabic Studies Minor .......................................................................... 109
## Arch - Design (DESG) ....................................................................... 359
## Arch - Preservation Studies (PRST) ................................................... 359
## Architectural Research and Design, M.S.Arc ..................................... 46
## Architecture ....................................................................................... 46
## Architecture (ARCH) ......................................................................... 360
## Architecture, B.Arch ........................................................................... 47
## Architecture, BSA ............................................................................ 49
## Architecture, M.Arch ......................................................................... 50
## Architecture Minor ............................................................................ 47
## Architecture (PAAR) .......................................................................... 363
## Art History (ARHS) ............................................................................ 363
## Art History, MA .................................................................................. 97
## Art History Major ............................................................................... 97
## Art History Minor ............................................................................. 97
## Art History (PAAH) .......................................................................... 367
## Art Studio (ARST) ............................................................................... 367
## Art Studio, MFA .................................................................................. 98
## Asian Studies (ASTA) ......................................................................... 370
## Asian Studies Major .......................................................................... 151
## Asian Studies Program ....................................................................... 150
## Astronomy (ASTR) ............................................................................. 370

## B

## Bachelor of Science in Public Health .................................................... 271
## Behavioral Health, MS ...................................................................... 320
## Biochemistry & Molecular Biol (GBCH) ............................................ 371
## Biochemistry, MS ............................................................................... 182
## Bioinformatics (BIINF) ...................................................................... 371
## Bioinnovation, PhD .......................................................................... 323
## Biological Chemistry Major ............................................................... 281
## Biological Chemistry Minor ............................................................... 282
## Biological Chemistry Program .......................................................... 281
## Biology (PABI) ................................................................................... 371
## Biomedical Engineering (BMEN) ..................................................... 372
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering Major</td>
<td>282</td>
</tr>
<tr>
<td>Biomedical Engineering Minor</td>
<td>283</td>
</tr>
<tr>
<td>Biomedical Engineering Minor for Non-Engineering Majors</td>
<td>283</td>
</tr>
<tr>
<td>Biomedical Engineering, MS</td>
<td>284</td>
</tr>
<tr>
<td>Biomedical Engineering, PhD</td>
<td>284</td>
</tr>
<tr>
<td>Biomedical Sciences (BMSP)</td>
<td>378</td>
</tr>
<tr>
<td>Biomedical Sciences Graduate Programs</td>
<td>181</td>
</tr>
<tr>
<td>Biomedical Sciences, PhD</td>
<td>183</td>
</tr>
<tr>
<td>Biostatistics (BIOS)</td>
<td>378</td>
</tr>
<tr>
<td>Biostatistics Certificate (Graduate)</td>
<td>234</td>
</tr>
<tr>
<td>Biostatistics, MS</td>
<td>235</td>
</tr>
<tr>
<td>Biostatistics, MSPH</td>
<td>236</td>
</tr>
<tr>
<td>Biostatistics, PhD</td>
<td>237</td>
</tr>
<tr>
<td>BSPH/MPH or MSPH or MPHTM or MHA Combined Degree</td>
<td>269</td>
</tr>
<tr>
<td>Business &amp; Leadership Studies (BSLS)</td>
<td>381</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>61</td>
</tr>
<tr>
<td>Business Analytics, MAN</td>
<td>61</td>
</tr>
<tr>
<td>Business and Leadership Studies</td>
<td>208</td>
</tr>
<tr>
<td>Business Doctoral Courses (BUSN)</td>
<td>381</td>
</tr>
<tr>
<td>Business, Executive MBA</td>
<td>75</td>
</tr>
<tr>
<td>Business, Fast Track MBA</td>
<td>76</td>
</tr>
<tr>
<td>Business, Full-Time MBA</td>
<td>77</td>
</tr>
<tr>
<td>Business Law (BSBL)</td>
<td>381</td>
</tr>
<tr>
<td>Business, MME</td>
<td>62</td>
</tr>
<tr>
<td>Business of Real Estate (RESM)</td>
<td>382</td>
</tr>
<tr>
<td>Business, PhD</td>
<td>64</td>
</tr>
<tr>
<td>Business, Professional MBA</td>
<td>78</td>
</tr>
<tr>
<td>Chemistry Minor</td>
<td>290</td>
</tr>
<tr>
<td>Chemistry, PhD</td>
<td>291</td>
</tr>
<tr>
<td>Chinese Language (ASTC)</td>
<td>394</td>
</tr>
<tr>
<td>Chinese Language Minor</td>
<td>152</td>
</tr>
<tr>
<td>City, Culture, and Community (CCCC)</td>
<td>395</td>
</tr>
<tr>
<td>City, Culture, and Community, PhD</td>
