## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision and Mission of the Program</td>
<td>1</td>
</tr>
<tr>
<td>Program Goals</td>
<td>1</td>
</tr>
<tr>
<td>CCC Program Structure</td>
<td>2</td>
</tr>
<tr>
<td>Role of CCC Faculty Mentors and Advisors</td>
<td>4</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>4</td>
</tr>
<tr>
<td>Financial Support for CCC Students</td>
<td>4</td>
</tr>
<tr>
<td>Other Funding From Tulane University</td>
<td>6</td>
</tr>
<tr>
<td>External Funding Opportunities for CCC Students</td>
<td>6</td>
</tr>
<tr>
<td>Admission to the CCC Program</td>
<td>7</td>
</tr>
<tr>
<td>Required Admission Materials</td>
<td>8</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Time-to-Degree</td>
<td>12</td>
</tr>
<tr>
<td>CCC Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Sequence of Requirements for Students</td>
<td>13</td>
</tr>
<tr>
<td>Course Catalog Descriptions</td>
<td>14</td>
</tr>
<tr>
<td>Continuous Registration Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Standards for Academic Performance and Annual Review of Graduate Students</td>
<td>16</td>
</tr>
<tr>
<td>Guidelines for Graduate Teaching Assistants</td>
<td>17</td>
</tr>
<tr>
<td>Academic Grievance Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Tulane University Unified Code of Graduate Student Academic Conduct</td>
<td>20</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>22</td>
</tr>
<tr>
<td>Useful Links and Information</td>
<td>22</td>
</tr>
</tbody>
</table>
GRADUATE STUDY IN THE
CITY, CULTURE, AND COMMUNITY (CCC) PROGRAM
TULANE UNIVERSITY

Vision and Mission of the Program
The City, Culture, and Community (CCC) doctoral program is a broad-based and
integrative graduate education-research program that addresses interrelationships between
the physical environment, the built environment, and social, economic, and political institutions
and processes that shape cities and metropolitan regions. The intellectual focus of the CCC
program is unique in bringing together interdisciplinary approaches in the social sciences, social
work, architecture, law, humanities and applying them to understand a range of issues
pertaining to cities, culture, and communities. The CCC's breadth of interdisciplinary study
allows students considerable flexibility to develop their training to individual research interests
while providing a depth of disciplinary training in social work, sociology, and urban studies.

The CCC program is designed to prepare students for professional careers in academic
and non-academic settings. By interconnecting interdisciplinary and disciplinary education and
training, the CCC faculty members encourage graduate students to select dissertation topics
that offer the potential for a cross-disciplinary approach with the Ph.D. degree awarded in
“Social Work – CCC,” “Sociology – CCC,” or “Urban Studies - CCC.” The goal is to produce a well-
trained cadre of professionals, social scientists, and humanists who have a common vocabulary,
and an integrated framework, with practical and creative experiences to pursue careers in a
wide range of sectors: academic, governmental, community, private, and public, or some
combination.

CCC curriculum and research training give students an interdisciplinary conceptual and
practical basis to study the dynamics of urban, cultural, and community change in international
and comparative terms and frameworks. Unlike most disciplinary-specific doctoral programs,
where the overwhelming majority of classes are separately taught by faculty in the discipline,
required CCC courses are co-led and team-taught by multiple participating faculty members
from diverse academic units (e.g., social work, sociology, architecture, and so on). This critical
pedagogical feature enables students to confront different and often opposed disciplinary
frameworks, paradigmatic schema, and methodological orientations. Team-taught courses
also engender dialogue and synthesis with students as active participants and interrogators.

Program Goals
The City, Culture, and Community (CCC) Graduate Program at Tulane University seeks to
synthesize and integrate disciplinary, multi-disciplinary, and inter-disciplinary perspectives to
accomplish three principle goals:

(1) Produce highly educated researchers with advanced theoretical and methodological skills
and flexibility to compete in the academic, governmental, non-profit, private, and public
sectors, or some combination.

(2) Develop partnerships between faculty and students to extend scholarship in important
areas of research, creativity, and practice to benefit the New Orleans community and society-at-large.

(3) Create new methods, theories, and innovative approaches to address the world's most challenging urban, environmental, and sustainability problems.

The CCC's program of graduate study aims to train and develop professional scholars and practitioners who are qualified to conduct original research, teach at the college and university level, and pursue careers in the non-academic sector. This requires mastery of diverse forms of theory, research methods, statistics, and the substantive literature of particular disciplines and interdisciplinary fields. All the graduate requirements are in the service of these ends.

**CCC Program Structure**

*Organization and Management*

The Steering Committee of the CCC Ph.D. Program consists of six members of the three participating units - sociology, social work, and urban studies. The purpose of the Steering Committee is to ensure the academic and financial integrity of the doctoral program and manage the resources to support doctoral students' education and scholarly activities. The Steering Committee is in charge of reviewing and approving all applications for graduate study. The Steering Committee is coordinated by a Doctoral Program Director (DPD) who serves a renewable, three-year term and who is elected by members of the Steering Committee.

*Participating Faculty*

See the CCC website for a list of faculty involved in the CCC Ph.D. Program, their titles, department affiliations, areas of expertise, and contact information. [http://tulane.edu/ccc/](http://tulane.edu/ccc/)

*Degrees*

CCC Ph.D. Program awards degrees in three disciplines:
- Ph.D. in Social Work–City, Culture, and Community (CCC)
- Ph.D. in Sociology–City, Culture, and Community (CCC)
- Ph.D. in Urban Studies–City, Culture, and Community (CCC)

*Skill Set of CCC Graduates*

Below is a list of the several broad skill areas, divided into specific skills that the CCC program actively cultivates and nurtures through coursework, seminars, internships, mentoring, research experiences, and other CCC activities.

