Tulane University
SCHOOL OF MEDICINE

School of Medicine Catalog

2023–2024

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2023-2024 UNIVERSITY CATALOG

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

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

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

Catalog Production Information

The 2023-2024 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.

THE UNIVERSITY

Mission Statement

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

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

History

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

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

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

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

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

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

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

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

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

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

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

The plan had at its center:

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

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

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

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

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

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

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

Accreditation

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

University Administration

Michael A. Fitts
President of the University
J.D., Yale University

Robin Forman
Sr. Vice President for Academic Affairs and Provost
Ph.D., Harvard University

Patrick Norton
Sr. Vice President and Chief Operating Officer
M.A., Columbia University

Academic Affairs

Michael Cunningham
Associate Provost
Ph.D., Emory University

Laila Hlass
Associate Provost for International Affairs
J.D., Columbia Law School

M.A. Krousel-Wood
Associate Provost
MD, Louisiana State University

Anneliese Singh
Associate Provost, Faculty Development and Diversity/Chief Diversity Officer
Ph.D., Georgia State University

Newcomb-Tulane College

Mollye Demosthenidy
Dean
J.D., Tulane University

Kelly Grant
Senior Associate Dean, Retention & Strategic Initiatives
M.A., University of New Orleans

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

School of Architecture

Iñaki Alday
Dean
M.Arch., Polytechnic University of Catalonia, Barcelona

Scott Bernhard
Associate Dean, Academics
M.Arch., Rice University

Richard Campanella
Associate Dean, Research
M.S., Louisiana State University

A.B. Freeman School of Business

Paulo Goes
Dean
Ph.D., University of Rochester

C. Edward Fee
Senior Associate Dean, Faculty
Ph.D., University of Florida

Xianjun Geng
Senior Associate Dean, Academic Programs
Ph.D., University of Texas at Austin

School of Law

David Meyer
Dean
J.D., University of Michigan

Sally Richardson
Vice Dean, Academic Affairs
J.D., Louisiana State University

School of Liberal Arts

Brian Edwards
Dean
Ph.D., Yale University

Holly Flora
Associate Dean, Faculty Affairs
Ph.D., Institute of Fine Arts, New York University

Katherine Jack
Associate Dean, Research and Graduate Programs
Ph.D., University of Alberta

Vicki Mayer
Associate Dean, Academic Initiatives and Curriculum
Ph.D., University of California, San Diego

School of Medicine

Lee Hamm
Senior Vice President and Dean
M.D., University of Alabama at Birmingham

Patrice "Patrick" Delafontaine
Executive Dean
M.D., University of Geneva

N. Kevin Krane
Vice Dean, Academic Affairs
M.D., Tulane University

School of Professional Advancement

Suri L. Duitch
Dean and Vice President for Academic Innovation
Ph.D., City University of New York Graduate Center

Ilianna H. Kwaske
Associate Dean, Academic Affairs
Ph.D., Illinois Institute of Technology

School of Public Health and Tropical Medicine

Thomas LaVeist
Dean and Weatherhead Presidential Chair in Health Equity
Ph.D., University of Michigan

Christine Arcari
Senior Associate Dean, Academic Affairs
Ph.D., Johns Hopkins Bloomberg School of Public Health

David Chae
Associate Dean for Research
Sc.D., Harvard University School of Public Health

Patricia Kissinger
Associate Dean for Faculty Affairs and Development
Ph.D., Tulane University

School of Science and Engineering

Kimberly Foster
Dean
Ph.D., Cornell University

Joseph Bull
Associate Dean, Research, Faculty Affairs, and Graduate Studies
Ph.D., Northwestern University

Marie Dahleh
Associate Dean, Strategic Innovation and Program Development
Ph.D., Princeton University

Beth Wee
Associate Dean, Undergraduate Programs
Ph.D., Michigan State University

School of Social Work

Patrick Bordnick
Dean
Ph.D., University of Georgia

Tulane University

Libraries and Academic Information Resources

David Banush
Dean
M.L.I.S., Wayne State University

Student Affairs

J. Davidson Porter
Vice President for Student Affairs
Ph.D., University of Maryland

Carolyn Barber-Pierre
Assistant Vice President, Multicultural Life
M.A., Bowling Green State University

Laura Osteen
Assistant Vice President, Campus Life
Ph.D., University of Maryland

Erica Woodley
Assistant Vice President and Dean of Students, Student Resources, and Support Services
M.S., Oklahoma State University

Enrollment Management

Rebecca Ancira
Associate Vice President for Enrollment Management
B.A., University of New Orleans

Michael T. Goodman
Associate Vice President for University Financial Aid
B.A., Tulane University

Colette P. Raphel
Associate Vice President for Enrollment Management and University Registrar
B.A., Tulane University

Leila Labens
Assistant Vice President of Admission
M.B.A., Tulane University

Academic Policies

Address Changes

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

Behavior Norms

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

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

Code of Student Conduct

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

Course Retake

Courses Repeatable for Credit

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

Courses Not Designated as "Repeatable for Credit"

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

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

Grades for Courses Not Repeatable for Credit

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

Exceptions to Repeat Course Policy

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

Credit-Hour

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

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

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

Curriculum Effective Date

New programs and changes to curriculum (majors, minors, or degree requirements) must be effective in fall terms and be published in that academic year's university catalog. This policy includes changes to CIP codes, which do not appear in the university catalog, but should also only be changed effective in a Fall term. Changes approved after the catalog for that academic year is published, cannot be effective until the following academic year. The academic year is defined as the fall, spring, and summer term in that order. Students must be allowed to complete the program using any set of requirements as published in the catalog in effect at the time of their matriculation into that program. The dean of the student's degree granting school or the dean that oversees a second major/minor can settle student disputes around the use of old vs. new requirements. The ultimate authority on any exceptions or exemptions for a given major, minor, or degree requirement is the dean responsible for said major, minor, or degree.

Degree Revocation

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

Discipline

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

Dual Enrollment

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

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

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

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

- A Transfer Credit Approval Form from his or her Newcomb-Tulane College advisor. The advisor will verify the student's eligibility to earn transfer credit and the accreditation of the school at which the student wishes to study.

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

Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Tulane University: Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct/), (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/) Newcomb-Tulane College Students: Code of Academic Conduct (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/), Graduate Students: Unified Code of Graduate Student Academic Conduct (p. 13)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

The integrity of Tulane University is based on the absolute honesty of the entire community in all academic endeavors. As part of the community, students have certain responsibilities regarding all independent work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times.

The scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/). When a violation of the Code of Academic Conduct is suspected, it is the duty of every member of the academic community who has evidence to take action following the procedures outlined in the appropriate Code of Academic Conduct. Students should under no circumstances tolerate any form of academic dishonesty.

General Policies

Tulane University is an Affirmative Action/Equal Employment Opportunity institution. Consequently, its policy of nondiscrimination includes recruitment, employment, admission, retention, and promotion of the most qualified students, faculty, and staff regardless of an individual's race, sex, color, religion, marital/ethnic origin, citizenship, marital status, sexual orientation, handicap, or veteran status. Tulane University does not discriminate in its provision of services and benefits or in its treatment of students, patients, and employees.

Inquiries regarding this policy may be referred to the Office of Human Resources & Institutional Equity (https://equity.tulane.edu/).

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

Tulane University has implemented grievance procedures for faculty, staff, and students concerning cases of alleged discrimination, including those of alleged sexual harassment. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated. Complaints or confidential inquiries may be referred to the Office of Human Resources & Institutional Equity (https://cm.maxient.com/reportingform.php?TulaneUniv&layout_id=0).

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

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

Complaints by students: A student who believes she or he has been harassed or is being harassed may report the alleged harassing behavior to any of the following individuals or agencies:

- Dean of the Newcomb-Tulane College, Dean of the school, or Dean of Students (or person designated by same) with which complaining student is affiliated.
- Vice President for Student Affairs (or person designated by same), 504-314-2188
- Associate Dean for Admissions and Student Affairs, Tulane University School of Medicine, 504-988-3710
- Office of Human Resources & Institutional Equity, 504-865-6727 or 504-247-1760
- Tulane University Department of Public Safety, 504-865-5381
- Tulane University Health Sciences Center Security Services, 504-988-5531
- Contact the Office of Human Resources & Institutional Equity for additional information about Tulane University's Equal Opportunity and Harassment Policies. 1555 Poydras St., Suite 964; 504-865-6727.

Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (FERPA), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. Students have the right to file complaints with the U.S. Department of

Education Family Policy Compliance Office (ferpa.complaints@ed.gov) concerning alleged failures by the institution to comply with the Act. Information concerning the rights and protection under the Act, the types and locations of education records maintained, and the procedure to be used by the institution for compliance with the provisions of the Act can be obtained from the following offices: Vice President for Student Affairs/Dean of Student Services (https://studentaffairs.tulane.edu/contact-us/contact-us/) and Registrar's Office (https://registrar.tulane.edu/contact-us/). Tulane University's FERPA policy may be found here (https://registrar.tulane.edu/privacy-policies-forms/). Grievances or confidential inquiries concerning the Act may be referred to the Office of Human Resources & Institutional Equity (https://equity.tulane.edu/).

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act and all state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to, or participation in, services, programs, and activities of Tulane University. Accommodations are provided to those with documented disabilities through the Goldman Center for Student Accessibility (https://accessibility.tulane.edu/). This office can be reached at (504) 862-8433.

Grade Change

A student who believes that a final grade was assigned incorrectly may request a final grade change. Final grades can be changed only in exceptional circumstances and only with the approval of the instructor, the chair of the department, and the dean or dean's designee of the college/school who offered the course. Grade changes are not allowed once a degree to which that grade applies, has been awarded.

Military Benefits

Veterans and Family Members

Tulane University is fully approved to offer instruction to students attending college under the provisions of the United States Code, Title 38, and Chapter 30, 31, 32, 33, 35, 1606, and 1607.

The University contacts for students planning to use Veterans Administration (VA) benefits should contact their respective Veterans' Certifying Officials in the following locations:

Newcomb-Tulane College - Undergraduate & Graduate, SoPA - Undergraduate/Graduate, Law, School of Social Work, School of Medicine (non-MD), and School of Business
Office of the University Registrar
110 Gibson Hall
6823 St. Charles Avenue
New Orleans, LA 70118
(504) 865-5231
veterans@tulane.edu

School of Medicine (MD Only)
Office of Admissions and Student Affairs
131 S. Robertson St., Suite 1550
New Orleans, LA 70112

School of Public Health and Tropical Medicine (Grad Only)
Office of Student Affairs and Admissions
1440 Canal St., Suite 2460-8329
New Orleans, LA 70115

An individual planning to attend Tulane University using VA benefits must complete the following procedures:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the respective Office of Admission to determine any awarding of military credit.
3. In coordination with an assigned academic advisor, register for only courses that are required for completion of your selected degree.
4. Maintain satisfactory academic progress.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, Tulane University will permit any **covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the University.
2. 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility.

Tulane University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a **covered individual** borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement funding from VA under Chapter 31 or 33.

As allowed under the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the **covered individual** will be required to:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a request (https://registrar.tulane.edu/veterans-enrollment-form/) for certification each semester.
3. Provide additional information necessary for the proper certification of enrollment by the University (for example, official transcripts from all previously attended institutions).
4. Pay any difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

Tuition Assistance

Tulane University is approved through the Memorandum of Understanding (MOU) enforced by the Department of Defense (DOD) to facilitate Tuition Assistance (TA) benefits for Service members.

To receive Tuition Assistance benefits:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Complete admission requirements through the Go Army Ed Portal.
3. Have an evaluation of service schools/experiences completed by the respective Office of Admission to determine any awarding of military credit.
4. Register for classes through the Go Army Ed Portal to secure available Tuition Assistance benefit.
5. Send a copy of the Tuition Assistance Voucher to the appropriate Veteran School Certifying Official to forward to Accounts Receivable.
6. Maintain Satisfactory Academic Progress.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

To be eligible for the Yellow Ribbon Program:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Eligibility for Chapter 33 Post 9/11 veteran benefits at the 100% rate (as determined by the Department of Veterans Affairs). Chapter 33 Post 9/11 100% rate eligibility must be verified by the DD-214 Member-4 and Certificate of Eligibility (provided by the Department of Veteran Affairs).

Note: According to VA, Active Duty Service members and their spouses are not eligible to participate in the Yellow Ribbon Program.

This program allows Tulane University to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the annual cap for private institutions. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution.

Conditions are as follows:

1. The Yellow Ribbon Grant is applied as a credit to the student's account, and no cash and/or check payments will be awarded to the student.
2. The Yellow Ribbon Grant is used exclusively towards prior or current program charges.
3. The Yellow Ribbon Grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.

Name Changes

Students who wish to change their legal name must supply supporting legal documentation and complete the request for name change form with the Office of the Registrar (https://registrar.tulane.edu/). Staff or faculty members who have a student record must change their legal name with the Office of the Registrar prior to making a name change request with Human Resources.

Overlap Policies

If a student earns more than one degree at Tulane, (simultaneously or sequentially), and the same course(s) is required by both degrees, the student cannot count more than 25% of the total credit hours required for the smaller degree, not to exceed 12 credit hours. This rule also applies to courses across majors and minors. Students may not count the same course(s) toward a minor and a certificate.

Posthumous Degrees

On rare occasions, a student meets an untimely death before their degree is conferred. In such cases, normally within one semester of degree completion, it may be appropriate for this student to be recognized for their work by means of conferring a degree posthumously. In all cases, the awarding of a posthumous degree requires Provost approval.

With the support of the academic unit and the family of the student, a request is initiated by the student's dean. Students who are in good academic standing and are within a semester of completing their degree requirements may be recommended for a posthumous degree. The college dean will provide a recommendation along with a verification of the student's academic standing and degree progress. Petitions shall be forwarded to the student's dean for review and recommendation, then to the Provost for approval. If approved, the Provost will notify the appropriate dean to certify this student's degree for degree conferral. The student's dean will inform the Registrar's Office of the posthumous degree certification award, and the Registrar's Office will be responsible for the posting of the degree to the student's record.

Registration Policies and Procedures

All students must register by the last day to add classes each semester. Students register online by accessing Gibson Online (https://gibson.tulane.edu/), which can be found via the University Registrar's website at www.registrar.tulane.edu (http://www.registrar.tulane.edu). Gibson Online is a gateway to online services such as registration, grades, degree audit, Canvas, and the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx). Registration can also be accessed by logging directly into the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx). Summer and Fall semester course offerings are typically available for review in March, and Spring semester courses are typically available in October. The Schedule of Classes (https://classschedule.tulane.edu/Search.aspx) contains live data and reflects course availability at that moment in time. The convenience of registration online coupled with the delivery of tuition bills via email greatly reduces the time each student must spend on campus dealing with administrative details. By registering for classes students assume full financial responsibility and assume the responsibility of informing the university of any changes in address via Gibson Online (https://gibson.tulane.edu/) so that bills may be delivered promptly.

Students are required to confirm their attendance at the beginning of each semester. Each term, enrolled students will be notified via email when confirmation is made available on Gibson Online. In addition, they must consult the official Academic Calendar (https://

registrar.tulane.edu/Academic_Calendar/) on the University Registrar's webpage for important registration and refund deadlines. Failure to heed the dates set forth in the official academic calendar could result in academic or financial penalty.

Religious Observation

Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered.

Residency

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

Transfer Credit Acceptance After Matriculation

- Transfer credit must be from an institutionally accredited* institution.
- Courses evaluated for transfer must be evaluated based on course content and suitability for the discipline.
- Once accepted for transfer, articulations are valid for three years, regardless of when or how often Tulane offers a course.

**Referred to as "regionally accredited" prior to 2020.*

GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

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

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Graduate Programs (p. 28)

Academic Policies (p. 13)

Master's Programs Requirements (p. 21)

Ph.D. Program Requirements (p. 24)

Office of Graduate and Postdoctoral Studies

Overview

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

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

Academic Policies

Code of Student Conduct

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

Except as noted below, information regarding tuition and fees, residence halls and meals, financial obligations, financial aid, academic management services, short-term charitable remainder trust, and veteran's benefits is the same as for undergraduate students.

Childbirth and Planned Educational Leave Policies

Graduate students may be eligible for childbirth or planned educational leave. This policy refers to PhD and research-based graduate students who are receiving a stipend from Tulane University. Professional students should direct questions regarding childbirth and family leave options to your school's dean and Student Affairs/Case Management and Victim Support Services. Please see the policies below for further information.

Graduate/Professional Student Childbirth & Family Leave Policy

Tulane University recognizes the importance of balancing the family and educational needs of new parents and those expecting a baby or the adoption of a child. We are committed to supporting all of our graduate and professional students during their academic careers and to finding ways to accommodate these life events.

This Policy establishes minimum standards for the accommodation of the demands placed on a woman[1] by pre-term labor (as specified by a healthcare provider), late-stage pregnancy, childbirth, and post-natal recuperation. It also extends to parents who adopt a child up to the age of five years. It is expected that advisors, academic staff, and departmental leaders will work with care, consideration, and creativity to provide more than this minimum, according to the particular circumstances of the student.