<td>152</td>
</tr>
<tr>
<td>Civic and Cultural Management (CVCL)</td>
<td>395</td>
</tr>
<tr>
<td>Civil Law Certificate</td>
<td>83</td>
</tr>
<tr>
<td>Classical Studies, MA</td>
<td>101</td>
</tr>
<tr>
<td>Classical Studies Major</td>
<td>100</td>
</tr>
<tr>
<td>Classical Studies Minor</td>
<td>100</td>
</tr>
<tr>
<td>Classics (CLAS)</td>
<td>396</td>
</tr>
<tr>
<td>Clinical Anatomy, MS</td>
<td>184</td>
</tr>
<tr>
<td>Clinical Investigation, MS</td>
<td>229</td>
</tr>
<tr>
<td>Clinical Research Methods, MS</td>
<td>185</td>
</tr>
<tr>
<td>Clinical Research, MS</td>
<td>185</td>
</tr>
<tr>
<td>Clinical Research (MSCR)</td>
<td>400</td>
</tr>
<tr>
<td>Cognitive Studies Coordinate Major</td>
<td>153</td>
</tr>
<tr>
<td>Colleges and Schools</td>
<td>808</td>
</tr>
<tr>
<td>Colloquia (COLQ)</td>
<td>401</td>
</tr>
<tr>
<td>Communication (COMM)</td>
<td>402</td>
</tr>
<tr>
<td>Communication Major</td>
<td>102</td>
</tr>
<tr>
<td>Community Health Sciences (CHSC)</td>
<td>408</td>
</tr>
<tr>
<td>Community Health Sciences, MPH</td>
<td>238</td>
</tr>
<tr>
<td>Composition, BFA</td>
<td>125</td>
</tr>
<tr>
<td>Computational Engineering Certificate</td>
<td>307</td>
</tr>
<tr>
<td>Computational Linguistics, MA</td>
<td>164</td>
</tr>
<tr>
<td>Computational Science (COSC)</td>
<td>408</td>
</tr>
<tr>
<td>Computer Science (CMPS)</td>
<td>408</td>
</tr>
<tr>
<td>Computer Science Coordinate Major</td>
<td>292</td>
</tr>
<tr>
<td>Computer Science, PhD</td>
<td>294</td>
</tr>
<tr>
<td>Computer Sys &amp; Technologies (CPST)</td>
<td>414</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>335</td>
</tr>
<tr>
<td>Cyber Security, Post-Baccalaureate Certificate</td>
<td>207</td>
</tr>
<tr>
<td>Cybersecurity Management, MPR</td>
<td>206</td>
</tr>
<tr>
<td>Dance - Applied (DANA)</td>
<td>422</td>
</tr>
<tr>
<td>Dance, BA</td>
<td>140</td>
</tr>
<tr>
<td>Dance, BFA</td>
<td>141</td>
</tr>
<tr>
<td>Dance (DANC)</td>
<td>419</td>
</tr>
<tr>
<td>Department of Anthropology</td>
<td>92</td>
</tr>
<tr>
<td>Department Name</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Department of Art</td>
<td>97</td>
</tr>
<tr>
<td>Department of Biomedical Engineering</td>
<td>282</td>
</tr>
<tr>
<td>Department of Chemical and Biomolecular Engineering</td>
<td>287</td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td>290</td>
</tr>
<tr>
<td>Department of Communication</td>
<td>102</td>
</tr>
<tr>
<td>Department of Computer Science</td>
<td>292</td>
</tr>
<tr>
<td>Department of Earth and Environmental Sciences</td>
<td>294</td>
</tr>
<tr>
<td>Department of Ecology and Evolutionary Biology</td>
<td>297</td>
</tr>
<tr>
<td>Department of Economics</td>
<td>102</td>
</tr>
<tr>
<td>Department of English</td>
<td>105</td>
</tr>
<tr>
<td>Department of Epidemiology</td>
<td>299</td>
</tr>
<tr>
<td>Department of French and Italian</td>
<td>108</td>
</tr>
<tr>
<td>Department of Germanic and Slavic Studies</td>
<td>114</td>
</tr>
<tr>
<td>Department of Global Biostatistics and Data Science</td>
<td>234</td>
</tr>
<tr>
<td>Department of Global Community Health and Behavioral Sciences</td>
<td>238</td>
</tr>
<tr>
<td>Department of Global Environmental Health Sciences</td>
<td>248</td>
</tr>
<tr>
<td>Department of Health Policy and Management</td>
<td>257</td>
</tr>
<tr>
<td>Department of History</td>
<td>116</td>
</tr>
<tr>
<td>Department of Jewish Studies</td>
<td>119</td>
</tr>
<tr>
<td>Department of Mathematics</td>
<td>301</td>
</tr>
<tr>
<td>Department of Music</td>
<td>120</td>
</tr>
<tr>
<td>Department of Philosophy</td>
<td>126</td>
</tr>
<tr>
<td>Department of Physics and Engineering Physics</td>
<td>307</td>
</tr>
<tr>
<td>Department of Political Science</td>
<td>132</td>
</tr>
<tr>
<td>Department of Psychology</td>
<td>320</td>
</tr>
<tr>
<td>Department of River-Coastal Science and Engineering</td>
<td>322</td>
</tr>
<tr>
<td>Department of Sociology</td>
<td>136</td>
</tr>
<tr>
<td>Department of Spanish and Portuguese</td>
<td>136</td>
</tr>
<tr>
<td>Department of Theatre and Dance</td>
<td>140</td>
</tr>
<tr>
<td>Department of Tropical Medicine</td>
<td>263</td>
</tr>
<tr>
<td>Digital Design</td>
<td>213</td>
</tr>
<tr>
<td>Digital Design (DDSN)</td>
<td>422</td>
</tr>
<tr>
<td>Digital Design Major</td>
<td>213</td>
</tr>
<tr>
<td>Digital Design Minor</td>
<td>214</td>
</tr>
<tr>
<td>Digital Design Post-Baccalaureate Certificate</td>
<td>214</td>
</tr>
<tr>
<td>Digital Media and Marketing Communications Certificate</td>
<td>210</td>
</tr>
<tr>
<td>Digital Media Production Coordinate Major</td>
<td>153</td>
</tr>
<tr>
<td>Digital Media Production (DMPR)</td>
<td>426</td>
</tr>
<tr>
<td>Disaster Management and Resilience Certificate (Graduate)</td>
<td>248</td>
</tr>
<tr>
<td>Disaster Management Certificate (Graduate)</td>
<td>249</td>
</tr>
<tr>
<td>Disaster Management, MPH</td>
<td>249</td>
</tr>
<tr>
<td>Disaster Resilience</td>
<td>329</td>
</tr>
<tr>
<td>Disaster Resilience Leader Sci (DRLS)</td>
<td>427</td>
</tr>
<tr>
<td>Disaster Resilience Leadership Studies Certificate</td>
<td>330</td>
</tr>
<tr>
<td>Disaster Resilience Leadership Studies, MS</td>
<td>330</td>
</tr>
<tr>
<td>Doctor of Juridical Science</td>
<td>86</td>
</tr>
<tr>
<td>Documentary Literary Studies Certificate</td>
<td>108</td>
</tr>
</tbody>
</table>