**Organizational, Management, and Leadership Skills:**
- Strong oral and written communication skills.
- Ability to identify problems, formulate alternatives, and promote change
- Knowledge of effective ways to supervise, direct, and guide, individuals in completion of
CCC Graduate Handbook, 2011-12

- tasks and fulfillment of goals
- Strong conflict management and resolution skills

Research Skills:
- Ability to cultivate research goals and objectives; select research topics; develop research questions; and design research projects to advance knowledge and promote learning
- Understanding of how to search, select, and evaluate primary and secondary data sources
- Ability to generate theories and hypotheses; develop instruments and methods for measurement; manipulate and control variables; collect, model, and analyze empirical data; evaluate results
- Knowledge of how to identify research funding sources; write and develop grant proposals; and review and evaluate grant proposals

Methodological Skills:
- Archival and historical methods
- Quantitative methods: graphing and tabulating data; describing data sets: central tendency, variability and skew; normal curve and standard scores; correlation; sampling; descriptive and inferential statistics, advanced statistical methods, etc.
- Qualitative methods: ethnography, interviewing, document content analysis, focus groups, etc.
- Data analysis techniques: statistical analysis (e.g., STATA, SAS, SPSS, etc.) and qualitative analysis (e.g., AtlasTi, NVivo, etc.), social network analysis
- Geographical Information Systems (GIS)

Pedagogical Skills:
- In-depth knowledge and understanding of contemporary learning theories and practices
- Ability to use communication and information technologies to create learning environments
- Ability to teach and instruct based upon synthesis and evaluation of knowledge
- Understanding of the uses of different instructional strategies and technologies to encourage critical thinking skills and information literacy

Policy Evaluation Skills:
- Ability to understand to the role, purpose, and nature of policy
- Expertise in analyzing the process of policy formulation and implementation
- Proficiency in identifying key policy actors and organized interests in policy actions
- Strong skills at troubleshooting problems and assessing policy options; developing an implementation strategy; linking project management and research results to policy actions; building support for polices; and developing policy evaluation criteria
Role of CCC Faculty Mentors and Advisors

Before accepted CCC graduate students arrive on campus, they will be assigned a primary professor or mentor who will provide information about the program and university, clarify expectations and requirements, and establish an environment for open interaction. The mentor will serve as a coach, counselor, and advocate until the student has selected a dissertation advisor. The dissertation advisor may or may not be the same person as the initial mentor.

Once the student has selected a dissertation advisor, the advisor will be responsible for ensuring that the student is productive and proceeding in a timely manner, and they will remain vigilant to any systemic causes of delay or departure.

The CCC program faculty work to create a supportive and cooperative academic environment for both students and faculty. In addition to one-on-one mentoring, CCC hosts seminars and workshops directed toward engaging students, integrating them into the program, and addressing any potential adaptation problems. The CCC faculty advisor/advocate system, regular social and scholarly events, and the Doctoral Program Director (DPD) together will all serve to meet students’ needs and facilitate progress toward completion of the Ph.D.

CCC faculty will support the professional advancement of students by providing opportunities to engage in collaborative advisor-advisee research activities, teaching courses, workshops and conferences, writing scholarly papers and grant proposals, and preparing for job interviews.

Graduate Students are responsible for their own intellectual development, progress through the CCC graduate program, and acquiring the CCC skill set. Students should take the initiative to familiarize themselves with the CCC program requirements and deadlines.

Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>FULL TIME:</th>
<th>PART TIME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$20,150 (per semester)</td>
<td>Tuition (per credit hour)</td>
</tr>
<tr>
<td></td>
<td>$40,300 (per year)</td>
<td>$2,238</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$300 (per semester)</td>
<td>Academic Support (per credit hour)</td>
</tr>
<tr>
<td>Service Fee</td>
<td>$600 (per year)</td>
<td>$33</td>
</tr>
<tr>
<td>Reily Center Fee</td>
<td>$130 (per semester, optional)</td>
<td>Reily Fee (per semester, optional)</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$272 (per semester, optional)</td>
<td>Health Fee (per semester, optional)</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>$120 (per semester)</td>
<td>Student Activities Fee (per semester)</td>
</tr>
<tr>
<td></td>
<td>$240 (per year)</td>
<td>$60</td>
</tr>
</tbody>
</table>

Financial Support for CCC Students

The CCC Ph.D. Program expects students to complete their doctoral studies in five years. Students are to be actively involved in data collection, analysis, and other research activities during the summer months as well as the nine-month academic year.
Student funding will occur on an annual basis. Continued student funding is based on performance and adequate progress through the graduate program. Students rarely receive funding beyond five years; while they are welcome to remain in the program beyond that period, they will be expected to arrange for their own funding. In addition, students are strongly encouraged to pursue external funding to support their research and cultivate papers into publishable manuscripts.

Note: The CCC program does not provide funding for students during the summer. Nevertheless, as students progress through the program, they can expect that their productivity over the summer will be important to completing their Ph.D. work within the specified five-year time frame.

The CCC program strives to provide financial support for all of its graduate students who are making satisfactory progress. The program awards four major kinds of financial support to graduate students: (1) Tuition Scholarship; (2) Fellowships; (3) Teaching Assistantships (TAs); and (4) Research Assistantships (RAs). The stipends take the form of a fellowship, teaching assistantship (TA), or research assistantship (RA). The availability of research assistantships (RAs) depends, in part, on grant funding. TA duties consist of either assisting a course instructor or teaching a course independently. RA responsibilities typically involve support in connection with faculty research.

**Tuition Scholarship:** The School of Liberal Arts (SLA) and the School of Social Work (TSSW) offer stand-alone tuition scholarships and some in conjunction with students who also receive fellowships or assistantships. The scholarship covers the cost of full-time tuition.