For their part, new parents or students "stopping the clock" of their education for childbirth or family leave should keep the lines of communication with their departments open. Once they fully return to their graduate work, the student should be careful to demonstrate to their advisors that they are academically engaged and making progress on coursework and research. It is important for pregnant students to review the details of this entire Policy, as well as the University's Planned Educational Leave Policy, and to discuss her options with her department.

International students should discuss with the staff at the Office of International Students and Scholars the impact of this decision on their visa status and related requirements.

Childbirth Leave

All students who anticipate giving birth during the academic semester or during the period covered by financial support (e.g., stipends, grants, etc.) are eligible for a Childbirth Leave. A Childbirth Leave maintains active graduate/professional student status throughout the leave period, so that housing, insurance, and other rights and privileges of enrolled students remain ongoing.

A Childbirth Leave covers pre-term labor (as specified by a healthcare provider), late-stage pregnancy, childbirth, and post-natal recuperation. A Leave lasts eight weeks from the qualifying event and extends academic milestones, including candidacy requirements (including qualifying exams, dissertation, thesis, and coursework), by one academic semester. It also assures that, if the mother is receiving

financial support, that support will be maintained through the period of the modification(s).

Students who are planning to take this Leave should initiate discussions with Student Affairs/Case Management and Victim Support Services more than four months before the anticipated birth. After doing so, they will then inform their advisor(s) and director of graduate study at least four months prior to the anticipated birth in order to make preparations for identifying and arranging the childbirth modification period. This will provide the time necessary to rearrange teaching duties for those students supported by teaching assistantships or to adjust laboratory or other research schedules.

Family Leave(Paternity, Co-parenting, Fostering and Adoption)

Graduate/professional students at Tulane may take a paid family leave of absence for eight weeks for anticipating or recently experiencing the birth or adoption or fostering of a child or for childcare.

Accommodations that apply to both those taking Childbirth and Family Leaves

Maintaining Full-Time Status

One of the purposes of the Policy is to make it possible for women to maintain their full-time student status so that they continue accumulating credits toward the degree and to avoid triggering any interruptions in their education programs and activities, including on-campus housing, insurance coverage, eligibility for student loan repayment, and deferment of student loan repayment. By remaining full-time students, the visa status of international students is not affected.

While it is usually better for students to remain enrolled full-time, in some cases, depending on the coursework appropriate to the stage of the academic program, part-time enrollment may be more appropriate. This will require careful consultation, in advance, with graduate advisors, the department or program's director of graduate studies, and school graduate admissions officer to ensure that the implications for academic progress, visa status, loan eligibility and deferment, etc., have been thoroughly investigated.

University Stipends and Funding

Student parents on full-time status who receive stipends from their school or other University funds are entitled to draw support while on leave for eight weeks during the academic year. If the student parent is a teaching assistant, their department will fund a replacement teacher for the affected period. During the eight-week period, students supported by teaching assistantships may choose to continue in some limited capacity (e.g., grading, preparing course materials, or other non-intensive duties), in order to finish out an academic quarter, but cannot be required to do so. With advance planning, most research assistantship assignments can similarly be adjusted to accommodate childbirth. Students in master's and doctoral programs will need to coordinate the fulfillment of requirements with their advisors, department chairs, or directors of graduate study. If the student anticipates needing more than eight weeks of paid leave, they may find that arranging an unpaid leave of absence for a semester is the best solution; please see Planned Educational Leave Policy for more information on these leaves.

External Funding

Some student parents receive external grants or fellowships. Most granting agencies provide for a short period of reduced activity due to health or personal issues. Students who are supported by grants or fellowships external to Tulane must adhere to the rules of the granting agency with respect to absences from academic and research work. If the granting agency requires suspension of fellowship benefits during the eight-week period, students will be eligible for substitute payment from their department.

[1] Tulane recognizes that transgender students who do not identify as female may experience pregnancy and childbirth. This policy is applicable in full to these students as well.

Childbirth and Family Leave Policy FAQs

This policy refers to PhD and research-based graduate students who are receiving a stipend from Tulane University. Professional students should direct questions regarding childbirth and family leave options to your school's dean and Student Affairs/Case Management and Victim Support Services.

Disclaimer: We have attempted to address all issues within the Childbirth and Family Leave Policy and the FAQs. However, we are aware that we cannot cover every situation in these documents. Please stay in contact with Case Management and Victim Support Services throughout the course of your pregnancy and leave so that we can attempt to accommodate any special circumstances that may arise.

Q: I recently found out that I am pregnant and my due date is during the academic semester. Do I have to drop out or take some kind of leave of absence?
A: No, you do not have to drop out. You may choose to stay enrolled as a full-time student during the semester that you give birth. You are entitled to eight weeks of leave during that semester. If you are enrolled in coursework, arrangements will need to be made individually.

Q: Do I need to become a part-time student?
A: Probably not. One of the main purposes of the Childbirth and Family Leave Policy is to make it possible for a parent to maintain their full-time student status.

Q: I am also working as an RA (or TA) as part of my PhD program. What happens with that funding during my leave?
A: During your leave, you will continue to receive the same pay that you were receiving prior to your leave, regardless of the specific source of that funding. If there are questions about this, your department – probably the director of graduate studies and/or department chair -- will work with the Office of Academic Affairs on the mechanisms of the financial details.

Q. Will my leave impact my progress toward the completion of my degree?
A: It is possible that your leave might impact your progress through the degree and/or the completion of your courses, and this depends on the specifics of your situation. Academic milestones such as progress to candidacy can be extended by one academic semester. These details need to be discussed with your advisor/PI and Case Management and Victim Support Services (see below).

Q. What happens if I'm due to give birth in the summer?
A: Typically, this policy only guarantees funding during the period of your stipend from Tulane (roughly nine months running from mid-August to mid-May for most graduate students receiving stipends). Summer employment is not guaranteed for most students. However, the eight-week period will begin whenever you give birth, so it is

possible that some part of the end of the spring or beginning of the fall would be covered by the Childbirth and Family Leave. For example, if you had a baby on August 1 and your stipend were scheduled to begin August 15, you would be eligible to receive six weeks of leave, as well as six weeks of your stipend.

Q. What happens if my funding comes from a non-Tulane source?
A: For students who are funded from sources outside the university (e.g. Ford, NSF, etc.), that agency's policies apply to you. If there is no policy, then this Tulane policy applies to you.

Q: Who at the university should I talk to first about my pregnancy?
A: Your first stop should be with Student Affairs/Case Management and Victim Support Services, where you can review the details of leave policies, learn about your options, and ask questions. You can also discuss any short-term accommodations you may need during your pregnancy. Case Management and Victim Support Services will then contact your department to provide information and guidance about the period of your leave.

Q: When I meet with someone in Case Management and Victim Support Services, is my confidentiality maintained?
A: Yes, but only up to a point. Your confidentiality is maintained until the case manager establishes communication with your department to discuss arrangements for your leave. At that time, in order to formulate a plan for your leave, they will need to disclose your identity to your department. However, even then, information will only be shared on a "need to know" basis.

Q: What information will I need to share with Case Management and Victim Support Services?
A: You will need to share information about your due date, as well as whether there are any medical issues and/or modifications that might need to be addressed. In addition, you should provide information to them about your funding – e.g. your stipend's source and amount. Once the case manager contacts your department/program, they will confirm and, if necessary, clarify any details about your funding.

Q: I know that I need to tell my PI/advisor that I'm pregnant. When should I do this?
A: If at all possible, you will need to inform your PI or advisor about your pregnancy at least four months before your due date. Many details surrounding taking a Childbirth and Family Leave can take some time to arrange and will involve multiple offices on campus. We want to settle the details of your leave early enough so that everyone has adequate time to make decisions and preparations. You should also know that your health and medical issues are private matters and that this privacy is protected by federal law (HIPPA and FERPA). You are welcome to tell your PI or advisor whatever you would like to, but other than the information about the timing and details of your pregnancy and childbirth-related leave, you are not required to disclose any details about your pregnancy.

Q: I'm worried about having this conversation -- how do I talk with my PI or advisor about my pregnancy?
A: One of the best things to do is to be clear with yourself and with your PI or advisor about what your respective needs are, and to directly address those needs. Specifics about dates, responsibilities, and expectations on both of your parts will be very helpful. You can seek out confidential guidance and support from staff in Student Affairs, Student Accessibility, the Office of Graduate and Postdoctoral Studies, and/or the Counseling Center. Lastly, you may want to talk to other graduate student parents, both at Tulane and/or at other institutions.

Q: Does this mean I can keep my student health insurance while on leave?
A: Yes. Whatever your current arrangements are with your program for covering your health insurance will continue for the eight weeks.

Q: What if I have complications during my pregnancy, or I go into pre-term labor?
A: The Childbirth and Family Leave Policy covers last-stage pregnancy, childbirth, and the care of a newborn. Therefore, your leave period might need to start earlier than expected. Also, you should talk to Case Management and Victim Support Services and your healthcare provider about possible eligibility for short-term accommodations.

Q: What happens if I am not ready to come back to school after eight weeks?
A: You should let your PI or advisor know this as early as possible so that other arrangements can be made and so that you can discuss possible impacts on your academic progress. If you are also employed as part of your graduate program, your leave after eight weeks would be unpaid.

Q: I'm pretty sure that I will need to take off more than eight weeks. Can I do that?
A: Yes, you can, but the terms of your leave will be very different. You will want to look into the details of the Planned Educational Leave Program (PELP), where you opt to take one or two semesters off and then return to your graduate program. This option is intended for when you plan ahead of time to take a long leave, and it must be put in writing and approved by people in your department and in the university.

Q: If I use the Planned Educational Leave, am I no longer a graduate student at Tulane?
A: You do retain your student status during a Planned Educational Leave. However, there many restrictions while on this kind of leave -- for example, financial aid and grants are suspended, you are not eligible to receive fellowship funds, and you would have to pay out-of-pocket if you wanted to keep your student health insurance.

Q: How are the details of this policy affected if I'm an international student?
A: It is the same, but you will also need to talk with the Office of International Students and Scholars to discuss the specifics of your situation. It is very likely that only the Childbirth Leave (rather than the semester- or year-long Planned Educational Leave) is a good option for you if your student visa requires that you maintain full-time enrolled status.

Q: All of this applies to the person giving birth. What kind of leave applies when it is my partner who is giving birth?
A: Regardless of your gender, as an expectant parent, all of the terms of this policy apply. You should observe the same timeline for contacting Case Management and Victim Support Services so that we can work out the details of what a leave will entail in your particular situation.

Q: What if both my partner and I are graduate students? Are we both eligible?
A: Yes, you are both eligible to take the Childbirth and Family Leave. In addition, the Planned Educational Leave is available if either or both of you want to consider a semester or year off to care for your child.

Q: Do these leave policies apply to me if I am fostering and/or adopting a child?
A: Yes, they do.

Q. If I or my partner is having a baby (or fostering or adopting), am I required to take the Childbirth and Family Leave?
A: No, you do not have to take leave. However, Tulane University seeks to be supportive of graduate student parents and, as such, we encourage you to utilize these policies.

Planned Educational Leave Program

The Tulane University Graduate Student Planned Educational Leave Program (PELP) is defined as a voluntary, temporary, planned interruption or pause in your regular, full-time education. The purpose is to enhance the prospect of successful completion of your academic program by providing you with time to resolve personal, financial or medical problems. PELP makes it possible for you to suspend your academic work for one or two semesters and resume your studies with minimal procedural difficulties.

Eligibilty

PELP is a temporary, short-term leave from your academic studies at Tulane University. Approval of the PELP request depends, in part, upon the expectation that you will return to a registered and enrolled status to continue your education.

Registered graduate students at Tulane University are eligible to enroll in the Planned Educational Leave Program for up to two semesters, with the approval of the departmental or program Director of Graduate Studies, and the Graduate Studies Associate Dean for Students within their school, and the Associate Provost for Graduate Studies and Research. New graduate students are not eligible for a PELP during their first term of enrollment. Incoming students may be considered for deferred admission –contact the Graduate Program Staff Coordinator in your Graduate Program prior to the first day of class.

Students may not hold student employment (Teaching Assistant [TA], Graduate Student Research Assistant [GSRA], etc.) while on PELP.

International students must obtain prior approval for PELP status from the Office of International Students and Scholars (OISS). OISS will guide international students through any necessary steps that may be required as a result of their visa status.

Restrictions While On PELP

- Students on PELP may not be employed in a student academic appointment.
- Financial aid and grants will be discontinued suspended for the duration of your leave and you may need to repay any financial aid funds already received for the semester. Please contact the Financial Aid Office for additional information.
- Students on PELP are not eligible to receive fellowship funds.
- Students on PELP may continue to participate in the university's student health insurance plan for one or two semesters. However, students would bear the cost of maintaining this coverage. If students are out of the area, they may purchase an optional health insurance plan to provide coverage. If students intend to continue their on-campus student health benefits, they must notify Student Health Services before the first day of the semester in which their PELP status begins. For more information, students should contact Student Health Services.
- PELP status is a leave from your education and not intended for students to take course work or continue their research. While on PELP, students are not eligible to enroll in concurrent courses or earn any academic credit at Tulane or any other university. Students who have advanced to candidacy may request a clock stoppage associated with the requested PELP leave.
- Students on PELP may not apply for graduation. They must first return to a registered and enrolled status for at least one semester before filing for graduation.

Availability of University Services

A student on leave is only eligible for university services in the following areas:

- Career/Academic Advising,
- Enrolled CAPS and Student Health Center Services
- Student Health Insurance.

Application Process

Graduate students apply for PELP status using the PELP request form.

International students must also notify OISS of their intention to apply for PELP status.

The PELP request form must include the following information:

- Student's full name
- Student ID number
- Major
- Semester/Year leave is to begin
- Semester/Year student will return
- Name of your departmental/program graduate adviser and his/her e-mail address
- Please answer yes/no to the following questions:
  - Have you registered for courses?
  - Have you paid registration fees?
  - Have you attended classes?
  - Are you an international student?
- A brief statement why you are taking this leave.

The completed e-mail PELP advising form must be forwarded to Assistant Vice President, Student Resources and Support Services, in the Office of Student Affairs. Student Affairs will work with the DGS or program staff, the Associate Dean of Graduate Studies and the Associate Provost of Graduate Studies and Research to arrange PELP approval. Approval signatures are done via e-mail and must reflect the Graduate Adviser's approval using his/her Tulane University e-mail address. For international students, Student Affairs will contact OISS to confirm eligibility for PELP status.

The completed PELP request form must be submitted to the Office of Graduate and Postdoctoral Studies for approval prior to the first day of the term in which the PELP is to take effect.

Students who intend to apply for PELP status should not enroll for courses the semester the PELP status is to begin. If you submit the PELP request after the first day of the semester, you may owe fees. The Office of the University Registrar fee refund policy applies; please see the academic calendar for deadlines.

PELP Extension Requests

PELP extension requests are made using the Time Extension Request form. Contact Office of Graduate and Postdoctoral Studies for additional information.

Financial Assistance

Tulane's graduate programs award their own scholarships, fellowships, and assistantships. Contact a particular graduate program for information on the availability of funds and how to apply. Tulane's Financial Aid Office calculates a student's eligibility for federal aid to supplement awards made by a graduate program.

Financial Obligation to the University

No diploma or certificate of credit is given to a student who is in default of any payment due to a division of the University.

General Policies, Guidelines, and Schedules

Guidelines and Policies for Graduate Assistants

Education and research are at the core of the academic enterprise of the research university. Graduate teaching assistants (TAs) are important and essential links between the creation and dissemination of new knowledge and the learning environment that meets the needs and stretches the potential of undergraduate students. Whether they serve as graders, laboratory assistants, group discussion leaders, or have complete responsibility for a course, this group of additional teaching personnel enhances Tulane's ability to offer a broad range of courses to its students. Graduate research assistants (RAs) are at the forefront of the university's scholarly activities and provide a vital service to the university on the way to earning their graduate degree. The purpose of this document is to describe policies and procedures related specifically to the assignment and execution of teaching and research assistantships. Issues related to graduate student academic performance and violations (honor code), sexual harassment, fraud in research, and non-assistantship-related grievances are covered by other university policies.

ARTICLE 1: DEFINITIONS

"Graduate Student" means all persons enrolled at Tulane University pursuing post- baccalaureate studies on either a "for credit" or on an "audit" basis, and on either a full- time or part-time basis, including Research Dissertation and Masters. This includes, but is not limited to, students pursing the eM.B.A., M.B.A., M.A., M.ARCHII, M.ACCT., M.F.A., M.FIN., M.L.A., M.P.S., M.S., M.S.W., and Ph.D. degrees.

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

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

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

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

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

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

"Athletic Tutoring" means assistance to student athletes paid for by the Athletic Department, which may hire graduate students so long as they are not directly involved with any section of the course in which the student athlete is receiving help.