**E**

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth &amp; Environmental Sciences (EENS)</td>
<td>430</td>
</tr>
<tr>
<td>Earth and Environmental Sciences, MS</td>
<td>294</td>
</tr>
<tr>
<td>Earth and Environmental Sciences, PhD</td>
<td>294</td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology (EBIO)</td>
<td>436</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology Major</td>
<td>297</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology, MS</td>
<td>298</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology, PhD</td>
<td>299</td>
</tr>
<tr>
<td>Economic Analysis (ECAN)</td>
<td>444</td>
</tr>
<tr>
<td>Economics Analysis and Policy, PhD</td>
<td>102</td>
</tr>
<tr>
<td>Economics, BA</td>
<td>103</td>
</tr>
<tr>
<td>Economics, BS</td>
<td>104</td>
</tr>
<tr>
<td>Economics (BSEC)</td>
<td>444</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>444</td>
</tr>
<tr>
<td>Economics Minor</td>
<td>103</td>
</tr>
<tr>
<td>Education - Lib Arts (EDLA)</td>
<td>452</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>449</td>
</tr>
<tr>
<td>Electrical Engineering Certificate</td>
<td>307</td>
</tr>
<tr>
<td>EMBA (EMBA)</td>
<td>453</td>
</tr>
<tr>
<td>Emergency and Security Studies</td>
<td>216</td>
</tr>
<tr>
<td>Emergency Management Certificate (Graduate)</td>
<td>216</td>
</tr>
<tr>
<td>Emergency Management (EMMT)</td>
<td>456</td>
</tr>
<tr>
<td>Emergency Management, Master of Professional Studies</td>
<td>216</td>
</tr>
<tr>
<td>Energy</td>
<td>62</td>
</tr>
<tr>
<td>Energy &amp; Environment, MEL</td>
<td>85</td>
</tr>
<tr>
<td>Energy Certificate</td>
<td>62</td>
</tr>
<tr>
<td>Energy (ENRG)</td>
<td>457</td>
</tr>
<tr>
<td>Engineering Physics (ENGP)</td>
<td>460</td>
</tr>
<tr>
<td>Engineering Physics Major</td>
<td>308</td>
</tr>
<tr>
<td>Engineering Science Minor</td>
<td>311</td>
</tr>
<tr>
<td>English (BSEN)</td>
<td>463</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>463</td>
</tr>
<tr>
<td>English (ENLS)</td>
<td>464</td>
</tr>
<tr>
<td>Course</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>English for Acad/Prof Purposes (EAPP)</td>
<td>469</td>
</tr>
<tr>
<td>English, MA</td>
<td>106</td>
</tr>
<tr>
<td>English Major</td>
<td>105</td>
</tr>
<tr>
<td>English Minor</td>
<td>106</td>
</tr>
<tr>
<td>English (PAEN)</td>
<td>468</td>
</tr>
<tr>
<td>Entrepreneurial Management</td>
<td>63</td>
</tr>
<tr>
<td>Entrepreneurial Management Certificate</td>
<td>63</td>
</tr>
<tr>
<td>Environmental Biology Major</td>
<td>300</td>
</tr>
<tr>
<td>Environmental Earth Science Major</td>
<td>295</td>
</tr>
<tr>
<td>Environmental Earth Science Minor</td>
<td>295</td>
</tr>
<tr>
<td>Environmental Health Certificate (Graduate)</td>
<td>250</td>
</tr>
<tr>
<td>Environmental Health Sciences (ENHS)</td>
<td>469</td>
</tr>
<tr>
<td>Environmental Health Sciences, MSPH</td>
<td>251</td>
</tr>
<tr>
<td>Environmental Law Certificate</td>
<td>83</td>
</tr>
<tr>
<td>Environmental Studies (EVST)</td>
<td>469</td>
</tr>
<tr>
<td>Environmental Studies Major</td>
<td>154</td>
</tr>
<tr>
<td>Epidemiologic Methods Certificate (Graduate)</td>
<td>230</td>
</tr>
<tr>
<td>Epidemiology (EPID)</td>
<td>470</td>
</tr>
<tr>
<td>Epidemiology, MPH</td>
<td>230</td>
</tr>
<tr>
<td>Epidemiology, MS</td>
<td>232</td>
</tr>
<tr>
<td>Epidemiology, PhD</td>
<td>233</td>
</tr>
<tr>
<td>European Legal Studies Certificate</td>
<td>83</td>
</tr>
<tr>
<td>Exec Health Systems Mgmt (ESCD)</td>
<td>472</td>
</tr>
<tr>
<td>Exec Medical Management (EMMM)</td>
<td>473</td>
</tr>
<tr>
<td>Executive Master of Finance at Houston, MFN</td>
<td>66</td>
</tr>
<tr>
<td>Exercise Science Major</td>
<td>220</td>
</tr>
<tr>
<td>Exercise Science Minor</td>
<td>221</td>
</tr>
<tr>
<td>F</td>
<td>729</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Family Practice Certificate</td>
<td>331</td>
</tr>
<tr>
<td>Film Studies (FMST)</td>
<td>473</td>
</tr>
<tr>
<td>Film Studies Major</td>
<td>156</td>
</tr>
<tr>
<td>Film Studies Minor</td>
<td>156</td>
</tr>
<tr>
<td>Film Studies Program</td>
<td>155</td>
</tr>
<tr>
<td>Finance</td>
<td>64</td>
</tr>
<tr>
<td>Finance (BSFN)</td>
<td>473</td>
</tr>
<tr>
<td>Finance Certificate</td>
<td>210</td>
</tr>
<tr>
<td>Finance (EFIN)</td>
<td>474</td>
</tr>
<tr>
<td>Finance (FINE)</td>
<td>475</td>
</tr>
<tr>
<td>Finance Major</td>
<td>67</td>
</tr>
<tr>
<td>Finance, MFN</td>
<td>68</td>
</tr>
<tr>
<td>Finance Minor (Freeman School of Business)</td>
<td>67</td>
</tr>
<tr>
<td>Fine Art - Interdisciplinary (FNAR)</td>
<td>481</td>
</tr>
<tr>
<td>For More Information</td>
<td>788</td>
</tr>
<tr>
<td>Foreign Language (FRLN)</td>
<td>481</td>
</tr>
<tr>
<td>French (FREN)</td>
<td>481</td>
</tr>
<tr>
<td>French Major</td>
<td>109</td>
</tr>
<tr>
<td>French Minor</td>
<td>110</td>
</tr>
<tr>
<td>French Studies, MA</td>
<td>110</td>
</tr>
<tr>
<td>French Studies, PhD</td>
<td>111</td>
</tr>
<tr>
<td>G</td>
<td>157</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>Gender and Sexuality Studies (GESS)</td>
<td>485</td>
</tr>
<tr>
<td>Gender and Sexuality Studies Major</td>
<td>157</td>
</tr>
<tr>
<td>Gender and Sexuality Studies Minor</td>
<td>158</td>
</tr>
<tr>
<td>General Law, LLM</td>
<td>85</td>
</tr>
<tr>
<td>General Legal Studies, BA</td>
<td>219</td>
</tr>
<tr>
<td>General Legal Studies (GLSP)</td>
<td>486</td>
</tr>
<tr>
<td>General Legal Studies Minor</td>
<td>220</td>
</tr>
<tr>
<td>General Legal Studies Program</td>
<td>219</td>
</tr>
<tr>
<td>Geographic Information Systems Certificate</td>
<td>296</td>
</tr>
<tr>
<td>Geology (GEOL)</td>
<td>489</td>
</tr>
<tr>
<td>Geology Major</td>
<td>296</td>
</tr>
<tr>
<td>Geology Minor</td>
<td>297</td>
</tr>
<tr>
<td>German (GERM)</td>
<td>489</td>
</tr>
<tr>
<td>German Studies Major</td>
<td>114</td>
</tr>
<tr>
<td>German Studies Minor</td>
<td>114</td>
</tr>
<tr>
<td>Global Business (GMBA)</td>
<td>492</td>
</tr>
<tr>
<td>Global Comm Hlth Sci &amp; Beh (GCHB)</td>
<td>492</td>
</tr>
<tr>
<td>Global Community Health Science and Behavior, DrPH</td>
<td>240</td>
</tr>
<tr>
<td>Global Community Health Science and Behavior, PhD</td>
<td>241</td>
</tr>
<tr>
<td>Global Development (GDEV)</td>
<td>497</td>
</tr>
<tr>
<td>Global Environmental Health Science, PhD</td>
<td>252</td>
</tr>
<tr>
<td>Global Environmental Hlth Sci (GEHS)</td>
<td>497</td>
</tr>
<tr>
<td>Global Finance (GFIN)</td>
<td>500</td>
</tr>
<tr>
<td>Global Health (GHCP)</td>
<td>500</td>
</tr>
<tr>
<td>Global Health Mgmt &amp; Policy (GHSD)</td>
<td>501</td>
</tr>
<tr>
<td>Global Management</td>
<td>69</td>
</tr>
<tr>
<td>Glossary</td>
<td>790</td>
</tr>
<tr>
<td>Graduate Degrees and Professional Programs</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>40</td>
</tr>
<tr>
<td>Greek (GREK)</td>
<td>501</td>
</tr>
</tbody>
</table>
Greek Major .................................................................101
Greek Minor .................................................................101