**Fellowships:** For students who qualify, a fellowship consisting of an annual stipend will be provided for financial support, for which no service is required. For academic year 2011-12, the stipend is $21,000 plus a $1000 health insurance subsidy for those who must purchase the student health insurance through the Tulane provider.

**Teaching Assistantships.** Regardless of how their assignments are crafted, TAs have the responsibility to meet the goals and objectives of their teaching assignments as specified by course instructors and departmental administrators. TAs should strive for the highest quality of instructional pedagogy and delivery of services to students. All grading and other responsibilities should be fulfilled thoughtfully and in a timely manner. See the SLA Guidelines and Policies for Graduate Assistantships for more information about purpose, selection and appointment, training, and responsibilities.
http://tulane.edu/liberal-arts/upload/Guidelinesandpoliciesforgraduateassistants.pdf

**Research Assistantships.** Employment as an RA involves commitments, not only to dissertation research, but to the goals and objectives or deliverables of the sponsored project providing salary support.
Other Funding From Tulane University

School of Liberal Arts (SLA)

Graduate Student Summer Merit Fellowship Awards: During the spring semester, the SLA Dean’s Office provides awards up to $5000 to support summer activities for graduate students completing terminal degrees. Students may use funds for research expenses, equipment, and travel to support data collection, analysis, and performances. A summer stipend for writing and completing the dissertation is limited to $2500. This Award will not support tuition or travel to professional conferences. Students who have received two Fellowship Awards in the past are ineligible. Three copies of the application for a Summer Merit Fellowship Award should be submitted to Deborah Troescher, Assistant Dean for Graduate Programs. See the following link for more information about deadlines and criteria of evaluation: http://tulane.edu/liberal-arts/graduate-student-summer-merit-fellowship-awards.cfm

Provost’s Office

The Provost’s Office provides graduate and professional students up to $400 for travel to present a paper or poster at a conference. For more information, see http://tulane.edu/provost/grad-travel.cfm. Preference will be given to applicants who have been accepted to present a paper, but those presenting posters, or participating as a discussant at a conference, biennale or arts festival may also apply. All graduate and professional students are welcome to apply, though preference will be given to students pursuing terminal degrees in their field. It is anticipated that approximately five awards will be made each term (Spring, Summer and Fall). Be sure to plan ahead as requests for funds must be received before travel is initiated according to the application deadlines below. An application may be submitted by the appropriate deadline pending receipt of an official notification of acceptance to present. A conditional award can be made contingent upon a notification of paper/poster acceptance. If the abstract is not accepted, the award will be withdrawn. Applications will be accepted three times per year:

- December 1 for travel in the Spring semester (January through May),
- May 1 for travel in the summer (June through September), and
- September 1 for travel in the Fall semester (October – December).

External Funding Opportunities for CCC Graduate Students

One distinctive component of the CCC program is that faculty members advise, train, and work with students to pursue external funding. Many CCC faculty members are actively engaged in funded or fundable research and CCC faculty provide annual grant writing workshops for students and faculty. Learning the skill of grant writing helps provide opportunities for faculty and student research collaboration, enhances the career prospects of students, and expands student employment opportunities in a variety of sectors. CCC faculty also recognize that training students to develop grant proposals can promote diverse research and teaching experiences, stimulate creative thinking, and encourage scholars to develop and apply novel analytical, methodological, and theoretical tools to address problems whose
solutions are beyond the scope of a single discipline.

There are a variety of externally funded fellowships. The procedures and stipends of the different fellowships change, as do the rules of eligibility. Please note that fellowships require that students and prospective students take the initiative to acquire applications and submit them by fixed deadlines. Below are some well-known funders of external dissertation grants:

- National Science Foundation (NSF) Doctoral Dissertation Improvement Grant
- Fulbright-Hays Doctoral Dissertation Grant (US citizens only)
- IIE Fulbright Program for U.S. Students (US citizens only)
- CLIR Mellon Fellowships for Dissertation Research in Original Sources
- Mellon/ACLS Dissertation Completion Fellowships
- SSRC International Dissertation Research Fellowship
- AAUW Dissertation Fellowships (women only)
- Ford Foundation Dissertation Fellowship (U.S. citizens only; underrepresented groups)

Students interested in applying for externally funded research grants or fellowships should contact the Tulane University Sponsored Projects Administration (SPA) and register for their funding listservs: e.g., Biomedical, Science & Engineering, Social Sciences, Arts & Humanities List Serves. Contact Shane Aubrey (saubrey@tulane.edu) to get added to the listserv. For more information, see the following link, http://tulane.edu/avsp/ora/notices-to-principal-investigators.cfm. Funding opportunity notices and news items are sent out to each listserv on a regular basis.

The Sponsored Projects Administration’s (SPA) web page http://tulane.edu/avsp/ora/about-us.cfm contains links to Agencies, Investigator’s manual, forms, Federal Regulations, Tulane policies, and Individualized Funding Searches – IRIS for those seeking external funding. The "IRIS Upcoming Deadlines: Graduate Students/Undergraduates" link - http://iris.library.uiuc.edu/~iris/deadlines/grad/ - available to CCC graduate students, lists upcoming deadlines in CCC relevant research subject areas. The lists are organized chronologically by deadline date and contain hypertext links to the complete IRIS record for each funding opportunity. The lists themselves are available to everyone. However, the links to the complete records will work only for searchers at Tulane.

**Admission to the CCC Program**

Applicants admitted to the CCC program enter the program in the fall semester. The admissions process is competitive and students should consult the CCC webpage for application information and deadlines. See the School of Liberal Arts (SLA) "Deadlines for Graduating Students" link - http://tulane.edu/liberal-arts/graduation-deadlines.cfm - for a list of deadlines including fall, spring, and summer graduation dates.