ARTICLE II: SELECTION AND APPOINTMENT

1. General

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

2. Reappointment

A TA or RA may be considered for reappointment if:

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

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

3. Selection and Appointment of Teaching Assistants

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

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

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

ARTICLE III: TA TRAINING

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

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

ARTICLE IV: TA RESPONSIBILITIES

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

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

ARTICLE V: RA RESPONSIBILITIES

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

ARTICLE VI: FINANCIAL PAYMENTS

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

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

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

ARTICLE VII: TERMINATION OF APPOINTMENT

Termination of a teaching or research assistant before the expiration date of the stated period of appointment will be only for good cause shown. Pursuant to the provision of Article XII of the Statement on Academic Freedom, Tenure, and Responsibility approved by the University Senate on March 1, 1971, and by the Administrators of the Tulane Educational Fund on March 2, 1971, the School hereby institutes the following regulations and procedures relative to the protection of the academic freedom of its graduate, teaching, or research assistants:

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

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

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

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

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

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

ARTICLE VIII: TUTORING

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

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

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

4. The graduate advisor or department chair may require a graduate student to limit their tutoring activity if, in the view of the department, such activity is impeding the graduate student's academic progress of keeping them from fulfilling responsibilities within the department.

5. Graduate students, like any other member of the teaching faculty, may offer review sessions for their students to which they may invite students from other sections of the same course. The graduate student arranging such a session may not under any circumstances take money from the students in attendance.

6. A graduate student receiving a tuition waiver must have prior approval from the chair or advisor to work outside the department or program, because such activities might impede progress toward degree

Theses and Dissertations Digital Repository Policy

All students who prepare a thesis in partial fulfillment for a graduate degree (PhD, MS, MA, MFA, MLA, MProS) must submit a digital copy of their approved thesis or dissertation, complete with committee signatures, to the Howard Tilton Memorial Library Theses and Dissertations Archive (https://digitallibrary.tulane.edu/theses_and_dissertations/), in addition to the current hard copy requirement. Failure to do so by the official date of certification for degree(as established by the Registrar's Office) may result in delay of degree conferral.

This policy does not preclude submission of the thesis or dissertation to other digital repositories such as ProQuest, nor does it prevent schools or programs from imposing additional thesis or dissertation archiving requirements. Care should be exercised, however, to ensure that all copies are identical, as the version deposited with Howard Tilton Memorial Library, will be considered the official version for the degree.

Further details regarding format, personal information, and embargo periods are provided on the archives website.

Graduate Student Health Insurance Subsidy

Graduate students are required by University policy to have adequate health insurance coverage while registered as full-time students [http://pandora.tcs.tulane.edu/acctrec/healthinsurance.asp]. They must either be covered by the University student health care plan, or provide proof of coverage from some other source; e.g., their parents' policy or a policy purchased on the open market.

In those instances where a graduate student is on stipend*; e.g., a teaching assistantship, research assistantship, internal fellowship, or external fellowship supporting health insurance fees, a subsidy for health care costs is considered an eligible benefit, similar to a tuition waiver.

All graduate students on an eligible university stipend will receive a subsidy equivalent to 50% of the annual cost of the University's minimum individual health care plan coverage†. This subsidy is distributed equally between the fall and spring terms. Coverage will continue during the summer months, provided the student continues in good standing and pays his or her share of the insurance costs. The university's subsidy cost is to be borne by the student's school, department or program, or advisor's grant account, as determined by the appropriate school dean.

In the event that a student shows proof of coverage other than the University's student health care plan, no subsidy will be provided. The subsidy will cease on the date the degree is conferred.

Example

The University student health plan for the 2013-14 academic year is provided by United Healthcare Student Resources at the following rates:

BASIC

- Student $2,507
- Spouse $4,253
- All Children $3,443

CONTINUATION**

- Student $4,097
- Spouse $6,978
- All Children $5,642

An eligible student would have the following payment made to the policy on his or her behalf each term (Fall and Spring):

- Fall 2013: $627
- Spring 2014: $627

* At a minimum, students on stipend are those in WFMO job codes 933000, 990000 and 936000. There may be tax implications to students who receive this subsidy.

** The monthly rates for Continuation Coverage apply to students that are graduating and wish to extend coverage for up to 90 days.

† Subsidies of greater than 50% are allowed and encouraged.

Graduate Council

The Graduate Council establishes and maintains university-wide procedures, rules and standards for the Master of Arts (M.A.), Master of Fine Arts (M.F.A.), Master of Liberal Arts (M.L.A.), Master of Science (M.S.), Master of Professional Studies (M.P.S.), and Doctor of Philosophy (Ph.D.) degree programs. The council approves new degree programs and major curriculum changes in existing programs,

performs periodic program reviews, and advises the Senior Vice President for Academic Affairs and Provost on graduate education issues. The voting membership of Graduate Council consists of the Provost, who serves as its chair, and twelve elected faculty members — each elected by a vote of the graduate faculty of their respective schools. More details on the council's membership and functions are available at: h (http://tulane.edu/ogps/graduate-council.cfm)ttps://ogps.tulane.edu/graduate-council (https://ogps.tulane.edu/graduate-council/).

Graduate Student Grading Policy

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

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

GRADES

Grades for graduate students are reported as follows:

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

Clarification on certain grades that a graduate student could receive:

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

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

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

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

ACADEMIC PERFORMANCE STANDARDS

Graduate students are expected to maintain a cumulative grade point average (GPA) of at least 3.0. Courses in which a student earns a grade of C+ or lower cannot be counted towards a professional degree, a master's degree or a PhD. If a student receives two B- grades, or one grade below B-, the student is placed on probation and considered for dismissal by the school in consultation with the department at the conclusion of the semester in which the nonpassing grade or the second B- occurred. Ordinarily, the department will recommend that a student with two grades of B- or lower be dropped from the graduate program. Minimum academic performance and/or unsatisfactory performance may also lead to the withdrawal of financial support.

If a student receives a grade below B-, that course will not count towards the total credit hours required to complete the degree unless an exemption is approved by the dean or dean's designee. For instance, if a degree requires 30 credit hours to complete and a student received a grade of below B- in one 3-credit hour course, that student will need to take at least three additional credit hours beyond the minimum to have 30 eligible credit hours. Staff or faculty members who certify students for their degrees must verify that the student received a B- or better in all courses for the degree at the point of degree certification.

GRADE CHANGE POLICY

A student who believes that a final grade was assigned incorrectly may request a final grade change. Final grades can be changed only in exceptional circumstances and only with the approval of the instructor, the chair of the department, and the dean or dean's designee of the college/school which offered the course. Grade changes are not allowed once a degree to which that grade applies has been awarded.

THE APPEAL PROCESS

If a student wishes to appeal their grade, they must follow the steps outlined by their school. Appeals are intended for students who believe their grade was not determined in a fair and appropriate manner.

Graduate Studies Student Association

The Graduate Studies Student Association (GSSA) (http://www.tulane.edu/%7Egssa/) is responsible for addressing issues which affect graduate students in the School of Liberal Arts and the School of Science and Engineering, as well as allocating funds for graduate studies activities. GSSA's parent body is GAPSA (Graduate and Professional Student Association). (http://www.tulane.edu/%7Egapsa/)

Incomplete Grades

An incomplete grade, I, is given at the discretion of instructors when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within an agreed upon time of up to 12 months following the course. Incomplete grades also are given when a student's absence from a final examination has been excused by their school's dean or dean's designee prior to or within one day following the final examination.

If a student will require a grade of I, the student and instructor should have a clearly articulated, written agreement including a timeline of what constitutes a successful resolution of the Incomplete Grade.

Incomplete grades must be resolved within the agreed upon timeframe of not more than the next 12 months or they are automatically changed to a grade of F/I.

The I will be removed from the student's transcript after the incomplete grade is resolved, except in the case of an F, which will appear on the transcript as F/I. Extensions of the 12 month deadline must be requested in writing by the student and must be approved by the instructor and their school's dean or dean's designee. The faculty member must then contact the Registrar's Office to request that the timeline for the I be extended for up to 12 more months. Extensions are approved only when a student has made an attempt to complete the missing work within the original 12 month period but, in the view of the instructor and the dean or dean's designee, has been prevented from completing the work by some special circumstance beyond the student's control. Grades may still be changed after the 12 month period expires but before the student graduates by the faculty member.

Professional Codes of Academic Conduct and Professionalism

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

- Law School (https://catalog.tulane.edu/law/#academicpoliciestext)
- School of Medicine (p. 34)
- School of Social Work (https://catalog.tulane.edu/social-work/#academicpoliciestext)

Rules and Regulations

Upon admission, students are held responsible for compliance with the regulations Tulane University has set forth in this catalog and in relevant school and/or program handbooks and catalogs. They should familiarize themselves with these regulations.

The University reserves the right to change any of its courses and charges without advance notice and to make such changes applicable to students already registered as well as to new students.

Tuition and Fees

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

Unified Code of Graduate Student Academic Conduct

Tulane University expects students to conduct their academic endeavors with honesty and integrity. As part of the University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Any student behavior that has the effect of interfering with the education, pursuit of knowledge, and/or a fair evaluation of the student's performance is considered a violation of the proscribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf) The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of University or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the respective school.

Unified Code of Graduate Student Academic Conduct (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf)

- Addendum to Article V, Section 5 of the Unified Code of Graduate Student Academic Conduct (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Academic%20Code%20of%20Conduct%20approved%20change.pdf)
- Unified Code of Graduate Student Academic Conduct Honor Board Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Form.pdf)
- Request to Waive a Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Request-to-Waive-a-Hearing.pdf)
- Honor Board Script (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Script.pdf)
- Honor Board Training Examples (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Training-Examples.pptx)

Master's Programs Requirements

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

4+1 Master's Programs

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

Additional Requirements

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

Admission to Degree Programs

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

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

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

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

Conferring of Degrees

All degrees are conferred by Tulane University. Degrees earned at the graduate level are awarded three times a year in December, May, and August. There is one commencement program each year in May. Candidates for degrees are required to complete an application for degree form on or before deadline dates, as stipulated by each school.

Change of Courses

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

Change of Departmental Program

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

Dual Degree Programs

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

Grades

Grades are reported as follows:

Grade	Description
A	
A-	
B+	
B	
B-	
C+	A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.
C	
C-	
D+	
D	
D-	
F	
I	Incomplete - This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.

R	Research - In those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.
IP	In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.
W	Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student's work in a course is unsatisfactory at the time of withdrawal.

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

Grade	Description
S	Satisfactory
U	Unsatisfactory

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

Master's Degree Minimum Degree Requirements

Minimum Credit Hour Requirements

The minimum credit hour requirement for a non-professional Master's degree is 30 credit hours; however, some programs may require additional hours of coursework. Those programs that require 24 credit hours of coursework and award 6 credit hours for a thesis for the Master's degree are in compliance with this policy. See Thesis Requirements below for additional information.

Continuous Registration Requirements

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

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

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

Full-Time Status

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

Part-Time Status

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

Transfer Credit

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned, or by the dean of the appropriate school. In general, no more than 50% of all credits for a graduate degree may be transferred from another university or program. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs. Please see the Graduate Credit Transfer Policy (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Credit%20Transfer%20Policy_0.pdf) for more details.

Tenure for Degree Students

Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane or at another institution. Tenure for a one-year master's degree is three (3) years. Tenure for a two-year master's degree is four (4) years. Tenure for a three-year master's degree is five (5) years. Tenure is not affected by residence status. Under certain circumstances, upon the recommendation of the chairperson of a student's department or program committee, the dean may extend tenure, but a student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work. Tenure regulations are applicable to all degree students, regardless of date of first registration.

Dual Degree Programs

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

Medical Excuses

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

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

Registration Policies and Procedures

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

Required Withdrawal and Denial of Enrollment

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

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

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

The Graduate Student Dismissal Policy, (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Student%20Dismissal%20Policy.pdf) outlines the standards and review process for probation and dismissal on the basis of academic or research performance. It is distinct from policies concerning academic misconduct or student conduct based dismissals.

Resignation from a graduate program must be made in writing to the dean. The student who finds it necessary to withdraw or to resign should report to the dean's office to complete a withdrawal or resignation form.

Thesis Requirements

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

Students are required to submit their completed theses to the University's Theses and Dissertations Archive (https://digitallibrary.tulane.edu/theses_and_dissertations (https://digitallibrary.tulane.edu/theses_and_dissertations/)). Schools may require students to submit a paper copy of their thesis.

Thesis Committees

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

Thesis Guidelines

This policy applies to all students pursuing a Master of Science, Master of Arts, or Master of Fine Arts degree.

Master’s degree students must complete at least 30 hours of coursework, for which they receive a grade, in order to receive the master’s degree. If the student fulfills that requirement entirely with coursework, no further action is needed. The student may still complete a thesis at their discretion and following the guidelines of their department or program. Departments may still require a thesis to complete the master’s degree, even if the student has 30 hours, provided the requirement is documented in the university course catalog.

If a student intends to take only 24 hours of coursework and complete a thesis to fulfill the requirements of their degree, the thesis must be graded. The student must enroll in 6 hours of graded thesis credit. The student may be graded on a Satisfactory/Unsatisfactory scale.

Ph.D. Program Requirements

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

Degree of Doctor of Philosophy

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

Admission to Degree Programs

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

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

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

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

PhD Minimum Degree Requirements

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

Minimum Credit Hour Requirements

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

Continuous Registration Requirement

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

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

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

Residency

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

Full-Time Registration Status

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

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

Part-Time Registration Status

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

Transfer Credit

Tulane University's graduate departments may accept transfer credit at their discretion. This policy is intended to clarify minimum standards and provide guidance on university-wide policies and best practices.

GENERAL TRANSFER CREDIT GUIDELINES

Graduate students may transfer credit from graduate courses taken at other accredited institutions. Students must provide a sealed official transcript from the other institution, a course description from the course catalog, and may be required to provide a syllabus and/or samples of coursework. Transfers are made on the recommendation of the student's departmental/program advisor and/or Director of Graduate Studies, in conjunction with the faculty member who teaches the most closely equivalent course. If the course does not have a direct equivalent, it may be transferred as a "special topics" course. Only courses in which the student achieved a grade of B or higher, and which are no more than seven years old, will be considered for transfer. Grades earned on transferred credit do not affect the student's Tulane grade point average.

50% of all credits for a graduate degree must be completed at Tulane University.

TRANSFER CREDITS FROM QUARTER-BASED SYSTEMS

Credits completed at an institution that uses a quarter credit system rather than a semester credit system will be accepted at 2/3 the number of hours on the transcript. For instance, a three credit hour

course from an institution that uses quarter credits will transfer to Tulane University as two hours of credit, if the course is accepted.

GRADUATE CREDIT EARNED BEFORE THE BACHELOR'S DEGREE IS CONFERRED

Generally, no credit is given for graduate courses taken before a student has completed a bachelor's degree from an accredited institution. The exception to this policy is for students who have been accepted into a 4+1 accelerated master's degree program or dual bachelor's and master's degree program. Students from collaborating universities participating in certain +1 accelerated master's programs are also exempt from this policy. For those groups of students, course credits for graduate-level courses taken before the bachelor's degree was awarded may be used towards the master's degree, per the specific program requirements and/or the Memorandum of Understanding between the universities. The courses may also ultimately fulfil requirements for other graduate degrees, with the approval of the director of graduate studies of the department or program.

Tenure for Degree Students

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

Dual Degree Programs

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

Dissertation Committees

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

Admission to Candidacy

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

The Prospectus

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

The Dissertation

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

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

Additional Requirements

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

Registration Policies and Procedures

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

Change of Courses

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

Change of Departmental Program

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

Grades

Grades are reported as follows:

Grade	Description
A	
A-	
B+	
B	
B-	

C+	A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.
C	
C-	
D+	
D	
D-	
F	
I	Incomplete - This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.
R	Research - In those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.
IP	In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.
W	Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student's work in a course is unsatisfactory at the time of withdrawal.

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

Grade	Description
S	Satisfactory
U	Unsatisfactory

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

Medical Excuses

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

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

Required Withdrawal and Denial of Enrollment

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

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

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

The Graduate Student Dismissal Policy, (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Student%20Dismissal%20Policy.pdf) outlines the standards and review process for probation and dismissal on the basis of academic or research performance. It is distinct from policies concerning academic misconduct or student conduct based dismissals.

Resignation from a graduate program must be made in writing to the dean. The student who finds it necessary to withdraw or to resign should report to the dean's office to complete a withdrawal or resignation form.

Conferring of Degrees

All degrees are conferred by Tulane University. Degrees earned at the graduate level are awarded three times a year in December, May, and August. There is one commencement program each year in May. Candidates for degrees are required to complete an application for degree form on or before deadline dates, as stipulated by each school.

Dual Degree Programs

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

Graduate Programs

Tulane offers research-oriented graduate programs leading to PhD, MA, MFA, and MS degrees through the Schools of Architecture, Business, Law, Liberal Arts, Medicine, Professional Advancement, Public Health & Tropical Medicine, Science & Engineering, and Social Work. Professional degrees are available at both the master's and doctoral levels in the Schools of Architecture, Business, Law, Medicine, Public Health & Tropical Medicine, and Social Work. The School of Professional Advancement, the university's continuing education division, sponsors a Master of Liberal Arts, a Master of Professional Studies, and a Master of Public Administration. Joint degrees are available in several fields.