H
Haitian Creole (HACR) ..................................................503
Health and Safety Management Certificate (Graduate) ....253
Health and Safety Management, MPH .........................253
Health and Wellness Major ..........................................221
Health and Wellness Management, Master of Professional Studies ...221
Health and Wellness Minor ..........................................222
Health and Wellness Post-Baccalaureate Certificate .......222
Health Communication and Education, MPH ..................242
Health Communication/Education (HCED) .....................503
Health Policy and Management (HPAM) .......................503
Health Policy and Management, PhD ..........................257
Health Policy, MPH ..........................................................258
Health Systems Management (HSMG) .........................507
Health Systems Management, MPH .............................259
Hebrew (HBRW) ..............................................................507
History (HIST) .............................................................507
History, MA .................................................................118
History Major ...............................................................116
History Minor ..............................................................118
History (PAHS) ..............................................................509
History, PhD .................................................................118
History-Africa (HISB) ....................................................509
History-Ancient & Med Europe (HISA) ......................510
History-Asia (HISC) ......................................................513
History-Latin Amer & Caribbean (HISL) .....................514
History-Middle East & N Africa (HISM) .......................516
History-Modern Europe (HISE) ..................................517
History-United States (HISU) .......................................521
Home .............................................................................11
Homeland Security (HMLS) .......................................526
Homeland Security Major ..............................................217
Homeland Security Studies, Master of Professional Studies ....217
Homeland Security Studies Minor ...............................217
Homeland Security Studies Post-Baccalaureate Certificate ...217
Human Genetics (HMGN) ..............................................530
Human Resource Development Minor .......................210
Human Resources Development (HRDV) ..................530
Human Resources Fundamentals Certificate ..................210