Members of the CCC Steering Committee evaluate all applications for entry in the doctoral program. Funding and admissions decisions take into account undergraduate and graduate courses and grades, letters of recommendation, a personal statement, GRE scores. Prospective applicants are encouraged to communicate with CCC faculty via phone and/or email and secure answers to any questions they might have regarding the program. When
feasible, a face-to-face meeting may be arranged.

Applicants should submit required admissions material through School of Liberal Art's On-Line Application to Graduate Programs by January 1. All prospective students must select one of the three areas (Sociology, Social Work, or Urban Studies) under "specialization." See the SLA website for more information about the application process at the school-wide level. http://tulane.edu/liberal-arts/graduate.cfm

Admissions Matrix
Admission to the CCC Program is highly selective and based on a matrix assessment that takes the following elements into account.

1. Applicant’s undergraduate and graduate (if applicable) record. Required minimum: an undergraduate degree from an accredited university. Recommended GPA: 3.0 minimum (on a 4.0 scale)

2. Graduate Record Exam (GRE) (taken within past 5 years). Recommended minimum: combined score of 1200

3. International students only: Test of English as a Foreign Language (TOEFL). Required minimum: 600 (paper version); 120 (computer based version); or 95 (internet based version)

4. Academic and/or professional recommendations.

5. If applicable, employment and other relevant experiences, including any relevant courses that did not result in degree credit.

Required Admissions Material:
Deadline for all required materials is January 1.

1. Completed Tulane School of Liberal Arts (SLA) application for Graduate Study. The application form can be accessed once you log into the SLA On-Line Application to Graduate Program. https://app.applyyourself.com/?id=tulane-g

2. Official transcripts from all undergraduate and graduate-level institutions. For transcripts in a language other than English, please provide a certified English translation with an explanation of the grading system directly to the program at the above address.

3. Official reports from Graduate Record Exam (GRE). Official GRE test scores must be sent directly from the Educational Testing Service (ETS) to the CCC Program via the Tulane School of Liberal Arts, the code is: 6183.

4. Statement of purpose. You will upload the statement of purpose through the SLA On-Line Application to Graduate Program.
Degree Requirements

A student admitted to the CCC program must be continuously registered from the date of first registration until the awarding of the degree, unless the registration is terminated by resignation or by dismissal for academic or disciplinary reasons. Under exceptional circumstances, a student may be granted leave by the dean, and during such period of leave, a student will be considered in continuous registration without payment of fees.

To hold a fellowship or scholarship or any of the various kinds of assistantships, a student must be registered in full-time residence status. To determine student privileges and assess tuition and fees, a student in full-time residence status must be registered for at least nine hours of graduate credit per semester, or a combination of course work and equivalent academic activities such as teaching or research. CCC students holding a fellowship must be enrolled in 12 hours of graduate credit.

After the student has completed the minimum hours of course work required for the degree, the student can be classified as a full-time student entitled to full student privileges. The student must register for dissertation research and the CCC Steering Committee must certify that the student is engaged in academic activities equivalent to full-time residence commitment.

Courses

The following required courses must be completed and passed:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>604</td>
<td>Introductory Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>701</td>
<td>CCC Pro-Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>710</td>
<td>CCC Theory I</td>
<td>3</td>
</tr>
<tr>
<td>715</td>
<td>CCC Theory II</td>
<td>3</td>
</tr>
<tr>
<td>720</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>730</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>735</td>
<td>Qualitative Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
Students must complete 28 credits for required course work, plus a minimum of 20 credits of electives = 48 total credits.

_Comprehensive Area Examinations_

The CCC program requires that students complete two "Area Exams" during their third year (5th and 6th semesters). Area examinations should reflect the student's expertise in a recognized area of specialization within the fields of sociology, social work, or urban studies. The purpose of the exams is to demonstrate a student's ability to develop a command of the literature in particular areas and synthesize this knowledge into a coherent framework. That is, 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. Typically, coursework is a valuable starting point for exam preparation, but students will need to go beyond formal coursework to independently master the two areas. The composition of each student's area exam committee must reflect the student's “area” choices. Specifically, the area examination presents four major challenges for the student; the examining committees evaluate the exams on its success in meeting these four objectives.

First, the exams should demonstrate that the student is familiar with the literature in the selected area of specialization and demonstrate both breadth and depth of scholarly knowledge. It is essential that the student cite and summarize the most influential publications in the field (both classic and recent publications). The student must be able to demonstrate and explain key ideas and apply key concepts.

Second, the exams must demonstrate that the student has not only read but integrated the literature and can identify the big questions that push the area forward. What are the most important conceptual issues? What are the new theoretical perspectives? What new lines of empirical research are most promising? Why? Students should highlight the cutting edge of their field throughout the entire exam, and explain why particular theoretical issues or empirical topics are on the cutting edge and why others are of little value.

Third, this exam should convey to the readers what the student thinks about all that s/he has written/read; a successful area exam not only catalogues and ranks the literature in terms of importance, centrality, and research generated, but also gives voice to the writer. The student must be able to demonstrate that s/he has the ability to assess the field. They must also be able to distinguish their own views and evaluations from the ideas and criticisms of other scholars (properly cite sources of criticism).

Fourth, the exams should demonstrate the author's ability to write well and be able to express complex and challenging ideas and concepts in a clear, coherent, and succinct fashion. Finally, the student would be wise to submit an outline or brief overview of the main
issues/topics that he or she plans to address in the exam along with a tentative bibliography before beginning to write the first draft of the area examination.