Ph.D., M.A., M.S., Professional Degree

- School of Architecture (https://catalog.tulane.edu/architecture/)
- A. B. Freeman School of Business (https://catalog.tulane.edu/business/)
- School of Law (https://catalog.tulane.edu/law/)
- School of Medicine (p. 34)
- School of Public Health & Tropical Medicine (https://catalog.tulane.edu/public-health-tropical-medicine/)
- School of Social Work (https://catalog.tulane.edu/social-work/)

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

- School of Liberal Arts (https://catalog.tulane.edu/liberal-arts/)
- School of Science & Engineering (http://tulane.edu/sse/)

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

- School of Professional Advancement (https://catalog.tulane.edu/professional-advancement/)

Architecture

Architecture

Tulane School of Architecture
Richardson Memorial
New Orleans, LA 70118
tel 504-865-5839
fax 504-862-8798

Graduate Programs

- Architectural Research and Design, M.S.Arc (https://catalog.tulane.edu/architecture/architecture/architecture-research-design/)
- Architecture, M.Arch (https://catalog.tulane.edu/architecture/architecture/architecture-march/)
- Historic Preservation, MS (https://catalog.tulane.edu/architecture/preservation/historic-preservation-ms/)
- Sustainable Real Estate Development, MSR (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-msr/)

Certificate Programs

- Historic Preservation, Certificate (Graduate) (https://catalog.tulane.edu/architecture/preservation/historic-preservation-cer/)
- Public Interest Design Certificate (Graduate) (https://catalog.tulane.edu/architecture/social-innovation-entrepreneurship/public-interest-design-cer/)
- Sustainable Real Estate Development Certificate (Graduate) (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-cer/)

Business

Business

A. B. Freeman School of Business
Goldring/Woldenberg Business Complex
7 McAlister Drive
Tulane University
New Orleans, LA 70118
tel 504-865-5410

Graduate Programs

- Accounting, MACCT (https://catalog.tulane.edu/business/accounting/accounting-mac/)
- Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MGM (https://catalog.tulane.edu/business/global-management/business-alliance-global-mba/)
- Business Administration, Executive MBA (https://catalog.tulane.edu/business/mba/business-executive-mba/)
- Business Administration, Full-Time MBA (https://catalog.tulane.edu/business/mba/business-full-time-mba/)
- Business Administration, Online MBA (https://catalog.tulane.edu/business/mba/business-online-mba/)
- Business Administration, Professional MBA (https://catalog.tulane.edu/business/mba/business-professional-mba/)
- Business Analytics, MAN (https://catalog.tulane.edu/business/business-analytics/business-analytics-man/)
- Business, PhD (https://catalog.tulane.edu/business/finance/business-phd/)
- Energy, MME (https://catalog.tulane.edu/business/energy/business-mme/)

- Finance, MFN (https://catalog.tulane.edu/business/finance/finance-mfn/)
- International EMBA with University of Chile, Centrum, & ICESI (https://catalog.tulane.edu/business/mba/business-international-executive-mba/)
- Management, MMG (https://catalog.tulane.edu/business/management/business-mmg/)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (https://catalog.tulane.edu/business/finance/international-finance-mfn/)
- Master of Management in Energy with UCASS (https://catalog.tulane.edu/business/energy/business-international-mme/)
- Master of Management with Universidad Francisco Marroquin, MMG (https://catalog.tulane.edu/business/management/master-management-mmg/)

Law

Law

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

Graduate Programs

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

Certificate Programs

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

Liberal Arts

Liberal Arts

School of Liberal Arts
104 Newcomb Hall
New Orleans, LA 70118
tel 504-865-5225
fax 504-865-5224

Graduate Programs

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

- Latin American Studies, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-ma/)
- Latin American Studies, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-phd/)
- Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-ma/)
- Linguistics, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-phd/)
- Music, MA (https://catalog.tulane.edu/liberal-arts/music/music-ma/)
- Music, MFA (https://catalog.tulane.edu/liberal-arts/music/music-mfa/)
- Philosophy, MA (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-ma/)
- Philosophy, PhD (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-phd/)
- Policy Economics, MA (https://catalog.tulane.edu/liberal-arts/economics/policy-economics-ma/)
- Political Economy with Data Analytics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/political-economy/data-analytics-ma/)
- Political Science, MA (https://catalog.tulane.edu/liberal-arts/political-science/political-science-ma/)
- Political Science, PhD (https://catalog.tulane.edu/liberal-arts/political-science/political-science-phd/)
- Spanish and Portuguese, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-ma/)
- Spanish and Portuguese, PhD (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-phd/)
- Spanish, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-ma/)
- Theatre Design and Production, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/theatre-design-production-mfa/)

Medicine
Medicine

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

Professional Program
- Medicine, MD (p. 88)

Combined Degrees
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- MD/MPH (p. 79)
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- MD/PhD (p. 82)

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

- Residency & Fellowship Programs (p. 57)

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

Graduate Program
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- Anatomic Pathology, MS (p. 59)
- Anatomy Research, MS (p. 60)
- Anatomy, MS (p. 60)
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Tulane Center for Aging
1430 Tulane Ave., SL-12
New Orleans, LA 70112
tel 504-988-3369

- Aging Studies, PhD (p. 76)

Professional Advancement
Professional Advancement

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

Graduate Programs
- Cybersecurity Management, Master of Science (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-management-ms/)

- Early Childhood Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/early-childhood-education-mat/)
- Elementary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/elementary-education-mat/)
- Emergency Management, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-mpr/)
- Equity-Centered Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/equity-centered-education-leadership-certificate/)
- Health and Wellness Management, Master of Science (https://catalog.tulane.edu/professional-advancement/kinesiology/health-wellness-management-mpr/)
- Homeland Security Studies, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/homeland-security-studies-mpr/)
- Information Technology Management, Master of Science (https://catalog.tulane.edu/professional-advancement/information-technology/information-technology-mpr/)
- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa-msred/)
- Learner Experience Design Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/learning-experience-design-certificate/)
- Liberal Arts, Master of Liberal Arts (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/)
- Master of Education, M.Ed. (https://catalog.tulane.edu/professional-advancement/teacher-preparation/master-of-education-med/)
- Master of Public Administration with Concentration in Public Health, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-concentration-public-health-mpa/)
- Master of Public Administration, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa/)
- Secondary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/secondary-education-mat/)
- Special Education Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/special-education-certificate/)
- Sport Studies, Master of Science (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/)
- Teaching English Learners Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teaching-english-learners-certificate/)

Certificates

- Advanced Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-emergency-management-certificate-graduate/)
- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/corporate-wellness-cert/)
- Cyber Defense Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyber-defense-cer/)
- Cyber Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyberleadership-cer/)
- Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)
- Data Science & Cloud Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/data-science-cloud-cer/)
- Economic Development Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-cert/)
- Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-certificate-graduate/)
- Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cert/)
- Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/)
- Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
- Intelligence Studies Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/intelligence-studies-certificate/)
- IT Strategic Planning Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/it-strategic-planning-cer/)
- K-12 Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cert/)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/)
- Open Source Intelligence Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/open-source-intelligence-cer/)
- Security Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/security-management-certificate-graduate/)
- Sport Administration Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/)
- Sport Coaching Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/)
- Sport Security Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/)

- Technology Architecture Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/technology-architecture-cer/)

Public Health
Public Health & Tropical Medicine

School of Public Health & Tropical Medicine
1440 Canal St., Ste 2400
New Orleans, LA 70112
tel 504-988-5388
fax 504-988-0907

- Biostatistics, MS (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-ms/)
- Biostatistics, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/)
- Biostatistics, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/)
- BS/MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/)
- BS/MPH, MSPH or MPH&TM Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mph-msph-mphtm/)
- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mph-msph-mphtm-mha/)
- Clinical Investigation, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/)
- Community Health Sciences, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/community-health-sciences-mph/)
- Dietetic Internship (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/dietetic-internship/)
- Disaster Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
- Environmental Health Sciences, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/)
- Environmental Health Sciences, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/)
- Epidemiology, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)
- Epidemiology, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-ms/)
- Epidemiology, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-phd/)
- Health Administration, MHA (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/)
- Health Communication and Education, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/global-health-community-education-mph/)
- Health Policy and Management, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-phd/)
- Health Policy, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/)
- Health Systems Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/)
- Industrial Hygiene, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/)
- International Health & Sustainable Development, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/international-health--sustainable-development/international-health-mph/)
- International Health & Sustainable Development, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/international-health--sustainable-development/international-health-and-sustainable-development-phd/)
- JD/MPH or MHA Dual Degrees (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mph-mha/)
- Leadership, Advocacy, and Equity, DrPH (https://catalog.tulane.edu/public-health-tropical-medicine/leadership-advocacy-equity-drph/)
- Master of Social Work/Master of Public Health Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/msw-mph/)
- Maternal and Child Health, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/maternal-child-health-mph/)
- MBA/MHA Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mba-mha/)
- MD/MPH or MSPH or MPHTM Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mph-msph-mphtm/)
- Medical Management, MMM (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/medical-management-mmm/)
- Nutrition, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/nutrition-mph/)
- Public Health and Tropical Medicine, MPHTM (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/public-health-tropical-medicine-mphtm/)
- Public Health Certificate (Graduate) (https://catalog.tulane.edu/public-health-tropical-medicine/public-health-certificate-graduate/)
- Social, Behavioral, and Population Sciences, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/social-behavioral-and-population-sciences-mph/)
- Social, Behavioral, and Population Sciences, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/global-community-health-science-behavior-phd/)
- Tropical Medicine, MS (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-ms/)

- Tropical Medicine, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-phd/)

Science and Engineering

Science & Engineering

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

- Applied Mathematics, MS (https://catalog.tulane.edu/science-engineering/mathematics/applied-mathematics-ms/)
- Behavioral Health, MS (https://catalog.tulane.edu/science-engineering/psychology/behavioral-health-ms/)
- Bioinnovation, PhD (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/bioinnovation-phd/)
- Biomedical Engineering, MS (https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-ms/)
- Biomedical Engineering, PhD (https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-phd/)
- Cell and Molecular Biology, MS (https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-ms/)
- Cell and Molecular Biology, PhD (https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-phd/)
- Chemical and Biomolecular Engineering, MS (https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-ms/)
- Chemical and Biomolecular Engineering, PhD (https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-phd/)
- Chemistry, PhD (https://catalog.tulane.edu/science-engineering/chemistry/chemistry-phd/)
- Computer Science, MS (https://catalog.tulane.edu/science-engineering/computer-science/computer-science-ms/)
- Computer Science, PhD (https://catalog.tulane.edu/science-engineering/computer-science/computer-science-phd/)
- Data Science, MS (https://catalog.tulane.edu/science-engineering/mathematics/data-science-ms/)
- Earth and Environmental Sciences, MS (https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-ms/)
- Earth and Environmental Sciences, PhD (https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-phd/)
- Ecology and Evolutionary Biology, MS (https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-ms/)
- Ecology and Evolutionary Biology, PhD (https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-phd/)
- Interdisciplinary, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/interdisciplinary-ms/)
- Materials Physics and Engineering, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/materials-physics-engineering-phd/)
- Materials Science and Engineering, MS (https://catalog.tulane.edu/science-engineering/physics-engineering/materials-science-engineering-ms/)
- Mathematics, MS (https://catalog.tulane.edu/science-engineering/mathematics/mathematics-ms/)
- Mathematics, PhD (https://catalog.tulane.edu/science-engineering/mathematics/mathematics-phd/)
- Neuroscience, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-ms/)
- Neuroscience, PhD (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-phd/)
- Physics, MS (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-ms/)
- Physics, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-phd/)
- Psychology, MS (https://catalog.tulane.edu/science-engineering/psychology/psychology-ms/)
- Psychology, PhD (https://catalog.tulane.edu/science-engineering/psychology/psychology-phd/)
- River-Coastal Science and Engineering, MS (Non-Residential) (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-non-residential/)
- River-Coastal Science and Engineering, MS (Residential) (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-residential/)
- River-Coastal Science and Engineering, PhD (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-phd/)
- Statistics, MS (https://catalog.tulane.edu/science-engineering/mathematics/statistics-ms/)

Social Work

Social Work

School of Social Work
School of Social Work
127 Elk Place, Mail Code 8906
New Orleans, LA 70112
tel 800-631-8234 or 504-865-5314
fax 504-862-8727

- Disaster Resilience Leadership Studies, MS (https://catalog.tulane.edu/social-work/disaster-resilience/disaster-resilience-leadership-studies-ms/)
- Social Work, DSW (https://catalog.tulane.edu/social-work/social-work/social-work-dsw/)
- Social Work, MSW (https://catalog.tulane.edu/social-work/social-work/social-work-msw/)

SCHOOL OF MEDICINE

Overview

Street Address

Tulane University School of Medicine
Office of Academic Affairs
131 S. Robertson Street
New Orleans, LA 70112
Phone: 504-988-6191
Fax: 504-988-6705

Mailing Address

Tulane University School of Medicine
Office of Academic Affairs
1430 Tulane Avenue #8010
New Orleans, LA 70112

https://medicine.tulane.edu/ (https://medicine.tulane.edu/)

L. Lee Hamm
M.D., University of Alabama at Birmingham
Dean

One of the nation's most recognized centers for medical education, Tulane University School of Medicine is a vibrant center for education, research and public service. Celebrating its 175th anniversary in 2009, Tulane School of Medicine is the second-oldest medical school in the Deep South and the 15th oldest medical school in the United States.

Tulane School of Medicine recruits top faculty, researchers and students from around the world, and pushes the boundaries of medicine with groundbreaking medical research and surgical advances. From invention of the binocular microscope to robotic surgeries, Tulane School of Medicine remains at the forefront of modern medical innovation. Tulane School of Medicine is equipping the next generation of medical professionals with the tools to succeed in a rapidly changing world and shape the future of health care. On a daily basis, we strive to meet our mission of "Education, Research and Patient Care: We Heal Communities."

Tulane School of Medicine is fully accredited by the Liaison Committee on Medical Education.

Academic Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 13) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Medicine Policies

Graduate Student Policies

Requirement to Stay Informed

Students are responsible for checking their Tulane issued email accounts daily since announcements from the BMS Program Office, School of Medicine Departments or other entities at Tulane are frequently sent via email. If you have an email other than the one given to you by Tulane, it is a good idea to have your Tulane email automatically forwarded to the email address you use.

Enrollment Requirements

A student admitted to any degree program in BMS must be continuously enrolled in a degree-granting division of the University during the 12-month calendar year and maintain full-time status. A student admitted into any BMS degree program must be in continuous registration in a degree-granting division of the University until the awarding of the degree. Any student who is not registered for course work in a degree-granting division of the University must be registered in Master's Research or Dissertation Research every semester, including the summer, in order to remain in continuous registration. Although these courses are zero-credit-hour courses, registration will maintain full-time status.

Processes

Absences

- **Medical or Psychological Leave:** Medical or psychological leave should be requested in accordance with the Case Management Victim Support Services processes. See https://cmvss.tulane.edu/sites/cmvss.tulane.edu/files/Medical_withdrawal_policy(1).pdf.
- **Vacation:** Ph.D. students are entitled to 2 weeks of vacation (10 days) per year in addition to holidays approved by Tulane University (See Academic Calendar). Foreign students holding a student visa who wish to temporarily leave the United States must obtain permission of their department chairman (if applicable) and submit a written request to the BMS Program Office at least ***30 days prior to their travel*** and/or before making any travel arrangements. Students granted permission then apply for a new I20 or IAP-66 in order to return to the United States. Any foreign student who leaves the United States without the consent of the BMS Program Office will be subject to disciplinary action. Students not returning from leave of absence within the approved date may have their stipends suspended and may be required to re-apply to the Graduate Program in Biomedical Sciences.
- **Other than Vacation:** Master's students should coordinate absences with their individual Program Director. Any Ph.D. student desiring to take a leave of absence from the Program for any reason except medical/psychological for an extended period of time (more than one week) must submit the request in writing to their Dissertation Advisor and to the BMS Office, stating the reason(s) for the requested absence. Approval for such leave will be granted by the Steering Committee. In emergencies, the Co-Director or the Assistant Dean will grant this leave and present the request to the Steering Committee as soon as possible.

This policy applies to all full-time Ph.D. students in the BMS Program.

Change of Name/Address

Students must complete a change of name/address form and submit it to the BMS Program Office when appropriate. Changes of address may also be made by logging into *Gibson Online* (https://gibson.tulane.edu/tulane/jsp/login.html).

Course Audits

Students may audit any course in the Graduate Program in Biomedical Sciences that he/she is otherwise qualified to attend except under the following circumstances:

1. The course has reached capacity with "for grade" students and/or;
2. The course is listed as "permission of the instructor required: and permission has not been granted, and/or;
3. Official course registration is required. Usual advisor signatures, tuition and fees and add/drop dates apply. No transfers from audit to credit will be permitted after add/drop date;
4. There are no class work or attendance requirements;

A student may take a course for credit any following semester after taking the course for audit, if otherwise qualified. This requires a second official registration and payment for the course. Students paying audit tuition and fees are entitled to copies of handouts, assignments and/or other class materials. The conditions for student participation and evaluation of student work will be agreed upon in advance by the student and the instructor. Courses taken for Audit will not appear on final transcript.