Human Resources Management Post-Baccalaureate Certificate .....210
Humanities - Interdisciplinary (HUMA) ....................530
Humanities Major ..........................................................222

I
Immunology (IMMU) ...................................................531
Individual Study (ISTU) .............................................531
Industrial Hygiene Certificate (Graduate) ....................254
Industrial Hygiene, MSPH ........................................254
Information Systems (INFO) ....................................531
Information Technology, MPR ..................................207
Information Technology Post-Baccalaureate Certificate ........207
Integrated Application Development Post-Baccalaureate Certificate .208
Interdepartmental Research (GINT) .........................531
Interdiscip Newcomb-Tulane Col (INTU) .................531
Interdiscip Studies - Graduate (INTD) .......................532
Interdisciplinary Dance Performance, MFA ................142
Interdisciplinary Graduate Degree Programs ...........323
Interdisciplinary, MS ...................................................323
Interdisciplinary, Ph.D ..............................................323
Interdisciplinary Programs and Coordinate Majors .......146
International and Comparative Law Certificate ..........83
International and Comparative Law, LMI ..................85
International Business (INBS) ..................................532
International EMBA with University of Chile, Centrum, & ICESI 75
International Health (INHL) .......................................532
International Health, MPH .........................................243
Internship (INTR) .........................................................532
Intl Development (INDV) .......................................532
Intl Development (IDEV) .......................................532
Intl Studies Intl Business (ISIB) .................................535
Italian (ITAL) .............................................................535
Italian Major ..............................................................113
Italian Minor ..............................................................114
Italian Studies (ITST) ..................................................537

J
Japanese Language (ASTJ) ........................................538
Japanese Language Minor ........................................152
Jazz Studies Major ....................................................120
JD Certificates .............................................................83
JD/MPH or MHA Joint Degrees .................................270
Jewish Studies (JWST) ............................................538
Jewish Studies Major .......................................................... 119
Jewish Studies Minor .......................................................... 119
Joint and Combined Degrees .............................................. 268
Journalism (JOUR) ............................................................... 541
Juris Doctor ............................................................................. 80

K
Kinesiology ............................................................................. 220
Kinesiology (KINE) ................................................................. 541

L
Labor and Employment Law (EMPL) .................................... 545
Latin American Studies and Art History, PhD ......................... 159
Latin American Studies (LAST) ............................................. 549
Latin American Studies, MA ................................................ 161
Latin American Studies Major ............................................. 161
Latin American Studies Minor ............................................. 161
Latin American Studies, PhD .............................................. 162
Latin American Studies Program ........................................ 158
Latin (LATN) ........................................................................... 547
Latin Major .............................................................................. 101
Latin Minor .............................................................................. 102
Law Clinical Courses (CLIN) ................................................. 550
Law First Year Courses (1LAW) ........................................... 552
Law Mini Courses (MINI) ..................................................... 553
Law Non-Classroom Courses (NCLS) .................................. 557
Law Special Courses (LAWS) ............................................... 558
Law Summer Program in England (LENG) .............................. 559
Law Summer Program in France (LFRN) ............................... 559
Law Summer Program in Germany (LGER) ............................ 560
Law Summer Program in Greece (LGRC) .............................. 560
Law Summer Program in Italy (LITL) ..................................... 561
Law Undergraduate Courses (LAWU) .................................. 561
Law Upperclass Electives (2) (2LAW) ................................. 562
Law Upperclass Electives (3) (3LAW) .................................. 563
Law Upperclass Electives (4) (4LAW) .................................. 567
Legal Studies in Business ..................................................... 70
Legal Studies in Business (LGST) .......................................... 584
Legal Studies in Business Major ............................................ 70
Legal Studies in Business Minor .......................................... 71
Less Commonly Taught Languages (LCTL) ......................... 586
Liberal Arts and Sciences ..................................................... 222
Liberal Arts, MLA ................................................................. 223

Linguistics ............................................................................. 164
Linguistics, BA ..................................................................... 165
Linguistics, BS ..................................................................... 166
Linguistics (LING) ............................................................... 586
Linguistics, MA .................................................................... 167
Linguistics, PhD ................................................................. 167
Literature (LITR) ................................................................. 588
Louisiana Studies (LOUS) ................................................... 588
Louisiana Studies Minor ...................................................... 223