Admission to Candidacy and the Dissertation Prospectus

The final requirement is the successful completion of the Ph.D. dissertation. For students to remain in good standing and to ensure ample time to complete the dissertation, the CCC program expects students to defend a dissertation prospectus by the end of the eighth semester. Students are approved for “Admission to Candidacy” for the Ph.D. degree upon successful completion of all course work, comprehensive examinations, and dissertation prospectus. Students must be admitted to candidacy at least one semester before the completion of the dissertation. Students should plan on successful defense of the dissertation by the end of the tenth semester (fifth year), which coincides with the end of funding.

Dissertation

The dissertation is a written document that expresses a student's ability to conduct independent, original, and significant research in a sustained manner. Like coursework and area exams, the purpose of the dissertation is to prepare the student for a career in either the academic or non-academic sector. The dissertation thus shows that the student is able to

- identify/define empirical and theoretical problems worth researching
- generate research questions that are timely and relevant
- identify theoretically driven hypotheses
- review and summarize the scholarly literature
- apply appropriate research methods to collect data
- analyze findings and evaluate evidence
- produce publishable results that have intellectual merit for particular disciplines and have broader impact for society
- think and write critically and coherently

Dissertation Defense

The final component of the student's program of study is the dissertation. The student's Committee will evaluate the student's proposal and final product that conforms to the rules and guidelines in the SLA Graduate Catalog (See http://www.liberalarts.tulane.edu/documents/SLA-GraduateCatalog-revisedGSCwithTOC.pdf). CCC students will work closely with their mentors to devise the product. The CCC program expects the student to publish at least one article derived from their dissertation in a refereed journal.

All candidates must take a final examination for the Ph.D. degree. This examination will consist primarily of an oral defense of the dissertation, but it may be extended to include course material or any other relevant material at the discretion of the examining committee. The examination will be scheduled after the dissertation is in its final form and reviewed and approved by the committee. The examination must be held before the deadline for submission of the dissertation to the School of Liberal Arts. The final examination committee must include the members of the dissertation committee but may include other CCC Program faculty.
Time-to-Degree

We expect CCC students to be enrolled in 12 hours per semester during their first two years so that by the end of their second year (fourth semester) they will have completed the total hours required for a Ph.D. (48 hours). The CCC program follows the rules in the SLA Graduate Catalog with respect to time-to-degree: the dissertation must be completed within four years after a student has been admitted to candidacy for the degree. Beyond this period, the program may grant a maximum of three one-year extensions. The CCC program will notify the Dean of the School of Liberal Arts or the Dean of the School of Social Work of each extension granted or denied, and forward to the Dean the student’s written request and the program’s official response. Any additional extension will be considered only by written application to the Dean of the School of Liberal Arts or Dean of the School of Social Work with strong support by the CCC program. Beyond the eight-year period of tenure, a student who has neither completed the requirements for the degree nor received an extension will no longer be considered a degree candidate and will be administratively terminated from the program.

CCC Curriculum (January, 2011)

<table>
<thead>
<tr>
<th>Level 5: Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Capstone Multi-disciplinary CCC Pro-Seminar II (3 hours)</td>
</tr>
<tr>
<td>CCC 795 - Capstone Seminar</td>
</tr>
<tr>
<td>Level 3: Electives in Networked Graduate Programs (20+ hours)</td>
</tr>
<tr>
<td>Level 2: CCC Core (22 hours)</td>
</tr>
<tr>
<td>Level 1: Multi-disciplinary Pro-Seminar I (3 hours)</td>
</tr>
<tr>
<td>CCC 701 - Orientation to CCC and Interdisciplinary Scholarship</td>
</tr>
</tbody>
</table>

Governance by the CCC Steering Committee and Program Faculty
Sequence of Requirements for Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>604</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>710</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>715</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>720</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>730</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>735</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>770</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>780</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>785</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>795</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6 units</td>
<td>9 units</td>
<td>5-6 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exam 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>exam 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>prospectus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
</tr>
</tbody>
</table>

The CCC program aims to create a unique program identity and innovative student cohort experience through interdisciplinary pro-seminars that bookend the program: an introductory course that orients students to interdisciplinary methods and a capstone seminar prior to a preliminary exam and the dissertation proposal. To ensure cross-disciplinary perspective, the two pro-seminars are team-taught by two faculty members from different fields. This will lend students exposure not only to multiple frames of reference and methodologies, but it will also allow them to experience cross-disciplinary interaction and cooperation as applied to the particular issues studied. Such a pedagogical approach is imperative not only in keeping with the interdisciplinary focus of the CCC program, but also in developing an analytic toolkit that transcends traditional field divisions and that will equip our graduates to address complex issues pertaining to city, culture, and community. Other courses in theory, methods, and statistics will combine and integrate information, data, techniques, tools, perspectives, concepts, and/or theories from the social sciences, social work, architecture, and humanities, among other areas. Below is a list of courses that offer students an unprecedented opportunity to integrate a variety of perspectives on city, culture, and community while giving them the option of receiving thorough training at the professional level in sociology or social work.
Course Catalog Descriptions

CCCC 6040: Introductory Data Analysis. This course provides basic training in quantitative and qualitative analysis. Participants will use statistical techniques and SPSS software to organize data, test empirical hypotheses, and evaluate evidence. Topics include measurement, tabular and graphic displays of data, central tendency, dispersion, normal distribution, sampling distributions, confidence intervals, hypothesis tests, cross-tabulations, chi-square, OLS regression, and content analysis of qualitative data.

CCCC 7010: CCC Pro-Seminar I. This pro-seminar is for first-year CCC students. The course will cover a wide range of topics central to the professional development of CCC students, including finding and working with an advisor/mentor, developing a research agenda, building skills related to time- and information-management, researching and applying for available jobs, constructing a curriculum vita, publishing research, making presentations, and writing an annotated bibliography. In addition, workshops on bibliographic software and reference databases will provide students with practical information about conducting literature reviews as the foundation for doing research. A CCC faculty member will visit the class each week to provide an expert's perspective on each topic.