Course Changes

Student-Driven: Students wishing to add or drop courses should consult the Schedule of Classes for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties. ALL add/drops must be processed in ***Gibson Online*** unless you have two or more classes which have a time overlap. In this case, you need to fill out an add/drop form (from the BMS website or office) and obtain signatures from both instructors. You must fill out the exact course ID and section number even if there is only one section. Students may add or withdraw from a course with approval of the instructor and the BMS Program Office. Refer to the BMS Calendar for the last days to drop a course with and without record. A student wishing to add a course after general registration should complete the Drop/Add form and have appropriate approval of the course instructor and advisor prior to the start of the course. Registration will not be permitted beyond the first week of a course. Credit will not be given for courses in which the student was not registered.

Department-Driven: Departments often make schedule changes for courses. If a student has registered for a class and a change has been made, that class will automatically be dropped from their schedule. If the student still wants to take that class, it is their responsibility to re-register. Departments are responsible for notifying students (usually via email) if a class has been cancelled or a section change has been made.

Course Registration

Students register using Gibson Online (https://gibson.tulane.edu/tulane/jsp/login.html). Class schedules are found on the University Registrar's website at www.registrar.tulane.edu. (http://www.registrar.tulane.edu/) This site also contains a link to the Schedule of Classes. Registration for Summer and Fall semester courses opens in March and Registration for Spring semester courses opens in November. The schedule is updated twice annually. All students are responsible for their own class schedules. Consultation with assigned academic advisors or thesis mentors is strongly encouraged before enrolling in any BMS classes.

The convenience of registration on the web coupled with the delivery of tuition bills via email greatly reduces the time each student must spend on campus dealing with administrative details. Students, however, must know that by registering they assume full financial responsibility for keeping the University informed of any address changes so that bills and priority registration materials may be delivered promptly.

Students should also be aware of the requirement to confirm attendance at the beginning of each semester. Notices will be emailed to all enrolled students when the confirmation option becomes available on ***Gibson***. In addition, they must consult the academic calendar on the University Registrar's webpage when adding or dropping courses once the term has begun. Failure to heed the dates set forth in the official calendar could result in academic or financial penalty.

Registering for Independent Study:
Students must register for Independent Study (BMSP-7990) and Special Topics (BMSP-7500) in person with the BMS Office at the beginning of the semester. If registration is delayed, students run the risk of not receiving credit in that semester. ***Please submit forms to the BMS office to register.***

Missed Deadlines:
Registration deadlines are in the calendar section of the BMS website. If registration deadlines are missed, you will not be able to use

Gibson to register and must fill out a drop/add form, available in the forms section of the BMS website or in the BMS Office.

Registration Holds:
Students who have an outstanding financial balance with Accounts Receivable and/or are blocked by Student Health concerning their immunization records will need to resolve these issues before registering. The BMS Program Office can help with identifying the nature of registration holds.

Enrollment Verification:
If enrollment verification is needed, contact the National Student Clearinghouse: Tel: 703-742-4200 Fax: 703-742-4239

Email: enrollmentverify@studentclearinghouse.org
Web: www.studentclearinghouse.org (http://www.studentclearinghouse.org/)

Professional/Environment of Learning Program

The Tulane University School of Medicine (SOM) is committed to creating and maintaining a positive environment for its faculty and learners. This environment is based on mutual respect and accountability. The BMS Program is designed to provide an environment that is professional, respectful, inclusive, and intellectually-stimulating. Our program allows for individuals to report concerns. Most important is early intervention to prevent concerning behavior from escalating. Exemplary behavior by individuals who are exceptional role models for professionalism can also be acknowledged within the system.

The School of Medicine has developed a reporting/tracking system for concerns about the environment of learning and workplace. Incidents are reported by a variety of mechanisms, documented in the system, and recorded in a confidential database. Each report will be investigated following the method of the Professionalism Pyramid for Graduated Interventions (first developed at the Vanderbilt School of Medicine. https://medicine.tulane.edu/education/professionalismenvironment-learning-program

Transferring Credits

Students may request transfer of credits any time after the successful completion of one semester as a registered student in the BMS Program. In order to successfully complete a semester, a student must enroll in all core courses in the first semester and every semester thereafter until their formal request for transfer of credits is approved. Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane University must first be submitted in writing to the Steering Committee through the BMS Office, who will review the transfer request and make a recommendation for approval.

In general, up to 12 semester hours of transfer credit may be accepted for a master's degree, and up to 24 semester hours of transfer credit may be accepted toward the Ph.D. degree. To be considered for transfer credit, graduate work done at another institution or in another division of Tulane University must carry a grade of B or better and must have been completed no more than four years from the date of first registration for graduate work if applied towards a master's degree and no more than six years from the date of first registration for graduate work if applied toward a Ph.D. degree. The transfer of credits taken earlier may be approved by the Assistant Dean or Co-Director in unusual cases only.

Updating Grade of Incomplete

At the end of the semester, if the student has earned an "I" (incomplete) in a class, he/she has 30 days after the semester to clear this up. Incomplete grades that are not resolved within 30 days of the end of the semester are changed to Fs. The "I" will remain on the student's transcript, accompanied by the final course grade. Extensions of the 30-day deadline must be requested in writing by the student and must be approved by the instructor and the BMS Assistant Dean or Co- Director.

Withdrawals

Voluntary: A student who has registered for a semester and plans to withdraw from the program must inform the BMS Program Office in writing. After appropriate action has been completed with the Assistant Dean or Co-Director, confirmation of withdrawal will be sent to the student. The official date of the withdrawal from the program must be approved by the Assistant Dean or Co- Director and usually is the date of formal notification. The withdrawal date is important for determining possible refunds. Students who officially have withdrawn from the program must surrender their student identification cards at the time of withdrawal. After the last day to drop courses, a student withdrawing from the program without adequate reason, as determined by the Assistant Dean or Co-Director, will receive WF grades. A W grade will be recorded if withdrawal has been approved for medical reasons.

Medical: Students may experience medical and/or psychological conditions as well as problems around substance misuse that significantly impacts their ability to complete their academic pursuits. During such circumstances, a medical withdrawal and leave of absence from the University provides the student an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery. Students must request a medical withdrawal in accordance with the checklist on the Case Management and Victim Support Services

Website: https://cmvss.tulane.edu/content/medical-withdrawal-leave-return (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/). ***Students must notify the BMS Office of their intent to request a medical withdrawal or leave prior to beginning the process.***

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

1. Work below the standard specified by the college in which the student is enrolled.
2. Violation of the honor system or other misconduct.
3. Possibility of danger to the health of the student or to other students if enrollment is continued.
4. The University reserves the right to forbid any student's continued enrollment without assignment of reason. The Graduate Program in Biomedical Sciences, however, will provide a student with a statement of reason in writing from the department. An appellate procedure has been established in cases involving academic performance or possible infringement of academic freedom. The Graduate Program in Biomedical Sciences also has appellate procedures in cases involving non-reappointment of fellowships or scholarships when the formal terms of the first award have given reasonable expectation of renewal. Such procedures may also apply to cases in which a graduate, teaching, or research assistant, is relieved of a position before the end of the term of the appointment or is not reappointed when the formal terms of the first appointment have given reasonable expectation of reappointment. Copies of these procedures are available in the Program Office.

General Policies

Academic Standards

Quality of Work Requirements: A minimum average quality-point average ratio of 3.0 (B) must be maintained by a student in the Graduate Program in Biomedical Sciences.

If a student receives one B- grade, the student is immediately considered for probation. If a student receives two grades of B-, or one grade less than B- during his/her tenure in the BMS program, the student is placed on probation and considered for dismissal by the Assistant Dean or Co-Director, in consultation with the Steering Committee. The student's advisor will be consulted and will submit information to the Steering Committee on the student's academic progress and research work. The student will be recommended to be removed from probation if they receive no further grades of B- or less in the following semester, as long as the student maintains a grade point average of 3.0 or better in BMS studies.

Grades in BMS are reported as shown below.

Grade	Description
A	4.00
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000
D-	0.667
F	Failure
I	Incomplete
IP	In progress
S	Satisfactory
U	Unsatisfactory
W	Withdraw
WF	Withdraw Fail

I -- Incomplete – This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.

R -- Research – In those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.

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

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

In some departments grades for certain courses are reported as follows: S Satisfactory; U Unsatisfactory.

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

Grade or Academic Complaints: University procedures for grade and other academic complaints are available in the BMS Office.

Student Request for Review of Status: Any degree candidate enrolled and placed in jeopardy by these policies may request a review of status by the Steering Committee. The procedure for a request of a review is to submit to the BMS Steering Committee through the BMS office, a written explanation of extenuating circumstances or other matters pertinent to the request for hearing. The decision of the Steering Committee shall be considered final.

Class Attendance

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

Code of Academic Conduct

The Graduate Program in Biomedical Sciences expects students to conduct their academic endeavors with honesty and integrity. Activities covered by the Code of Academic Conduct include course work, examinations, and research. This Code outlines individual responsibilities as well as procedures to be followed if there is a question concerning a student's academic honesty or integrity. These values are held in common by all departments and enforced by the sanctions of the Assistant Dean and the Co-Director of the program. All students enrolled in BMS are subject to these regulations and should be familiar with this Code of Academic Conduct. A copy of the Code of Academic Conduct is available in the program office. Principles and activities not covered by this Code may fall under the purview of university or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the Assistant Dean of Graduate Studies or the BMS Program Co-Director.

Policy on Intellectual Property

The University policy on intellectual property applies to all graduate students. Any invention or discovery resulting from projects supported in whole or in part by funds, personnel, or facilities provided by or administered by the Board of Administrators of Tulane University is the property of Tulane University. The University has a policy of sharing with the inventor any income derived from such discoveries. For more information on Tulane's policy, see "Intellectual Property Policy and Procedures" in the Tulane Faculty Handbook, a copy of which is available in the Graduate program office.

Student Employment

PhD students are not permitted to be employed off campus during their entire program. Any off- campus employment for remuneration may disqualify a student from receiving financial aid from the Graduate Program in Biomedical Sciences.

Technical Standards

Technical Standards are non-academic requirements essential for meeting the academic requirements of certain graduate programs in the School of Medicine of Tulane University. Within any area of specialization, students must demonstrate competence in those intellectual and physical tasks that together represent the fundamentals of research in their chosen discipline.

The PhD degree programs and some MS degree programs at the Tulane University School of Medicine require a dissertation or thesis based on independent research. Granting of those degrees implies the recipient has demonstrated a base of knowledge in their chosen field of study and possesses the ability to independently apply that knowledge to form hypotheses, design and conduct experiments, interpret experimental results, and communicate these findings to the scientific community. Thus, a candidate for the PhD or some of the MS degrees in the health sciences must possess abilities and skills that allow for observation, intellectual and conceptual reasoning, motor coordination, and communication. The use of a trained intermediary is not acceptable.

The following technical skills are required of the successful student:

- **Observation:** The candidate must be able to acquire knowledge by direct observation of demonstrations, experiments, and experiences within the research and instructional setting.
- **Intellectual/Conceptual Abilities:** The candidate must be able to measure, calculate, analyze, reason, integrate and synthesize information to solve problems.
- **Motor Skills:** The candidate must possess motor skills necessary to perform procedures required for experimentation within the chosen discipline. Those individuals with physical challenges are encouraged to

contact the appropriate administration to determine their educational options within the chosen discipline.

- **Communication:** The candidate must be able to communicate and discuss his or her experimental hypotheses and results to the scientific community.
- **Behavioral and Social Attributes:** The candidate must possess the emotional and mental health required for appropriate utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities inherent in managing a scientific setting, the ability to function under the stress inherent in research, and the ability to understand and comply with ethical standards for the conduct of research.

The Tulane University Code

The University requires of all of its student's behavior compatible with its high standards of scholarship and conduct. The Vice President for Student Affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. A more detailed description can be found at: https://nextcatalog.tulane.edu/university/#academicpoliciestext. (p. 7)

Medical Students

The Office of Admissions and Student Affairs (504.988.5331) is your primary source for answers to academic questions and problems. Dr. Elma LeDoux has been the Associate Dean of Student Affairs since 2020. The Office of Admissions and Student Affairs houses the registrar function and maintains grade records and evaluations. The staff schedules dean's hours, keeps up-to-date on curriculum requirements, processes paperwork for USMLE testing, and serves as a general resource for student issues. The office also administers the application process for Tulane medical students applying to residencies. The Office of Admissions and Student Affairs is responsible for the annual White Coat Ceremony, graduation, and orientation activities for incoming first-year students and for third-year students' transition into the clinical years.

The Office of Admissions and Student Affairs has a website at http://medicine.tulane.edu/student-affairs (http://medicine.tulane.edu/student-affairs/) . You can find pictures of the staff, along with staff email addresses and phone numbers. The areas of responsibility for each staff member are listed. The website also has information related to career planning, pre-clinical and clinical courses, and life as a medical student.

DISCLAIMER : Please note that School of Medicine (SOM) policies for the MD program may change after publication of the Tulane University catalog. For the most current policies, please check the SOM Student Handbook and LCME Policies, available at the following link: https://medicine.tulane.edu/student-affairs (https://medicine.tulane.edu/student-affairs/)

Non-Curricular Academic Policies

School of Medicine Academic Calendars

The T1/T2 preclinical academic calendars are maintained by the T1/T2 course curriculum committee in the Office of Academic Affairs. Detailed calendars are available to students in eMedley.

The T3/T4 clinical academic calendar are posted in eMedley's eCurriculum: https://he.emedley.com/univ/tu/common/adfs/login.php .

Promotion and Graduation Policy

All students are required to complete all courses, electives, and required clinical clerkships with the grade of 70% or better.

Students must pass USMLE Step 1 prior to October 31st of their third year

During Year 3 and Year 4, students are required to complete 22 months of educational activity.

All senior students are recommended to sit for USMLE Step 2CK before December 31 of their senior year to be successful in the Match. Step 2 must be passed in order to graduate.

Before graduation, the Admissions and Student Affairs staff and administration will ensure that all students have met the requirements for graduation. The Student Professionalism and Promotion Committee will recommend to the dean candidates for graduation.

Essential Functions/Technical Standards

Purpose

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME).

Overview

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. Tulane School of Medicine intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all

medical students take and achieve competence in the full curriculum required by the faculty.

The School of Medicine has a societal responsibility to train competent healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and wellbeing are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The essential abilities and characteristics described herein are also referred to as technical standards. They are described below in several broad categories including: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and ethical, legal, attitudinal, behavioral, interpersonal, and emotional attributes.

Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other professional activities. Individuals whose performance is impaired by use of alcohol or other substances are not suitable candidates for admission, retention, promotion or graduation.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following abilities and characteristics are defined as technical standards and are requirements for admission, retention, promotion, and graduation. Candidates and current students who have questions regarding the technical standards are encouraged to contact the dean of Admissions and Student Affairs; candidates and current students who believe they may need to request reasonable accommodation(s) in order to meet the standards are encouraged to contact Tulane's Goldman Center for Student Accessibility or Tulane's ADA/504 Coordinator.

DEFINITIONS

For purposes of this Policy, the following terms and definitions apply:

- "Candidate" means candidates for admission to medical school as well as Tulane University medical students in the MD program who are candidates for retention, promotion or graduation.

POLICY GUIDELINES

General Requirements

OBSERVATION: Candidates must be able to acquire information from demonstrations and participate in experiments of science, including but not limited to such things as dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. Candidates must be able to accurately acquire information from patients and assess findings. These skills require the use of vision, hearing, and touch or the functional equivalent. They must be able to observe a patient accurately both directly and through indirect methods (at a distance and close at hand), to obtain and analyze medical history. Medical students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient. They must be able to perform a full and complete physical examination in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan.

COMMUNICATION: Candidates must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact. Candidates must be able to read and write in standard format, and must be able to interact with computers when necessary in rendering patient care. Candidates must obtain a medical history in a timely fashion, must be able to record information accurately and clearly in a written patient work-up, and orally present the work-up in a focused manner to other healthcare professionals. Candidates must be able to listen carefully and develop rapport with patients and their families, in order to elicit information and perform appropriate examinations; observe patients attentively; perceive changes in mood, activity and posture; and interpret non-verbal communication such as facial expressions, affects, and body language. Candidates must communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

MOTOR FUNCTION: Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers, *e.g.*, elicit information from inspection, palpation, auscultation, percussion, etc. Candidates must be able to respond to clinical situations in a timely manner and execute the movements reasonably required to provide both general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, balance, and equilibrium. Specifically, candidates must be able to manipulate equipment and instruments, perform basic laboratory tests and procedures, and possess the physical capacity to examine patients in order to identify both normal and abnormal clinical findings. Finally, candidates must be able to adhere to universal precaution protocols and meet the safety standards applicable to all required clinical settings, *e.g.*, inpatient, outpatient, emergency department, etc.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES: Candidates must be able to assimilate the detailed and complex information presented in the medical student curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; independent study; simulation; use of computer technology; observation; and through direct patient care. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical settings and health care systems.