M
Management ........................................................................... 71
Management (BSMT) .......................................................... 588
Management Communications (MCOM) ............................ 595
Management Major ............................................................ 71
Management (MGMT) .......................................................... 589
Management Minor ............................................................ 72
Management, MMG ............................................................. 72
Management Science (MGSC) ............................................. 596
Managerial Perspectives (PERS) .......................................... 597
Marine Biology Minor for Biology Majors ............................... 300
Marine Biology Minor for Non-Biology Majors .................... 301
Maritime Law Certificate..................................................... 83
Marketing .............................................................................. 73
Marketing (BSMK) .............................................................. 597
Marketing Certificate .......................................................... 211
Marketing Major ................................................................. 73
Marketing Minor ................................................................. 74
Marketing Minor (School of Professional Advancement) ......... 211
Marketing (MKTG) .............................................................. 598
Master Health Administration, MHA .................................. 260
Master of Finance with Universidad Francisco Marroquin and UCA S, MFN ......................................................... 69
Master of Jurisprudence ....................................................... 86
Master of Laws .................................................................. 84
Master of Liberal Arts Courses (MLAR) ............................... 601
Master of Management in Energy with UCA S ...................... 63
Master of Management with Universidad Francisco Marroquin, MMG . 73
Master of Social Work/Master of Public Health Joint Degree ...... 270
Master’s Programs Requirements ........................................... 34
Materials Engineering Certificate ........................................ 312
Materials Phys. & Engineering (MPEN) .................................. 605
<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Physics and Engineering, PhD</td>
<td>312</td>
</tr>
<tr>
<td>Materials Science and Engineering, MS</td>
<td>314</td>
</tr>
<tr>
<td>Maternal and Child Health Certificate (Graduate)</td>
<td>245</td>
</tr>
<tr>
<td>Maternal And Child Health (MCHL)</td>
<td>606</td>
</tr>
<tr>
<td>Maternal and Child Health, MPH</td>
<td>245</td>
</tr>
<tr>
<td>Mathematics Major</td>
<td>74</td>
</tr>
<tr>
<td>Mathematics Minor</td>
<td>303</td>
</tr>
<tr>
<td>Mathematics, MS</td>
<td>303</td>
</tr>
<tr>
<td>Mathematics, PhD</td>
<td>304</td>
</tr>
<tr>
<td>MBA</td>
<td>270</td>
</tr>
<tr>
<td>MBA/MHA Joint Degree</td>
<td>613</td>
</tr>
<tr>
<td>MD - Anesthesiology (ANES)</td>
<td>614</td>
</tr>
<tr>
<td>MD - Biochemistry (BIOC)</td>
<td>614</td>
</tr>
<tr>
<td>MD - Brain &amp; Behavior (BRBH)</td>
<td>614</td>
</tr>
<tr>
<td>MD - Clinical Diagnosis (CLDG)</td>
<td>614</td>
</tr>
<tr>
<td>MD - Dermatology (DERM)</td>
<td>614</td>
</tr>
<tr>
<td>MD - Emergency Medicine (EMER)</td>
<td>615</td>
</tr>
<tr>
<td>MD - Family Medicine (FAMY)</td>
<td>615</td>
</tr>
<tr>
<td>MD - Foundations Medicine I (FIM1)</td>
<td>617</td>
</tr>
<tr>
<td>MD - Foundations Medicine II (FIM2)</td>
<td>618</td>
</tr>
<tr>
<td>MD - General Medicine (GENM)</td>
<td>618</td>
</tr>
<tr>
<td>MD - Genetics (GENE)</td>
<td>618</td>
</tr>
<tr>
<td>MD - Gross Anatomy (GANT)</td>
<td>618</td>
</tr>
<tr>
<td>MD - Histology (HSTO)</td>
<td>619</td>
</tr>
<tr>
<td>MD - Mechanism of Disease (PATH)</td>
<td>619</td>
</tr>
<tr>
<td>MD - Medicine (MED)</td>
<td>620</td>
</tr>
<tr>
<td>MD - Microbiology (MICR)</td>
<td>627</td>
</tr>
<tr>
<td>MD - Neurology (NEUR)</td>
<td>627</td>
</tr>
<tr>
<td>MD - Neuroscience (NESC)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Neurosurgery (NRSR)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Obstetrics &amp; Gynecology (OBGY)</td>
<td>628</td>
</tr>
<tr>
<td>MD - Ophthalmology (OPTH)</td>
<td>629</td>
</tr>
<tr>
<td>MD - Orthopaedic Surgery (ORTH)</td>
<td>629</td>
</tr>
<tr>
<td>MD - Otolaryngology (OTLN)</td>
<td>630</td>
</tr>
<tr>
<td>MD - Pediatrics (PEDS)</td>
<td>631</td>
</tr>
<tr>
<td>MD - Pharmacology (PHAR)</td>
<td>632</td>
</tr>
<tr>
<td>MD - Physiology (PYSI)</td>
<td>633</td>
</tr>
<tr>
<td>MD - Psychiatry (PYCH)</td>
<td>633</td>
</tr>
<tr>
<td>MD - Public Health (PHEA)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Radiology (RADS)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Surgery (SURG)</td>
<td>634</td>
</tr>
<tr>
<td>MD - Urology (UROL)</td>
<td>636</td>
</tr>
<tr>
<td>MD Degree Program</td>
<td>190</td>
</tr>
<tr>
<td>MD/MPH or MSPH or MPHTM Joint Degree</td>
<td>271</td>
</tr>
<tr>
<td>Mechanical Engineering Certificate</td>
<td>315</td>
</tr>
<tr>
<td>Medical Genetics and Genomics, MS</td>
<td>186</td>
</tr>
<tr>
<td>Medicine, MD</td>
<td>190</td>
</tr>
<tr>
<td>Medieval and Early Modern Studies Major</td>
<td>169</td>
</tr>
<tr>
<td>Medieval and Early Modern Studies Minor</td>
<td>170</td>
</tr>
<tr>
<td>Methods in Monitoring and Evaluation Certificate (Graduate)</td>
<td>246</td>
</tr>
<tr>
<td>Methods in Monitoring and Evaluation Certificate (Graduate)</td>
<td>263</td>
</tr>
<tr>
<td>Microbiology - Graduate (MIIM)</td>
<td>636</td>
</tr>
<tr>
<td>Microbiology and Immunology, MS</td>
<td>186</td>
</tr>
<tr>
<td>Minor for Non-Business Students</td>
<td>79</td>
</tr>
<tr>
<td>Molecular and Cellular Pathobiology, MS</td>
<td>187</td>
</tr>
<tr>
<td>Molecular Medicine, MS</td>
<td>188</td>
</tr>
<tr>
<td>Music - Applied (APMS)</td>
<td>641</td>
</tr>
<tr>
<td>Music, BA</td>
<td>120</td>
</tr>
<tr>
<td>Music, BFA</td>
<td>121</td>
</tr>
<tr>
<td>Music, MA</td>
<td>122</td>
</tr>
<tr>
<td>Music, MFA</td>
<td>123</td>
</tr>
<tr>
<td>Music Minor</td>
<td>122</td>
</tr>
<tr>
<td>Music (MUSC)</td>
<td>637</td>
</tr>
<tr>
<td>Music (PAMU)</td>
<td>641</td>
</tr>
<tr>
<td>Music Science and Technology Minor</td>
<td>122</td>
</tr>
<tr>
<td>Musical Cultures Gulf South (MCGS)</td>
<td>642</td>
</tr>
<tr>
<td>Musical Cultures of the Gulf South Coordinate Major</td>
<td>171</td>
</tr>
<tr>
<td>Musical Theatre, BFA</td>
<td>124</td>
</tr>
</tbody>
</table>