CCCC 7100: CCC Theory I. First 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. The two-semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The first semester has a dual focus: a meta-theoretical framework on “thinking about theory”; and an exploration of key theoretical schools and perspectives.

CCCC 7150: CCC Theory II. 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. The two-semesters are organized to elaborate, articulate, and promulgate the unique inter- and multi-disciplinary promise of the CCC program, by developing a more synthetic approach to theory. The second semester is organized around the investigation of key constructs and concepts. Prerequisite: CCCC 7100.

CCCC 7200: Research Design. This course focuses on the logic and processes of research design, with emphasis on the fit between substantive research questions and empirical evidence. Topics include epistemology, data collection techniques, measurement, sampling, and research ethics. Participants gain practical experience across multiple research stages and from a variety of methodological perspectives. Participants will also improve their technical writing skills, namely how to summarize, explain, and evaluate research concepts, principles, and procedures.

CCCC 7300: Quantitative Analysis. This course develops in-depth knowledge of multivariate data analysis. Topics include the logic of statistical inference and hypothesis testing, ANOVA (analysis of variance), ANCOVA, (analysis of covariance), MANOVA (multivariate analysis of
variance), OLS (ordinary least squares) regression, logistic regression, and other advanced multivariate statistical procedures. Students will also become proficient in (1) the mechanics and interpretations of data analysis with SPSS software and (2) technical writing skills focused on summarizing, explaining, and interpreting quantitative information. Prerequisite: CCCC 704, or permission of instructor.

CCC 7350: Qualitative Analysis. This course develops in-depth knowledge of, and practical experience with, the collection and analysis of qualitative data. The participants will collect and analyze their own data using different research strategies. Participants will learn how to use qualitative computer software to organize and analyze narrative data, such as fieldnotes and transcribed interviews.

CCC 7700: Teaching Seminar. This course is a professional development seminar in which participants will explore a variety of pedagogies and gain practical experience in the mechanics of teaching, such as organizing content, lecturing, leading discussions, promoting rapport, motivating students, and evaluating student performance and effectiveness of pedagogy. This course also seeks to enhance awareness of diversity in learning styles, social patterns in classroom interactions, and academic integrity in student-teacher relations. Participants will also improve their oral communication skills and understanding of audiences beyond the classroom, such as public speaking events.

CCC 7750: Teaching Practicum. Teaching apprenticeship in collaboration with supervising faculty member. Prerequisite: CCCC 770.

CCC 7800: Research Practicum I. First semester research collaboration with supervising faculty member.

CCC 7850: Research Practicum II. Second semester research collaboration with supervising faculty member.

CCC 7950: CCC Pro-Seminar II. The final academic course is led by a team of CCC program faculty and focuses on the students' emerging dissertation projects and provide a space for critical dialogue about the application of theories and methods associated with different disciplines towards a wide variety of research areas. By this point in their advanced training, students are expected to have at least begun to formulate their dissertation topics and have thoroughly familiarized themselves with the critical literatures germane to their anticipated research agenda. The capstone seminar is designed to offer a forum in which they can share these ideas with their peers and CCC program faculty so as to give and gain constructive feedback to more fully elaborate their individual dissertation proposals.

CCC 7980: Independent Study.

CCC 9990: Dissertation Research.
Continuous Registration Requirements
A student admitted to the CCC program must be in continuous registration in a degree-granting division of Tulane until the awarding of the Ph.D. degree. Any student who is not registered for course work in a degree-granting division of the university must be registered in Dissertation Research in order to remain in continuous registration. The student need not maintain registration during the summer.

The continuous registration requirement applies both to resident and non-resident students. Resident students who have not completed minimum course work requirements for their degrees must either enroll for a minimum of three hours per semester (exclusive of Summer Session) or register for Dissertation Research (999). Resident or non-resident students who have completed their course work requirements are required to register for Dissertation Research (999) (no credit hours) in order to maintain continuous registration. This entitles students to full student privileges. Failure to be so registered is de facto withdrawal and the School of Liberal Arts reserves the right not to readmit. A student who is readmitted is obligated to pay the applicable fee required to maintain continuous registration.

Standards for Academic Performance and Annual Review of Graduate Students
The CCC Steering Committee will assess performance according to several indicators including graduate course work, execution of TA/RA duties, and professional activity and development. Indicators of professional development include such activities as preparing a manuscript for peer-review, submitting a grant proposal, presenting research at a professional conference, and attending CCC colloquia.

The CCC program policies make continuance of financial support dependent upon adequate progress through the program and performance in completing the CCC degree requirements. Graduate students are evaluated yearly by the CCC Steering Committee. "Reasonable progress" reflects two things, course grades and staying on track in fulfilling the various degree requirements in a timely fashion.

- Students must maintain a 3.0 GPA throughout their graduate career in order to remain in the program. If the GPA falls below 3.0, the CCC Steering Committee will not allow the student to continue in the program. A student shall be placed on probation if they receive one grade of "B-". Receipt of a second "B-" grade automatically results in program termination.

- Satisfactory progress toward meeting degree requirements is defined per the table showing the sequence of requirements for students. An Incomplete ("I") defers a grade for a student who, for reasons beyond his/her control, is unable to complete the assigned work on time. Ordinarily, new or renewed appointments will not be approved for students who have a grade of "I". At a minimum, students must have no incompletes and all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first.

Inadequate performance of TA/RA duties and ethical breaches also are factors affecting performance evaluations.