ETHICAL, LEGAL, ATTITUDINAL, BEHAVIORAL, INTERPERSONAL, AND EMOTIONAL ATTRIBUTES: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. Because the medical profession is governed by generally accepted ethical principles and by state and federal laws, candidates must have the capacity to learn and understand these values and laws to perform within their guidelines. Students must be of the highest ethical and moral behavior. As such, candidates and current students must meet the legal standards to be licensed to practice medicine in Louisiana as well as the standards of Tulane School of Medicine, even as students may choose to practice in other locations after graduation. Candidates for admission must pass the criminal background check, as required by AAMC. In addition, after matriculation, students who

are enrolled in Tulane's School of Medicine's medical education program must immediately notify the Associate Dean of Students of any arrest, charge, conviction or institutional investigation or action occurring thereafter. Felony conviction or failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal.

In addition to legal requirements, candidates must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to their curriculum and to the diagnosis and care of patients.

Candidates must be able to relate to patients, patients' families, staff, and colleagues with honesty, integrity, dedication, and non-discrimination. Students must be able to develop mature, sensitive, and effective relationships with patients. Students should be self-reflective, must be able to identify personal reactions and responses, recognize multiple points of view, and integrate all of these appropriately into clinical decision-making. Students must be able to communicate and provide treatment to persons whose culture, sexual orientation, or spiritual beliefs are different from their own. Candidates must not let their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

Candidates must behave in a manner that is conscientious, altruistic, with a spirit of cooperation and teamwork. Candidates must be able to contribute to collaborative, constructive learning environments and integrate constructive feedback from others in order to modify behavior. Candidates must have the physical and emotional stamina and resilience to tolerate physically and emotionally taxing workloads and function in a competent and professional manner. Candidates must be able to tolerate and adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

Ability to Meet the School of Medicine's Technical Standards:

The School of Medicine intends for its students and graduates to become competent and compassionate physicians through an undifferentiated medical degree.SOM expects its graduates to be capable of entering residency training (graduate medical education) while meeting all requirements for medical licensure. Criminal background checks may be conducted as part of the process of admission, participation, promotion, and/or graduation.

Should a candidate have or develop a health condition that would cause a direct threat to the health or safety of the patients, the candidate, or others, an evaluation with Tulane School of Medicine and the Goldman Center for Student Accessibility may be necessary.As in initial assessments, a complete and careful reconsideration of the objective requirements to participate in the program, as well as the qualifications of the candidate, with or without accommodation, to meet such requirements will be evaluated.In addition, Tulane will take into account the student's willingness, desire, and ability to complete the medical curriculum and fulfill all requirements for medical licensure, and Tulane recognizes that students with varied types of disabilities are able to successfully practice medicine.Failure to meet these technical standards, with or without reasonable accommodations, requires a student to appear before the School of Medicine's Professionalism and Promotion Committee to determine a plan for the student to regain a successful path within Tulane School of Medicine.

Equal Access to the School of Medicine's Educational Program:

Tulane University School of Medicine has a history of training physicians with disabilities and provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students. Otherwise qualified individuals will not be excluded from admission or participation in the School of Medicine's educational programs and activities based solely on their status as a person with a disability.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete Tulane SOM's undifferentiated undergraduate medical degree program and advance to graduation, residency, training, or licensure, the candidate may be denied admission or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations in order to meet these technical standards, to self-disclose to Goldman Center for Student Accessibility and request accommodations (https://accessibility.tulane.edu/). Candidates must provide documentation of the disability and the specific functional limitations during the registration process with the Goldman Center for Student Accessibility. Candidates who fail to register with the Goldman Center for Student Accessibility or who fail to provide necessary documentation shall not be considered to be claiming or receiving accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance.

While Tulane SOM administration works in consultation with the Goldman Center for Student Accessibility to determine and coordinate approved accommodations, disability documentation remains confidential.

(Approved by SOM Executive Faculty April 2021.)

Exemption of Basic Medical Science Courses

Goals of the undergraduate medical program include integration across all basic science disciplines and developing teamwork skills that are necessary to practice medicine in the evolving healthcare system. While it is recognized that students may enter medical school with advanced training in a basic science discipline, even if obtained at Tulane, they will not be exempted from course work or examinations.

Appeals must be for exceptional circumstances and must be made in writing to the vice dean for academic affairs who will convene a panel to include the senior associate dean for admissions and student affairs and the course director of the course in question. Their decision will be final.

(Adopted 5/20/82)

Clinical Rotation Requirements

During the third and fourth years of medical school, students are required to complete 22 months of educational activity. Clinical clerkships are assigned according to a predetermined order ("the donut"). Students receive detailed information about clinical scheduling and registration generally in mid to late October, a few months before each annual registration period begins. (In rare cases, curricular exceptions/changes for entire classes may be made, for example in the wake of pandemics or natural disasters. Students are required to monitor their Tulane emails daily to learn of critical curriculum updates.)

Required rotations include the following:

Required Core Clerkships (generally T3 year)

Clerkship	Weeks
Internal Medicine	8 Weeks
Family Medicine	6 Weeks
Surgery	8 Weeks
Pediatrics	8 Weeks
Psychiatry	4 Weeks
Neurology	4 Weeks
OB/Gyn	8 Weeks

Required Rotations (generally T4 year)

Rotations	Weeks
Community Medicine	4 Weeks
Radiology	2 Weeks*
Emergency Medicine	2 Weeks*
Acting Internship	4 Weeks*
Electives (may include MD/MPH rotation)	30 Weeks*

*may be completed outside of Tulane University affiliated hospitals

Descriptions and requirements for clinical rotations can be found on eMedley at https://he.emedley.com/univ/tu/common/adfs/login.php .

HIPAA (Health Information Portability and Accountability Act) Training

Patient information must remain confidential. To ensure proper confidentiality, the federal government enacted HIPAA legislation. Each student must complete HIPAA training. This generally occurs during orientation for the third-year clerkships.

Universal Precautions Training

Blood-borne pathogen (BBP) training is mandatory for all medical students and must be updated annually. Training is offered online via Training Wave and is documented by the Office of Environmental Health and Safety. BBP training can be accessed by clicking here (https://tulane.bridgeapp.com/learner/courses/2f128bd3/enroll/) and logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

USMLE Requirements: Step 1 and Step 2

1. A passing score for USMLE step 1 must be recorded by NBME by the end of the October block in the third year. Students not passing Step 1 are required to take a leave of absence until a passing score on Step 1 is achieved. Students must allow 30 days after NBME records a passing score before they should expect to return to clerkships: this allows clerkship departments adequate time to place and credential students.

Please note the following scheduling considerations:

2. All students are required to pass USMLE Step 2CK prior to graduating medical school.

3. Students not passing Step 2CK by April of their fourth year of medical school will be required to take a leave of absence until a passing score is achieved.

4. These two USMLE exams must be passed to graduate from Tulane University School of Medicine. Failure to pass USMLE Step 1 or Step 2 CK will result in a student's being withdrawn from the academic rolls as a medical student.

5. All senior students are recommended to sit for USMLE Step 2 CK before December 31 of their senior year to participate in the Match.

6. A student may accumulate a maximum of 24 months of leave for the purpose of meeting the USMLE requirement. After 24 months, if USMLE Step 1 and Step 2 CK are not passed, students will be dismissed.

7. The Student Professionalism and Promotion Committee and the associate dean for admissions and student affairs may recommend a delay in a student sitting for Step 1 until a study program is satisfactorily completed.

Educational Site Requests

Students are assigned to clinical rotations through the Office of Admissions and Student Affairs. The specific geographic location of the rotation is determined by the department in which the rotation takes place. Assignment is made via a lottery with provision for special circumstances.

Students can appeal their assignments through the individual departments. In the case of no resolution, the matter can be referred to the associate dean for resolution.

Changing the order of rotations for the required third-year rotations is discouraged unless there are extenuating circumstances. Students should monitor their Tulane emails for the process for modifying or delaying their third-year rotations.

Fourth-year students should follow schedule-change request rules and deadlines outlined in eMedley's eCurriculum.

Senior Scheduling Requirements

T4 scheduling strategies depend a great deal on students' specialty choices. All students are expected to take an active role in matching their career objectives to their senior scheduling: this process begins in the T1 year with self-exploration, participation in AAMC's Careers in Medicine software, and attendance at multiple career-focused activities such as brown-bag informational sessions.

Each specialty has identified specialty-specific advisors, with whom students are encouraged to meet regularly, and particularly before the T4 scheduling process begins (initial informational dean's hours are generally held in October of T3 year; T4 scheduling appointments begin in mid-January of T3 year). Watch your Tulane email for information about career advising activities, services, and expectations.

Right to a Healthcare Provider not involved in Evaluation

Students have the right to be provided healthcare by individuals who are not involved in their assessment or instruction as medical students. As such, it is the policy of the School of Medicine that healthcare providers for students are not involved in the assessment of those students.

In the rare exception in which a faculty member is the only content expert in the region, a student *may* choose a faculty provider. In this instance, the faculty member will recuse himself/herself from participation in any academic or promotion evaluation of the involved student.

Grading Policy

The following policy on grading will apply to students entering the first year of the School in Academic Year 1987-88 and thereafter.

Grading Guidelines for Pre-Clinical and Clinical Courses

All pre-clinical courses are graded Pass/Fail or Condition. Condition grades are converted to C/P or F.

Following Hurricane Katrina, preclinical courses were graded on a Pass (P)/Fail (F) basis only. This policy was in effect for the 2005 – 2006 and 2006 – 2007 academic years. This policy was approved by the Executive Faculty in 6/06 and renewed 6/07 with annual review thereafter.

Grades for Clinical Rotations (T3 and T4 Years)

For questions about how a specific rotation is graded), please consult the course director.

In general, all two-week rotations are graded on a pass/fail basis, and four-week rotations (with a few exceptions) are graded according to the following criteria:

Grade	Description
H - Honors	Should be awarded to a student whose performance in all phases of the course surpassed the minimum standards required by the faculty and was clearly superior to that of the average student taking the course. In courses for which an overall final numerical grade is derived, "Honors" might correspond to a grade of 94 (on a scale of 100) or higher.
HP - High Pass	Should be awarded to a student whose performance surpassed the minimum standards required by the faculty and was distinctly above average for students taking the course. In courses for which an overall final numerical grade is derived, "High Pass" might correspond to grades in the range 86 – 93 (ref. Subsection C. above). This grade may also be awarded in the case of a student whose performance was uneven in different phases of the course (e.g., a student who achieved high scores on objective examinations but whose ward or laboratory work was unremarkable).

P - Pass	Should be awarded to a student whose performance in the course met or surpassed the minimum standards required by the faculty. In courses for which an overall final numerical grade is derived, “Pass” generally corresponds to a grade in the range 70 – 85.
C - Condition	In pre-clinical courses, “Condition” should be assigned to a student whose performance was marginal. In pre-clinical courses for which an overall final numerical grade is derived, “Condition” generally corresponds to a grade in the range 65 – 69. It may also be assigned to a student who failed to meet the minimum standards required in one or more sections of a course, despite an overall final passing average (e.g., a student who scored well on written examinations but who did not perform satisfactorily in the laboratory component). Invariably, this grade constitutes an academic deficiency requiring remedial work consisting of at least passing a repeat comprehensive final examination and possibly successful repetition of the course. In clinical clerkships, “Condition” is assigned to students whose performance on the wards or in other clinical aspects of the clerkship was satisfactory but who failed the final comprehensive examination. In such cases, the deficiency must be cleared by passing a repeat examination. NOTE: “Condition” grades are noted on the transcript with a “C.” When the condition is cleared, the “C” is followed by a “P” (“C/P”). A student can only receive a “Condition/Pass” in clearing a deficiency by condition examination. A student must earn a 70 on the condition examination. If a student chooses to repeat the course rather than take the condition exam, the student must pass the course with a 75.
F - Failure	Assigned to the student whose performance did not meet the minimum standards required by the faculty for this course. In pre-clinical courses or in clinical clerkships for which an overall final numerical grade is derived, “Failure” might correspond to grades below 65. In clinical clerkships, “Failure” should be assigned to students whose performance on the ward or in other clinical aspects of the clerkship was unsatisfactory irrespective of their having passed the final comprehensive examination. NOTE: When a student “fails,” the “F” remains on the transcript. The course is listed again when the student passes, and the actual grade earned is recorded. Thus a student can “Honor” a course after failing it the first time. The student must make a minimum of 75 for the course to pass a course that is repeated.

I - Incomplete	Assigned in cases where there is an unavoidable delay, caused by illness or other emergencies, in completion of course requirements. This grade will be assigned at the end of the course(s) when all but a minor portion of the course requirements have been completed. The "I" is a temporary grade and will be replaced on the transcript with the grade earned by the student. The student must satisfactorily complete the course requirements, thus earning at least a passing grade before being eligible for promotion to the succeeding year of study. All incompletes must be completed within six months of receiving the incomplete grade. After six months, incomplete grades are converted to failures. Grades of incomplete will be considered academic deficiencies for the purposes of advancement. Students with incomplete grades in pre-clinical courses must resolve the incompletes before they can advance to the next year. Students in the clinical curriculum who have two or more unresolved academic deficiencies (including any combination of incomplete grades, failures, or condition grades) must stop clinical rotations until all deficiencies are resolved. Students may not graduate with an incomplete on their transcript, even if they have completed all other graduation requirements. All incompletes must be resolved or converted to failures before a student is eligible to graduate. For example, if the student has earned an incomplete in an elective he or she does not need to meet graduation requirements, the incomplete must be converted to an F on the student's transcript if the student opts not to resolve the incomplete.
W - Withdrawn	Assigned for all courses currently being taken in cases where a student must be placed on leave-of-absence for a medical condition, as certified by a physician, or in cases where the student is suffering serious personal difficulties, as judged by the senior associate dean or his appointed delegate, and is thus unable to complete course requirements. Generally, a "W," as opposed to an "I," will be recorded on the transcript in cases where the student is forced to discontinue studies before completing approximately two-thirds of the course requirements. The "W" is also assigned in all courses currently being taken when the student voluntarily and permanently withdraws from the School of Medicine.

The School of Medicine reserves the discretion to determine the time frame distinguishing between the grades of "I" and "W," as described above. This determination will be made by the senior associate dean in consultation with the course director(s).

Reporting of Grades

Grades are to be posted within 6 weeks of course completion. Grades are submitted by departments and are posted on the Banner System, available any time for students to view. Students may also review their academic files directly in the Office of Admissions and Student Affairs. Generally, files can be reviewed any time during business hours (8:30 a.m.– 4:30 p.m.).

Extramural Reporting

No numerical grades for any course will be reported extramurally. The official transcript for each student will show only the letter grade earned, whether pass/fail or H, HP, P, C, F, I or W, depending on the type of rotation.

Preclinical (T1 and T2) Elective Courses

Students are required to complete one pre-clinical elective during the first two years (four semesters) of medical school. This pre-clinical elective does *not* count toward the required minimum number of clinical electives students must complete in their T3/T4 years. This may include research, MPH classes, MBA classes, or other electives listed on the Office of Admissions and Student Affairs website. These are graded P (Pass) or no-credit (no indication on transcript).

The specific grade awarded to each student shall be based on the following criteria:

Distribution	Credits
Pass	Awarded to a student whose performance met or surpassed the minimum standards required by the faculty
No Credit	Assigned to a student whose performance failed to meet the standards required by the faculty

Courses graded on a Pass/Fail basis will be noted as such on the official transcript.

Retention and Student Support

The Student Professionalism and Promotion Committee meets monthly, but no less frequently than quarterly, to review the academic progress of all students who have accrued deficiencies. The committee's role is to support as well as to evaluate students to assure their future success as physicians. Retention is a top priority of the committee and of the administration and faculty of the school.

Struggling students are encouraged to seek help from the course and clerkship directors, the learning specialist, tutors, the Director of Student Support, and the Dean of Students.

Counseling services for students is encouraged and supported. While adhering to fair and consistent policies, the committee shall also consider all extenuating circumstances that may affect a student's performance.

An emphasis solely on academic performance runs contrary to the fundamental conviction of the faculty and administration at Tulane. Grades do not provide the sole criteria to determine the future performance of a physician; nevertheless, the academic standards of the School of Medicine must be maintained. Considering the responsibility to the public, the Student Professionalism and Promotion Committee and the Executive Faculty shall be as flexible and as reasonable as possible under the circumstances regarding academic deficiencies. Reasons for dismissing a student include incurring excessive academic deficiencies as judged by the Student Professionalism and Promotion Committee and detailed in this handbook, failure to remove academic deficiencies, failure of one or more courses in a repeated year, multiple and repeated academic special action, and/or unprofessional conduct.

The faculty of the school of medicine wants every student to be successful and to graduate. It is expected that students having difficulties will take advantage of every resource available to them including going to class, meeting with course directors, meeting with the Office of Medical Education, and meeting with the Deans.