**N**

- Neuroscience Major                                                   | 326  |
- Neuroscience, MS                                                      | 323  |
- Neuroscience (NSCI)                                                  | 643  |
- Neuroscience, PhD                                                     | 324  |
- Neuroscience Program                                                  | 326  |
- Newcomb-Tulane College                                               | 18   |
- Nutrition, MPH                                                        | 247  |
- Nutrition (NTRN)                                                     | 648  |

**O**

- Occupational and Environmental Health Certificate (Graduate)        | 255  |
- Occupational and Environmental Health, MPH                           | 256  |
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal Studies Post-Baccalaureate Certificate</td>
<td>220</td>
</tr>
<tr>
<td>Performance, BFA</td>
<td>123</td>
</tr>
<tr>
<td>Ph.D. Program Requirements</td>
<td>37</td>
</tr>
<tr>
<td>Pharmacology - Graduate (GPHR)</td>
<td>648</td>
</tr>
<tr>
<td>Pharmacology, MS</td>
<td>188</td>
</tr>
<tr>
<td>Philosophy, MA</td>
<td>128</td>
</tr>
<tr>
<td>Philosophy Major</td>
<td>126</td>
</tr>
<tr>
<td>Philosophy Major with Concentration in Language, Mind, and Knowledge</td>
<td>127</td>
</tr>
<tr>
<td>Philosophy Major with Concentration in Law, Mortality, and Society</td>
<td>128</td>
</tr>
<tr>
<td>Philosophy Minor</td>
<td>128</td>
</tr>
<tr>
<td>Philosophy Minor with Concentration in Language, Mind, and Knowledge</td>
<td>129</td>
</tr>
<tr>
<td>Philosophy Minor</td>
<td>128</td>
</tr>
<tr>
<td>Philosophy Major</td>
<td>316</td>
</tr>
<tr>
<td>Physics Minor</td>
<td>318</td>
</tr>
<tr>
<td>Physics, MS</td>
<td>318</td>
</tr>
<tr>
<td>Physics, PhD</td>
<td>319</td>
</tr>
<tr>
<td>Physics (PHYS)</td>
<td>653</td>
</tr>
<tr>
<td>Physiology - Graduate (GPSO)</td>
<td>659</td>
</tr>
<tr>
<td>Physiology, MS</td>
<td>190</td>
</tr>
<tr>
<td>Poli Sci - American (POLA)</td>
<td>659</td>
</tr>
<tr>
<td>Poli Sci - Comparative (POLC)</td>
<td>661</td>
</tr>
<tr>
<td>Poli Sci - General (POLS)</td>
<td>663</td>
</tr>
<tr>
<td>Poli Sci - International (POLI)</td>
<td>664</td>
</tr>
<tr>
<td>Poli Sci - Intl. Development (PSDV)</td>
<td>665</td>
</tr>
<tr>
<td>Poli Sci - Political Theory (POLT)</td>
<td>666</td>
</tr>
<tr>
<td>Policy Economics, MA</td>
<td>104</td>
</tr>
<tr>
<td>Political Development, PhD</td>
<td>134</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Economics and Policy</td>
<td>172</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in International Perspectives</td>
<td>173</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Law, Economics, and Policy</td>
<td>174</td>
</tr>
<tr>
<td>Political Economy Major with Concentration in Moral and Historical Perspectives</td>
<td>175</td>
</tr>
<tr>
<td>Political Economy (PECN)</td>
<td>667</td>
</tr>
<tr>
<td>Political Economy Program</td>
<td>172</td>
</tr>
<tr>
<td>Political Science Major</td>
<td>132</td>
</tr>
<tr>
<td>Political Science Minor</td>
<td>132</td>
</tr>
<tr>
<td>Political Science/ International Development Major</td>
<td>133</td>
</tr>
<tr>
<td>Political Science/ International Development Minor</td>
<td>134</td>
</tr>
<tr>
<td>Political Science/ International Relations Major</td>
<td>133</td>
</tr>
<tr>
<td>Portuguese Coordinate Major</td>
<td>136</td>
</tr>
<tr>
<td>Portuguese Minor</td>
<td>137</td>
</tr>
<tr>
<td>Portuguese (PORT)</td>
<td>669</td>
</tr>
<tr>
<td>PR- Digital Media &amp; Mkt Communication (PRDM)</td>
<td>670</td>
</tr>
<tr>
<td>Preservation</td>
<td>51</td>
</tr>
<tr>
<td>Preservation Minor</td>
<td>51</td>
</tr>
<tr>
<td>Preservation Studies Certificate (Graduate)</td>
<td>51</td>
</tr>
<tr>
<td>Preservation Studies, MPS</td>
<td>52</td>
</tr>
<tr>
<td>Professional MBA (PMBA)</td>
<td>671</td>
</tr>
<tr>
<td>Program Management Certificate (Graduate)</td>
<td>262</td>
</tr>
<tr>
<td>Programs</td>
<td>802</td>
</tr>
<tr>
<td>Psychology and Early Childhood Education Major</td>
<td>320</td>
</tr>
<tr>
<td>Psychology Major</td>
<td>321</td>
</tr>
<tr>
<td>Psychology Minor</td>
<td>321</td>
</tr>
<tr>