Minimum standards for continuing in the CCC program:
CCC Graduate Handbook, 2011-12

1) No incompletes; i.e., all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first
2) One grade of “B-“: student is put on probation. Second grade of “B-“ will result in termination
3) GPA = 3.0 minimum

Minimum standards for maintaining funding (same standards to be applied for those with “full funding” and those with “tuition scholarships” only)
1) Standards 1) and 2), above
2) GPA = 3.5 minimum

The CCC program is aware that extenuating circumstances can impede a student's progress through the program (for example, an illness that requires a semester's leave of absence). These situations will be considered on a case-by-case basis and, if deemed appropriate, an extension of these deadlines will be granted by the DPD in consultation with the CCC Steering Committee. However, extensions will be given only in exceptional cases.

Guidelines for Graduate Teaching Assistants

Serving as a teaching assistant in the CCC program is an important part of your graduate training. Your performance in this role affects faculty perceptions of your commitment and dedication to becoming a competent professional. In order to clarify our expectations associated with serving in as a graduate assistant, we are providing you with the following rules and guidelines.

All incoming, first-time teaching assistants are required to complete the New Graduate Instructional Training Workshop. This workshop is a one-day training session for all new TAs and is typically held during the third week of August each year. Students are required to register for the orientation and workshop through the SLA website (http://tulane.edu/liberal-arts/incoming-graduate-students.cfm).

The graduate teaching assistant assignment begins one week prior to the first day of classes and ends 48 hours after the end of the examination period.

Graduate students who are awarded a graduate teaching assistant stipend should comply with the following guidelines:

- Work 20 hours per week. Hours may vary from week to week, but the average hours across weeks should not exceed 20 hours. Students may not work for other departments on campus during the academic year without pre-approval from the CCC Steering Committee. Ordinarily, students may not work in an instructional capacity for other departments, but may be allowed to work as research assistants as long as the hours do not interfere with TA/RA responsibilities within the CCC program. Students may work as paid tutors on campus as long as they are not serving as the teaching assistant for the particular course for which they are tutoring.
- Meet with the supervising professor on a regular basis. Some professors may require weekly or semi-weekly meetings. Be punctual for all meetings.
- Check mailbox, e-mail, and graduate student bulletin board frequently. Access to information in a timely fashion is its own reward. Some professors may establish a
regular schedule of communicating with the graduate assistant through notes or memos via the mail box.

- Complete assignments in a timely fashion. Professors may require non-negotiable deadlines for certain tasks. These tasks should become a high priority for you.
- Take the work seriously. Avoid errors in the execution of T.A. duties. What may seem like an inconsequential error (especially clerical tasks) can have disastrous, or at least, embarrassing consequences.

Supervising professors may require graduate assistants to do any of the following tasks within the 20 hour per week guidelines. The following list is a sample, rather than and enumeration, and is presented here to provide an outline of some of the expectations associated with the job:

- Photocopying (classroom or research materials)
- Administration/clerical duties (correspondence, filing, record keeping, typing, phone calls)
- Teaching-related activities (grading, developing assignments & exams, guest lecturing, running discussion sections & review sessions, holding office hours, tutoring, attending class, assisting in the proctoring of exams, reading course materials)
- Research-related activities (collecting, coding, entering, and cleaning data, computer programming, proofreading, commenting on papers)
- Library work for research or teaching purposes
- Written documentation of research activities (especially important for computer/research tasks and library searches)
- Written summaries of literature searches

If a conflict arises between a graduate student’s progress in the program and graduate assistant demands, it is the student’s responsibility to bring these conflicts to the attention of the supervising professor and negotiate a mutually agreeable solution. None of the faculty has any interest in impeding any student’s progress, so achieving such a resolution should rarely be a problem. If it is, the student should discuss the situation with the CCC Doctoral Program Director (DPD).

If a faculty member experiences problems with the student's performance of her/his duties as a teaching or research assistant, it is the obligation of the faculty member to communicate the problem to the student in a timely fashion. Likewise, it is also the student's obligation to respond to the faculty member's complaint in a timely fashion. If the individuals involved cannot resolve the problem satisfactorily, they should consult with the DPD.

If a student continues to neglect his/her normally expected assistantship duties without good cause, by either (1) refusing to do the assigned work or (2) doing the work in an unsatisfactory way, even after a faculty member has communicated the problem to the student, the DPD has intervened, and outside mediation has not resolved the problem, the CCC Steering Committee will seek the termination of the assistantship before the end of the period of appointment, according to the regulations and procedures of the protection of academic freedom of graduate, teaching, or research assistants (pursuant to Article XII of the Statement
Academic Grievance Procedures – CCC Program, Tulane University

The following procedures are in accordance with those approved by the Senate Committee on Academic Freedom and Responsibility of Students, October 1989. (September 1992)

1) Within one month of receiving a grade or other cause of complaint, a student should make an informal attempt to resolve the grievance by approaching the instructor or other academic supervisor. If the instructor cannot be reached due to summer vacation or other circumstances, contact should be made with the instructor as soon as possible or within two weeks of the beginning of the following semester.

2) If student and instructor cannot arrive at a mutually satisfactory solution within seven days, the student should submit a written statement of the alleged grievance to the CCC Program Director.

3) If the grievance is against the director, the statement should be submitted to the senior faculty member of the CCC Steering Committee, who will then preside over and execute all matters discussed below.

4) If a grievance cannot be resolved by informal mediation within seven days of its referral to the Program Director (or surrogate in the specified exception), the student will be informed of his or her right to bring the matter before a program grievance committee. The student will be granted 48 hours from the time of notification of right of grievance hearing to notify the director (or surrogate) of his or her decision. The chair shall then convene and schedule the grievance hearing, if requested, within one week of such notification.

5) The program grievance committee shall consist of three faculty members appointed by the Program Director (or surrogate). Ideally, the committee will consist of members from each of the three program divisions who have had no previous formal affiliation with the student. A new committee will be selected for each grievance case. The senior member of the committee will function as chair of the committee and moderator of the hearing.