Academic Deficiencies, Resolving Deficiencies and Grounds for Dismissal

A failing, or "Condition (C)," or incomplete grade in any course or clerkship constitutes an academic deficiency and requires review by the Student Professionalism and Promotion Committee which recommends to the Course Director or Clerkship Director how the deficiency is to be resolved, or if the student has more than one deficiency, what the student's promotional status may be. C grades are not permanent and are converted to either Condition/Pass (C/P) or Failing (F) grades. Incomplete grades are also temporary and must be converted within 6 months, or they will be converted to failures. Incomplete grades may be resolved by completing the outstanding work.

Condition grades may be resolved by repetition of the course or by re-examination given on a scheduled date immediately prior to the beginning of the next school year.

Remediation of conditioned grades requires a 70 and/or higher to pass. Remediation of pre-clinical courses that are failed, requires a grade of 75 or higher. For the pre-clinical years (T1 and T2), all academic deficiencies must be removed before a student can be advanced to the next year.

Unless decided otherwise by the Student Professionalism and Promotion Committee, T1 students needing to remediate a T1 course in the summer between T1 and T2 year may continue on to phase II in the spring of T1 year but may not continue in the fall unless the deficiency has been resolved.

For T1s needing to repeat a course(s) the following year (that cannot be resolved in the summer), they should register for and take the T1 Immunology course in the spring of their T1 year. They may sit in on phase II courses but will not sign up or take them for a grade until the T1 course deficiency has been resolved.

In the clinical years (T3 and T4), when a student receives two deficiencies (I, C, or F) grades, the student must stop clinical rotations until all deficiencies are remediated. In the T4 year, students must remediate deficiencies acquired in the required clerkships by October to ensure graduation in May.

Students serving as officers of student organizations are expected to be in good academic standing without any unresolved condition, or failing, or incomplete grades on their transcripts.

If, for any reason, a student must repeat a course or courses or an entire semester due to academic deficiency, appropriate tuition and fees based on the academic year of repetition will be charged.

Academic reasons for requiring a student to repeat a year include the following: incurring more deficiencies than can be cleared in one summer; one or more academic deficiencies accompanied by generally marginal performance; failure to remove an academic deficiency during the summer, or major lapses in professional behavior.

Passing grades in all major required courses of the current phase are necessary for advancement to the succeeding phase.

Rules established by the Student Professionalism and Promotion Committee and the Executive Faculty, combined with existing precedents regarding resolution of deficiencies and dismissal, are consistently enforced. These include the following:

Pre-Clinical Coursework (Phases 1 and 2):

1. A student may only repeat the same course or course equivalent once.

2. When repeating a pre-clinical course following a failure, the student must earn a grade of at least 75 or higher depending on the parameters established by the particular department. Failure to meet these

requirements results in a second failure of that course and the student is dismissed, according to rule #1.

3. Failure in one pre-clinical course and a "C" in a second one in a single year requires repetition of the year.

4. Failure of two individual pre-clinical courses results in dismissal.

5. Any combination of three deficiencies (F or C) in phases 1 or 2 results in dismissal.

6. A student cannot proceed in the clinical curriculum until deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement to the clinical phase.

7. Students having difficulty in pre-clinical courses (as determined by course directors) are required to meet with course directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report

8. A student may be dismissed due to failure to follow the Tulane University Code of Student Conduct or the Code of Professional Excellence of the School of Medicine (see section below)

9. For details regarding the appeal process regarding grades or re-admissions, see section below.

Clinical Clerkships (Phase 3):

1. A student may only repeat a clerkship once.

2. When repeating a clerkship following a failure, the student must meet the parameters established by the particular department. Failure to meet these requirements results in a second failure of that clerkship and the student is dismissed, according to rule #1.

3. Failure of two individual clerkships results in dismissal.

4. Any combination of three deficiencies (F or C) in phases 3 results in dismissal.

5. A student who has 2 deficiencies (I, C, or F) cannot proceed in the clinical curriculum until these deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement.

6. Students having difficulty in clerkships (as determined by clerkship directors) are required to meet with clerkship directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report

7. A student can have a condition grade or fail a clerkship based on professionalism alone regardless of academic performance.

8. For details regarding the appeal process regarding grades or re-admissions, see appeal process.

These changes were recommended by Committee on Student Professionalism and Promotion Affairs. The changes were approved by Executive Faculty August 26, 2014. Further changes were adopted by the Student Professionalism and Promotion Committee in January 2019 and on August 6, 2019.

Appeal Process for Grades and MSPE

General Policy Statement:

Appeal Process for Grades

The student who disputes a grade should go first to the course director. If no resolution can be reached, the appeal goes to the chairman of the department. If no resolution can be reached, the appeal goes to the senior associate dean for student affairs. At the senior associate dean's discretion (or the dean's instruction), there will be a called meeting of the Student Professionalism and Promotion Committee to consider the appeal. Both parties and all pertinent evidence will be heard. The Committee will make a recommendation, either favorable or unfavorable, to the Executive Faculty. Final appeals are made to the Dean who recuses him/herself in the Executive Faculty deliberations. All appeals must be made within 30 days of grade assignment.

Appeal Process for MSPE (Medical Student Performance Evaluation)

All students review their MSPEs prior to distribution on October 1. If a student disputes a comment in the MSPE, the student must first meet with the respective course director to either modify or eliminate the comment. If there is no resolution, the student can then request a change through the Department Chair. If there is still no resolution, the student can appeal to the Committee on Student Performance and Professionalism who make a recommendation to the Executive Faculty. Final appeals are made to the Dean who recuses him/herself in the Executive Faculty deliberations. All appeals must be made within 30 days of Executive Faculty decision.

Appeal Process for Re-admission

A student who has been ***dismissed*** may apply for re-admission by submitting a request for re- admission directly to the senior associate dean for students. If the senior associate dean finds merit in the request, the matter is remanded to the Student Professionalism and Promotion Committee and Admissions Committee. The Committees will entertain the request and all evidence, including oral testimony relative to the request, and make a recommendation (either favorable or unfavorable) to the Executive Faculty, where the final decision is made.

In the case of a student who has voluntarily resigned and seeks ***re-admission***, the appeal is directly to senior associate dean for students. The matter is then taken to the Student Professionalism and Promotion Committee and Admissions Committee in the same fashion as described above.

Masters of Medical Sciences

Students who successfully complete at least two years of medical school, but who do not graduate with the MD degree, may be eligible to earn a Masters of Medical Sciences (MMS) degree: students should consult the Biomedical Sciences program for additional information.

Student Records

Tulane University complies with the provisions of FERPA, the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. Under FERPA, education records are defined as records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. A school official with legitimate educational interests may review a student's education record in order to fulfill the official's professional responsibility without prior written consent.

Definitions
For purposes of this Policy, the following terms and definitions apply:

- School official: any person employed by Tulane in any administrative, supervisory, academic or research, or support staff position (including public safety and health services staff); any person or company with whom Tulane has contracted to provide a service to or on behalf of Tulane (such as an attorney, auditor, or collection agent); any person serving on Tulane's Board of Administrators; or any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks
- Legitimate educational interest: the need to review an education record in order to fulfill an official's professional responsibility.

FERPA: Policy on Access to Student Records
The **Family Educational Rights and Privacy Act** of 1974, 20 U.S.C. §1232G, is a Federal law that protects the privacy of education records for eligible students. FERPA applies to all educational institutions that receive funds under the Department of Education.

The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your education records.

Transfer Student/Credit Policies
Request for transfer are generally **not** entertained without significant extenuating circumstances. Students transferring into either the sophomore or junior class (there is no transfer permitted into the senior class) from other American and Canadian medical schools, which are accredited by the Liaison Committee on Medical education of the American Medical Associate/Association of American Medical Colleges, are generally given full and equal credit of all passing coursework completed for the first year or first two years of curriculum. In the very rare instances where a transfer student is considered, admission is at the prerogative of the Admissions Committee with approval by the Student Professionalism and Promotion Committee.

Absences and Leaves
Student Excused Absence Policy
Students are expected to attend all required pre-clinical sessions and to participate fully in clinical coursework. Part of becoming a professional is to think beyond self and to work for the betterment of the medical profession and patients. However, certain life events including sickness, family emergencies, marriages, etc. may necessitate missing class or patient care activities.

Students in all years should not expect to extend breaks or holidays with Excused Absence requests. For example, travel costs to or from a Thanksgiving destination are not considered legitimate reasons for excused absence requests, and these requests are routinely denied.

The School of Medicine has the following rules concerning absences:

Preclinical (T1 and T2 years):

1. Students are expected to fill out an Excused Absence Request Form to request absences. The form is on TMedWeb on the Institutional Forms page within the Student Guide tab. Excused absences are coordinated through the Office of Admissions and Student Affairs.

2. An excused absence does not obviate the need to make up work missed. Make-up processes are determined by course directors.

3. Students are also expected to notify their laboratory instructors and course directors of excused absences.

4. Any absence not excused will be considered unexcused.

5. Students should submit Excused Absence Request Forms in a timely fashion. Generally this is at least 30 days before a predicted life event, and within 24 hours following an illness or emergency.

6. In general, excused absences should be limited to a maximum of 2 per month.

Clinical (T3 and T4 years):
During clinical years, students have responsibilities to their patients and team. Reliable attendance is one significant component of professionalism. Therefore, attendance expectations are high.

Students are required to attend the following activities:

Students are required to attend the following activities,

- T3 orientation
- Mandatory Clerkship/rotation orientation days
- NBME Subject Examinations (shelf exams)
- Clinical skills exams

In addition, students may have clinical care responsibilities on the following holidays:

- MLK Jr.
- The Saturday and Sunday before and Wednesday after Mardi Gras
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- The Wednesday before and Monday after Thanksgiving break

Students should not expect to extend holidays or breaks with excused absences. These requests are routinely denied.

Interview season (October through January) and ***USMLE Step 2 CK examination dates*** may provide additional attendance challenges for students.

In addition to the special circumstances above for interview season (October through January) and USMLE Step 2 CS and USMLE Step 2 CK examination dates, the following attendance guidelines apply:

Interview season/USMLE exam date clarifications to be approved by Curriculum Committee 8/2/2017

Leave of Absence
Students on LOA are not eligible for federal financial aid.

Students taking a leave of absence for other than medical or emergency reasons should notify the Office of Admissions and Student Affairs by May for those entering the third year, by June for those entering the second year.

Leaves of absence will generally be granted for one year. Students may request one additional year of leave. Requests are to be made directly to the senior associate dean for Admissions and Student Affairs. Leaves of absence will not be granted for additional time after two

years have been granted. Students failing to report following a leave of absence will be dismissed. All reasonable attempts will be made to notify students that an approved leave of absence is nearing expiration.

Students may be placed on leave of absence to complete requirements, including remediation and USMLE requirements. Students are allowed 24 months total LOA to complete all USMLE requirements. Failure to successfully complete USMLE Step 1 and Step 2 CK in the prescribed time will result in dismissal. For more information, see handbook section specifically devoted to USMLE requirements.

Financial Matters

Marissa Lespinasse is our contact person for most Financial Aid matters. Her office is on the 15th floor of the Murphy Building. Additionally, Michael Goodman, Associate VP of University Financial Aid, and his staff can handle medical school financial aid matters. The Tulane University School of Medicine Financial Aid Office is located in the Tidewater Building, 1440 Canal Street, Suite 1213. You may phone Financial Aid at 504.988.6135

Tuition Refunds for Withdrawals

GENERAL POLICY STATEMENT

This policy addresses tuition and fee refunds for students in the MD program who are withdrawing from School of Medicine (SOM) MD courses or rotations. Students in combined degree programs should consult with their combined degree program for other schools' tuition/fee refund policies. In addition, students who are considering a leave of absence must adhere to SOM's policies for leaves of absence (and, for medical leaves of absence, Tulane University's policies for beginning and returning from medical leaves of absence. The Associate Dean of Admissions and Student Affairs can provide students with direction for beginning or returning from a medical leave of absence).

Accounts Receivable Billing Cycles

Tulane SOM tuition is billed according to semester, rather than according to academic phases or modules. In general, the T1/T2 fall semester begins in early August. The T3 fall semester begins in early May. The T4 fall semester begins in early July. The spring semester for all cohorts begins in early January. Use these dates to interpret withdrawal deadlines below.

Tuition refund dates apply only to the semester in progress: a student who withdraws from medical school may be eligible for a full or partial tuition refund for the current semester but is not eligible for a refund for any previous semester.

Tuition Refunds for Withdrawals

Tuition refund deadlines differ by pre-clinical (T1 and T2) and clinical (T3 and T4) curriculum. In general, students are responsible for all fees after the 100% refund deadline for both the pre-clinical and clinical curriculum. No refunds are issued after the 25% refund date.

Off-Cycle and Leave of Absence Billing

T1 and T2 students who are making satisfactory academic progress and who take a leave of absence that does not require them to withdraw from a course that is in progress, or whose academic progress is otherwise "off cycle," will have their tuition charges reviewed on a case-by-case basis during the affected semesters. Students are responsible for all fees during all semesters of enrollment.

In general, tuition in the clinical years (T3 and T4) for students making *satisfactory academic progress* is capped at four semesters (2 semesters in the T3 year and 2 semesters in the T4 year).

T3 and T4 students who begin or end a leave of absence in the middle of a semester will have their tuition charges reviewed on a case-by-case basis during the affected semesters. Students are responsible for all fees during all semesters of enrollment.

Tuition for students who take leaves of absence in the T3 or T4 year is front-loaded: that is, students may be charged a full semester of tuition if their leave begins in the middle of the semester. However, students may not be charged tuition in their final semester if they have already paid four semesters during their clinical years.

Fees are not capped or credited: students will be able to benefit from the resources that fees pay for, even if students have reached their tuition "cap."

Billing for Repeated Coursework

Tuition for *students who need to repeat courses or rotations* because of failure or withdrawals will be assessed tuition on a pro-rated basis for the requirements they must repeat. Students repeating courses or rotations will be assessed full fees during each semester of enrollment.

Other Refunds

Academic and activity fees: There are no refunds for recreation center fees, campus health fees, activity fees, or academic services fees after the 100% refund deadline has passed.

Health Insurance fees: There are no refunds on health insurance purchased through the university, but the policy is portable for the period covered. Students should contact the Tulane Student Health Insurance administrators for more details.

Parking fees: On-campus parking is typically paid on a monthly basis. No refunds are offered for partial month usage. Students should contact the Tulane Parking Office for details about their parking contract.

Deming Housing: Deming housing is billed on a semester basis. Students should refer to the Deming contract and contact Deming Pavilion administrators for more details.

Student Conduct and Behavioral Expectations

Code of Student Conduct (University Policy)

Tulane University maintains a code of conduct applicable to all students. Please click here (https://conduct.tulane.edu/resources/code-student-conduct/) and follow the download link for the full Code of Student Conduct document, which is updated annually.

Medical Student Code of Professional Conduct (SOM)

The Tulane University School of Medicine community believes that a profession gains its credibility by its commitment to society. As a professional group, we recognize our multiple responsibilities to our patients, colleagues, communities, families, and ourselves. Realizing that it is a privilege and an honor to be a medical professional, we hold the following ideals:

The School of Medicine, the Honor Board, and the Student Professionalism and Promotion Committee strive to instill and uphold the values and ideas set forth in this policy.

Definition: Unprofessional behavior is defined as behavior that violates these ideals. These behaviors include, but are not limited to: acting improperly towards patients, supervisors and/or peers; disrespect for faculty, patients, supervisors and/or peers; dishonest, unethical and/or illegal behavior; failure to meet clinical responsibilities; and failure to correct deficiencies in academic performance in a responsible and timely fashion.

Disciplinary Action and Due Process Policy: Unprofessional behavior will not be tolerated. This procedure outlines how unprofessional behavior will be addressed in the School of Medicine.

Initially, perceived breaches of this code should be discussed privately among the parties. If private resolution is not possible, the following steps will occur:

The senior associate dean for Student Affairs may make exceptions to this procedure based on the severity of the unprofessional activity. That is, the senior associate dean has the option to refer matters directly to the Committee on Student Professionalism and Promotion in lieu of proceeding through the above process.

Approved by Student Professionalism and Promotion Committee (formerly "Committee on Student Affairs") (March 2004)

Approved by Executive Faculty (5/5/04)

Work hours

Students are expected to follow work-hour restrictions established by the Accreditation Council for Graduate Medical Education for interns. Generally, students are required to work no more than 80 hours per week. They are also required to have at least one day off in seven days. Work hours are monitored by the departments and reviewed by the curriculum committee on an annual basis.

Dress Code

Any student not conforming to the guidelines will not be allowed to enter the patient's/SP's exam room. Students whose religious or cultural customs may conflict with certain aspects of this dress code should speak with the Office of Admissions and Student Affairs. Patients expect that their doctors will be dressed professionally, so now is the time to adapt to this reasonable expectation. Professional attire inspires confidence among patients and helps to reinforce the doctor-patient bond.

Approved by Student Professionalism and Promotion Committee (formerly "Student Affairs Committee") (2/7/12)

Email

Students receive important information through email listservs; therefore, **students should check email at least once each day**. If you learn that classmates are receiving listserv email but you are not, please contact the Office of Admissions and Student Affairs and give your email address and your graduation year (*i.e.*, Class of 2020, graduating in 2020). You can contact the office by phone (504.988.5331), or email Sherrill Harrell (sharrell@tulane.edu).