<td>Psychology, MS</td>
<td>322</td>
</tr>
<tr>
<td>Psychology, PhD</td>
<td>322</td>
</tr>
<tr>
<td>Psychology (PSYC)</td>
<td>674</td>
</tr>
<tr>
<td>Public Health - Tropical Med (PHTM)</td>
<td>677</td>
</tr>
<tr>
<td>Public Health and Tropical Medicine, MPHTM</td>
<td>264</td>
</tr>
<tr>
<td>Public Health Minor</td>
<td>273</td>
</tr>
<tr>
<td>Public Health Special Courses (SPHL)</td>
<td>677</td>
</tr>
<tr>
<td>Public Health Undergraduate (SPHU)</td>
<td>678</td>
</tr>
<tr>
<td>Public Relations Certificate</td>
<td>211</td>
</tr>
<tr>
<td>Public Relations Major</td>
<td>211</td>
</tr>
<tr>
<td>Public Relations Minor</td>
<td>212</td>
</tr>
<tr>
<td>Public Relations (PRPA)</td>
<td>683</td>
</tr>
<tr>
<td>Public Service (SRVC)</td>
<td>684</td>
</tr>
<tr>
<td>River Coast Sci &amp; Engineering Certificate of Completion</td>
<td>322</td>
</tr>
<tr>
<td>ROTC - Aerospace Studies (AERO)</td>
<td>686</td>
</tr>
<tr>
<td>ROTC - Military Science (MILS)</td>
<td>688</td>
</tr>
<tr>
<td>ROTC - Military Science (MILS)</td>
<td>688</td>
</tr>
<tr>
<td>ROTC - Aerospace Studies (AERO)</td>
<td>686</td>
</tr>
<tr>
<td>ROTC - Military Science (MILS)</td>
<td>688</td>
</tr>
<tr>
<td>Program Name</td>
<td>Page No.</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>ROTC - Naval Science (NAVS)</td>
<td>689</td>
</tr>
<tr>
<td>Russian Major</td>
<td>115</td>
</tr>
<tr>
<td>Russian Minor</td>
<td>115</td>
</tr>
<tr>
<td>Russian (RUSS)</td>
<td>691</td>
</tr>
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<td>Spanish and Portuguese, MA</td>
<td>137</td>
</tr>
<tr>
<td>Spanish and Portuguese, PhD</td>
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<tr>
<td>Spanish and Portuguese Major</td>
<td>137</td>
</tr>
<tr>
<td>Spanish Major</td>
<td>138</td>
</tr>
<tr>
<td>Spanish Minor</td>
<td>139</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>711</td>
</tr>
<tr>
<td>Special Projects (RELS)</td>
<td>716</td>
</tr>
<tr>
<td>Speech (SPEC)</td>
<td>716</td>
</tr>
<tr>
<td>Sport Event Security and Emergency Management Certificate (Graduate)</td>
<td>219</td>
</tr>
<tr>
<td>Sports Law Certificate</td>
<td>83</td>
</tr>
<tr>
<td>Statistics, MS</td>
<td>306</td>
</tr>
<tr>
<td>Studio Art, BA</td>
<td>99</td>
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<tr>
<td>Studio Art, BFA</td>
<td>99</td>
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<tr>
<td>Studio Art Minor</td>
<td>98</td>
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<tr>
<td>Sustainable Real Estate Development Certificate (Graduate)</td>
<td>717</td>
</tr>
<tr>
<td>Sustainable Real Estate Development, MSRED</td>
<td>53</td>
</tr>
<tr>
<td>Swahili (SWHL)</td>
<td>717</td>
</tr>
<tr>
<td>Teacher Certification Program</td>
<td>223</td>
</tr>
<tr>
<td>Theatre, BA</td>
<td>144</td>
</tr>
<tr>
<td>Theatre, BFA</td>
<td>145</td>
</tr>
<tr>
<td>Theatre Design and Production, MFA</td>
<td>142</td>
</tr>
<tr>
<td>Theatre Minor</td>
<td>144</td>
</tr>
<tr>
<td>Theatre (PATR)</td>
<td>718</td>
</tr>
<tr>
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</tr>
<tr>
<td>Tides - Business (TIDB)</td>
<td>723</td>
</tr>
<tr>
<td>Tides - Liberal Arts (TIDL)</td>
<td>724</td>
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<tr>
<td>Tides - TU Interdisc Experienc (TIDE)</td>
<td>724</td>
</tr>
<tr>
<td>Tropical Medicine Certificate (Graduate)</td>
<td>266</td>
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<tr>
<td>Tropical Medicine, MS</td>
<td>266</td>
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<tr>
<td>Tropical Medicine, PhD</td>
<td>268</td>
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<td>Tropical Medicine (TRMD)</td>
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<td>Undergraduate Public Health</td>
<td>271</td>
</tr>
<tr>
<td>Urban Studies Minor</td>
<td>178</td>
</tr>
<tr>
<td>Urban Studies (URST)</td>
<td>727</td>
</tr>
<tr>
<td>US Public Policy Minor</td>
<td>178</td>
</tr>
</tbody>
</table>
W
Wellness & Human Performance (WLHP) ............................................728
Women's Studies (WMST) ..............................................................728

Y
Yoruba (YRBA) ............................................................................ 728