6) The Program Director (or surrogate) shall advise the committee members of the name of the student and shall notify the student of the composition of the committee at least two days before the hearing.

7) Requests by students to remove a faculty member from the committee for cause or by committee members to remove themselves for cause shall be entertained by the Program Director (or surrogate) and granted only in extreme cases.

8) Requests by parties involved in the grievance process for extensions of the above time limits
9) Both the student and the instructor have the right to submit written statements of their opinions concerning the grievance to the grievance committee and shall be encouraged to do so. Both parties also have the right to appear before the committee during the hearing and shall be encouraged to do so. Neither party is obligated to submit a written opinion or to appear personally before the committee. Choice regarding these options shall not be weighed in committee deliberations.

10) Instructors against whom grievances are filed are obligated to submit to the committee all written materials (test, papers, record of grades, and so forth) which bear directly on the grievance case unless those materials already have been returned to the student. Instructors are expected to retain written materials for a period of at least six months following the end of the semester in which the material was submitted for purposes of grading.

11) Parties giving testimony in a hearing shall be segregated before and during testimony.

12) Testimony, but not committee deliberation, during a grievance hearing shall be tape-recorded and tapes kept on file for six months after the hearing.

13) The committee shall render a decision in the grievance matter within three days of the hearing. Committee records should contain not only the decision, but also an explanation of the grounds upon which the decision was reached. Summary statements of decisions and their grounds shall be sent by the Program Director (or surrogate), to the student complainant, the faculty member against whom the grievance was filed, and the dean of the student's college.

Tulane University Unified Code of Graduate Student Academic Conduct

The CCC program expects all students to uphold high standards of scholarship and conduct in roles as student, teaching/research assistant, and researcher. To that end, all CCC students are required to abide by the Tulane University Unified Code of Graduate Student Academic Conduct (http://tulane.edu/provost/upload/Unified-Code-of-GS-Academic-Conduct-11-14-07.pdf). According to the Code, "In all work submitted for academic credit, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments."

The following are defined as academic conduct violations under the code:
i. **Cheating** -- Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

ii. **Plagiarism** -- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult any of the available references on acknowledging sources in academic work for more information on documenting sources.

iii. **Fabrication** -- Submission of contrived or altered information in any academic exercise.

iv. **False Information** -- Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

v. **Unauthorized collaboration** -- Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

vi. **Multiple submissions** -- Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

vii. **Sabotage** -- Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

viii. **Unfair advantage** -- Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

ix. **Facilitation of academic dishonesty** -- Knowingly helping or attempting to help another student violate any provision of the Code.

x. **Tampering with academic records** -- Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.
xi. **Improper disclosure** -- Failure of an Honor Board member, witness or participant in an Honor Board hearing to maintain strict confidentiality concerning the identity of students accused of Honor Code violations.

**Frequently Asked Questions (FAQ) about the CCC Program:** [http://tulane.edu/ccc/faq.cfm](http://tulane.edu/ccc/faq.cfm)

**Useful Links and Information**

**School of Liberal Arts (SLA) - Links to Resources for Graduate Students** ([http://tulane.edu/liberal-arts/graduate-resources.cfm](http://tulane.edu/liberal-arts/graduate-resources.cfm))
- New Student Information
- Teaching Resources Links (Innovative Learning Center)
- Graduation Deadlines
  - Graduate Programs Catalog
- Procedures on grade and other academic complaints
- Unified Code of Graduate Student Academic Conduct
- Fraud in Research
- Guidelines and Policies for Graduate Assistants
- Summer Merit Fellowship Awards

**School of Liberal Arts (SLA) - Links to Forms for Graduate Students** ([http://tulane.edu/liberal-arts/graduation-deadlines.cfm](http://tulane.edu/liberal-arts/graduation-deadlines.cfm))
- Admission to Candidacy
- Approval of the Dissertation Prospectus
- Application for Degree (For Masters and Ph.D. ONLY)
- Commencement and Hooding Participation
- Continuous Registration
- Final Examination/Dissertation Defense/Thesis Defense
- Guidelines for Preparing Theses and Dissertations
- Transfer of Credit Request
- Microfilming (UMI) Form for both Dissertations and Theses
- Survey of Earned Doctorates

**School of Liberal Arts (SLA) - Deadlines for Graduating Students:** Each student is responsible for meeting mandatory Tulane University deadlines for commencement. These deadlines include the “Application for Degree” form (in January for May graduation, in June for August graduation, and in October for December graduation), delivery of thesis or dissertation in its final format to the SLA Dean’s Office (first week of April for May graduation, mid July for August graduation, and first week of December for December graduation), and payment of all graduation fees. These exact deadlines are updated every year and are posted on the SLA website ([http://tulane.edu/liberal-arts/graduation-deadlines.cfm](http://tulane.edu/liberal-arts/graduation-deadlines.cfm)).

**School of Liberal Arts (SLA) - Information for Incoming Graduate Students** (see SLA website -
http://tulane.edu/liberal-arts/incoming-graduate-students.cfm - for information for incoming graduate students:
- International Students
- For All First Time Teaching Assistants (International and Domestic)
- Registration Instructions
- Immunizations
- Payroll Information
- Taxation
- Housing
- Health Insurance
- Mandatory Fees
- Payment of Accounts Receivable
- Student Loans
- Final Transcript
- Tuition & Fees for Graduate Programs.

School of Liberal Arts (SLA) - Other Information. See the SLA website for information about Survey of Earned Doctorates; Thesis/Dissertation Submission; and Minority and Women Graduates (http://tulane.edu/liberal-arts/graduation-deadlines.cfm)

Tulane University Provost's Office
- Graduate and Professional Studies Brochure.
  http://tulane.edu/provost/upload/Tulane_Grad_Studies_Brochure.pdf
  http://tulane.edu/provost/upload/TA_Manual07_Ver1_1.pdf