Policy on Social Media and Out-of-work Conduct

Tulane SOM's most current policy on social media may be found with other current LCME policies: https://medicine.tulane.edu/lcme/policies

Honor Code

Constitution

ARTICLE V: THE HONOR SYSTEM

Section 1.

There shall be an Honor Board composed of the President and Vice President of the Medical Student Body, the president of each class, four (4) representatives of the Sophomore, Junior, and Senior classes, and two (2) representatives of the Freshman class. Said representatives are to be elected at a general election conducted by each of the respective classes. The Board shall meet as often as necessary, the meeting to be presided over by the Chief Administrator who is elected by the members of the Honor Board.

Section 2.

General Violations

I. It shall be a violation of this Honor Code for a student to cheat.

II. It shall be a violation of this Honor Code for a student to knowingly circumvent any course requirement.

III. It shall be a violation of this Honor Code for a student to steal.

IV. It shall be a violation of this Honor Code for a student to purposely impair another student's educational opportunity.

V. It shall be a violation to act in a manner which is detrimental to the moral and ethical standards of the medical profession.

VI. It shall be a violation for a student to knowingly deceive another student, faculty member, or professional associate with the intent to gain advantage, academic or otherwise, for said student or for any other student.

VII. It shall be a violation for any student to fail to report any infraction of the Honor System to an appropriate representative.

The following actions may be found to constitute violations of the Honor Code.

Section 3.

The Honor Board shall act as a jury to render a decision as to the innocence or guilt of the accused, and in the event of the latter shall make recommendations for a penalty to be acted on by the Dean of the School of Medicine. The Honor Board shall have sole and final authority to judge the innocence or guilt of the accused.

The Honor Board also recognizes Tulane University's "Code of Student Conduct" and may defer authority as set forth in Article IV of the by-laws, section 3.

Sanctions:

A. General: An individual found to have violated this Honor Code shall be subject to such sanctions as may be recommended by the hearing panel and acted on by the Medical School Dean, or the Dean's designee, pursuant to rules laid out in the Bylaws of the Medical Student Body.

B. Mandatory Sanctions: In the event of a finding of any honor code violation, a letter shall be prepared by the Chief Administrator as to the findings of the hearing panel and that letter shall be permanently placed in the student's Medical School file.

C. Course Related Violations: In the event of a finding of an honor code violation regarding any course requirement, the hearing panel shall make any sanctions which the hearing panel deems just and fair which includes, but is not limited to, an entry of a failing, conditional, or passing grade. Consideration may be given to the opinions of the course director and investigators' meetings set forth in Article IV, section 2-h in the determination of appropriate sanctions.

D. Other Sanctions: In addition to the mandatory sanctions set forth in section b and course sanctions set forth in section c, recommended sanctions for any honor code violation may include one or more of the following:

I. Permanent expulsion from the Medical School.

II. Suspension from the Medical School for a specified time.

III. Any other sanction or sanctions which the hearing panel deems just and fair under the circumstances.

Section 4.

The Honor Board shall be responsible for educating the student body on all issues concerning this honor code.

ARTICLE VI: BYLAWS AND AMENDMENTS
Section 1.

Adoption, amendment, or repeal of bylaws may be brought about through a 2/3 vote of the Executive Committee.

Section 2.

Amendment of this Constitution can only be accomplished by the majority vote at a general election held for that purpose.

Section 3.

Amendments must be published two (2) weeks in advance of voting and notices must be posted throughout the School of Medicine.

Section 4.

Bylaws may be suspended by a 2/3 vote of the Executive Committee.

ARTICLE VII: MISCELLANEOUS
Section 1.

All matters of interpretation of this constitution shall be decided by the members of the Honor Board.

Section 2.

Taxes, dues, and fees or revenues may be levied upon the Student Body only by consent of a majority of said body.

Effective: March 1935

Revised: February 1976, March 1977, May 1984, May 1987, May 1988, April 1991, April 1999, July 2014,

ARTICLE IV: PRELIMINARY PROCEDURES OF THE HONOR BOARD
Section 1.

Complaint

a. Only Tulane University medical students, faculty, and staff members may file a complaint.

b. Any person witnessing a questionable violation of the Honor Code should attempt to clarify the matter with the involved party. If after clarification you still suspect an Honor Code violation, then all suspected violations shall be reported directly to the Honor Board.

c. All complaints are to be placed in a sealed envelope marked "Honor Board Complaint" and given to any Honor Board representative or class president.

d. The complaint shall be in writing and shall contain at least the following information:

I. The name of the accused, if known, or a description of the accused, if the name of the accused is not known.

II. The alleged violation.

III. A statement of the alleged facts on which the alleged violation is based, including time, place, and date, if known.

IV. A list of witnesses, if any, and a short description of other evidence, if any, tending to support the allegation.

V. The signature, local address, and telephone number of the complainant.

e. All complaints shall be considered and all complainants must testify at an Honor Board hearing which may be held pursuant to the complaint.

f. No complaint shall be considered if it is filed more than thirty days after the initial discovery of the alleged violation unless there is reasonable justification for such a delay. Days during medical school holidays, vacations, and out-of-town externships and rotations shall not be counted.

Section 2.

Investigation

a. When an Honor Board representative receives a complaint, he or she shall deliver the complaint, unopened, to the Chief Administrator.

b. The Chief Administrator shall appoint two Honor Board representatives to investigate the complaint. When possible, the investigators shall not be in the same graduation class of the involved parties.

c. Either the Chief Administrator or one of the designated investigators must inform the accused of the investigation within five working days of the decision to begin an investigation.

d. The entire investigation of the alleged violation shall be conducted by the two investigators. The investigators shall use reasonable discretion in carrying out a full investigation.

e. The investigators may interview the accused, complainant, witnesses, and any other person relevant to the investigation.

f. Both investigators shall record in writing all interviews held pursuant to the alleged Honor Code violation.

g. Every reasonable attempt shall be made to limit dissemination of information as to the alleged violations by all parties involved, including witnesses, complainants, and the accused.

h. In the case of a course violation, investigators may meet with the faculty member or chairperson of the course to determine their opinion on what sanctions they would deem appropriate should there be a trial and should the accused be found guilty. Such conversations shall not include the name of the accused.

i. If the Chief Administrator is aware of prior investigations or hearings against the accused, then the Chief Administrator may disclose this information to the investigators who in turn may include a brief summary in their investigative report.

Section 3.

Hearing Determination

a. After completion of the investigation, the two investigators shall meet with the Chief Administrator and elect whether to refer the alleged violation(s) to an Honor Board hearing, dismiss the case, or refer the case to the Code of Student Conduct. Those violations which may be deferred to the Code of Student Conduct include, but are not limited to, areas outside of academic activities and may include actions punishable by civil or criminal authorities. (see publication of the Office of the Vice President for Student Affairs, "Code of Student Conduct")

b. The Chief Administrator and the two investigators shall elect to refer the alleged violation(s) to an Honor Board hearing if they believe that there is sufficient evidence such that "it is more likely than not" that the accused has violated this Honor Code.

c. A majority vote of the two investigators and the Chief Administrator shall be necessary to refer the alleged violation(s) to an Honor Board hearing. This vote shall be made by secret ballot.

Section 4.

Notification of the Accused of the Hearing

If it is decided to proceed with a hearing, the Chief Administrator shall so notify the accused in writing at least five working days prior to the hearing date. This notice:

a. Shall state the name of the accused.

b. Shall state the nature of the charges against the accused.

c. Shall state the date, time, and location of the hearing on the alleged violation(s).

d. Shall inform the accused of the right to request appearances of witnesses (including character witnesses) on his or her behalf.

e. Shall inform the accused that the accused may bring an advisor of his/her choice selected from the students of Tulane Medical School to the hearing. Such an advisor at the hearing in no case shall be legal counsel. The advisor may not participate in the proceeding except to advise the accused.

Section 5.

Recusal

a. Any Honor Board representative, whether elected or ad hoc, shall recuse himself or herself from investigating an alleged violation and/or sitting on a hearing panel when the representative feels any personal prejudice(s) may interfere with his or her objectivity. Such recusal shall be requested at the earliest possible point and shall be granted by the Chief Administrator.

b. Any Honor Board representative, hearing panel member, and/or the accused may request that the hearing panel recuse any of its members before proceeding with a hearing. The accused will be supplied with a list of possible hearing panel members prior to the hearing. Such request, setting forth the reason for recusal, shall be made prior to the commencement of the hearing and a majority vote of the other hearing panel members, including the Chief Administrator, shall suffice to recuse a member.

c. In the event of any removal, recusal, or other inability of an Honor Board representative to perform his or her duties with the Honor Board, the Chief Administrator shall select an Honor Board representative as a replacement for the recused.

d. In the event of any removal or recusal of an Honor Board representative from a hearing panel, that Honor Board representative shall not be allowed to attend further hearings on that case unless called as a witness for either accused or complainant.

e. Where the recused representative is the Chief Administrator, his or her duties shall immediately pass to the delegated Assistant Administrator for the duration of that case.

ARTICLE V: HEARING

Section 1.

Timing

The hearing addressing the alleged Honor Code violation(s) shall take place within a reasonable time of the decision to proceed with a hearing, taking into account the time of year, the

availability of Honor Board representatives, and the needs of the accused. In the event the accused refuses to appear before the hearing panel, the trial will proceed in their absence.

Section 2.

Hearing Panel

For each hearing based on an alleged Honor Code violation, there shall be one hearing panel which shall determine whether the accused has violated this Honor Code and, if so, what sanction(s) shall be recommended. In the event the accused has admitted guilt prior to the hearing panel, the hearing panel will still proceed in the same manner in order for panel members to hear full disclosure of information prior to deciding upon sanctions. The panel shall consist of a minimum of six

members representing each class (T1-T4) of the medical school. The chief administrator is not to be counted in this number.

a. The Chief Administrator shall preside over the hearing, but shall not vote as to whether a violation has occurred or as to recommend sanction(s).

b. No Honor Board member shall sit on a hearing panel when he or she has investigated the alleged violation.

c. Should there be an insufficient number of Honor Board representatives to sit on a hearing panel due to recusal, illness, or any other reason, the Vice-President, Secretary, or Treasurer, in that order, shall be appointed by the Chief Administrator, as a temporary replacement from the same class as the absent representative.

Section 3.

Hearing Procedure

a. General.

I. The Chief Administrator shall preside over the hearing and shall be present during the deliberations.

II. No person shall be present in the hearing room unless he or she has been called by the hearing panel.

III. The accused may address the hearing panel and may question witnesses.

IV. The advisor of the accused shall not address the hearing panel and shall not question witnesses.

V. The accused and the accused's representative or advisor shall be given the opportunity to be present at the hearing except during the deliberations of the hearing panel.

VI. Hearing panel members may recall investigators, complainants, the accused, and/or witnesses, but the accused must always be present when testimony is given.

VII. The Chief Administrator may prohibit any question if the question compromises the rights of the accused and/or does not significantly contribute to determining whether the accused has violated this Honor Code.

VIII. The hearing shall be recorded by audio means. These recordings shall be used for the sole purpose of recalling information during the hearing procedure by the hearing panel. All recordings shall be destroyed after deliberations have been made.

b. Testimony.

The order of those testifying before the hearing panel shall be the following:

I. The Investigators

a. Each investigator shall report his or her findings to the hearing panel.

b. Each investigator shall surrender any tangible evidence to the hearing panel.

c. After each investigator has testified, the hearing panel shall question the investigator. The accused may then question the investigator. The hearing panel may then question the investigator again.

II. The Complainant.

a. The complainant shall make a statement to the hearing panel.

b. The hearing panel shall then question the complainant.

c. The accused may question the complainant.

d. The hearing panel may question the complainant again.

III. The Accused.

a. The accused may make a statement to the hearing panel.

b. The hearing panel shall question the accused.

c. The complainant may question the accused.

d. The hearing panel may question the complainant again.

IV. The Witnesses.

The ordering of the witnesses shall be at the discretion of the Chief Administrator.

a. The witness shall make a brief statement to the hearing panel relevant to the facts of the event in question.

b. The hearing panel may question the witness.

c. The complainant may question the witness.

d. The accused may question the witness.

e. The hearing panel may question the witness again.

V. Closing Statement

The complainant and then the accused may make a brief closing statement to the hearing panel.

Section 4.

Deliberation

a. The hearing panel shall, after reasonable discussion in closed session, vote as to whether the accused has violated this Honor Code.

I. The hearing panel shall find that the accused has violated this Honor Code if they believe that there is "clear and convincing evidence" that the accused has violated this Honor Code.

II. A vote of violation by at least two-thirds of the hearing panel members shall be required to find that the accused has violated this Honor Code. The decision as to whether the accused has violated this Honor Code shall be made by secret ballot.

b. If the hearing panel finds that the accused has violated this Honor Code, then the accused may make a statement to the

hearing panel relating to which sanction(s) the hearing panel should recommend to the Dean.

c. The hearing panel shall then, in closed session, after reasonable discussion, vote as to sanctions pursuant to Article V, sections 3 c and d of the Constitution. The hearing panel shall not vote as to sanctions pursuant to Article V, section b of the Constitution.

d. A vote of at least two-thirds of the hearing panel members shall be required to recommend other sanctions.

e. Deliberations of the hearing panel shall not be recorded.

f. With the exception of the recommendation of the accused, pursuant to section 4(b), no outside person may communicate with any hearing panel member regarding the hearing or deliberations during any part of deliberations, including, but not limited to recesses and/or the period of time between voting as to whether the accused has violated this Honor Code and voting as to sanctions.

Section 5.

Submission of findings to the Dean

a. If there is a finding that the accused has violated this Honor Code, the Chief Administrator shall appoint a hearing panel member to prepare a written statement of the findings and recommended sanctions. This statement, along with the recordings of the proceedings and all physical evidence, shall be submitted to the Medical School Dean, or the Dean's designee, within one day after the hearing's conclusion. The accused shall also be provided with a copy of the panel's statement within one day after the hearing's conclusion.

b. The Dean, or the Dean's designee, shall defer to the findings of the hearing panel and shall act on the recommended sanction(s) within a reasonable period, unless the accused has filed an appeal.

Section 6.

Appeal

a. The accused may appeal the finding that the accused has violated this Honor Code and/or the recommended sanction(s) to the Medical School Dean or the Dean's designee, within seven days after the hearing's conclusion. The Dean or the Dean's designee shall determine the method of hearing an appeal. On any appeal to the Dean, the Dean must meet with both the accused and the Chief Administrator or a member of the Honor Board designated by the Chief Administrator.

b. The Dean, or the Dean's designee, shall give great weight to the findings and recommendations of the hearing panel and shall not reverse a finding that the accused had violated this Honor Code absent the Dean's, or the Dean's designee, belief that such a finding was the result of bias or lack of due process. The Dean, or the Dean's designee, may only reduce the recommended sanction(s). Sanctions may be reduced in the best interest of justice or upon a finding that they were arbitrarily or capriciously imposed.

c. The Dean, or the Dean's designee, shall notify, in writing, the Chief Administrator of this determination within seven days of hearing an appeal. The Chief Administrator will then be given the opportunity to respond to the Dean's decision. Once the Dean has heard the response of the Chief Administrator, the Dean, or the Dean's designee will notify, in writing, the accused and the Chief Administrator of this determination.

d. If the Dean, or the Dean's designee, does alter any recommended sanction(s), the Honor Board may appeal, if it so chooses, to the Chancellor of the Medical Center.

e. When the accused is a graduating fourth-year student, the timetable for appeal shall be expedited.

ARTICLE VI: REVIEW OF FACULTY OR ADMINISTRATOR ACTION

Section 1.

Standard

If a faculty member reduces a student's grade or an administrator assesses any penalty against a student for any alleged conduct, which if true, would have violated this Honor Code, the student shall have the right to request that the Honor Board determine whether the alleged conduct occurred and whether it violated this Honor Code. A student is not entitled to this review if the grade was based on conduct or performance which, if true, would not have violated this Honor Code.

Section 2.

Review by the Honor Board

a. Investigation.

An investigation will proceed in the same manner set forth in Article IV, Section 2 of the By- laws to the Constitution.

b. Hearing.

I. An Honor Board hearing shall, pursuant to Article V, sections 3 & 4, determine whether the alleged conduct occurred and, if the alleged conduct did occur, whether the conduct violated this Honor Code.

II. If the hearing panel finds that the conduct violated this Honor Code, the hearing panel shall, pursuant to Article V, section 4, recommend the appropriate sanction(s) (which may be greater than the reduced grade by the faculty member or the penalty assessed by the Administrator) to the Dean or the Dean's designee.

Section 3.

Review by the Dean

a. If the hearing panel finds that the alleged conduct by the student occurred, and that the conduct violated this Honor Code, this determination and the recommended sanction shall be subject to the student's right of appeal to the Dean, or the Dean's Designee, as set forth in Article V, section 6.

b. If the hearing panel finds that the alleged conduct did not occur or, if it did occur, that it did not violate this Honor Code, the Honor Board shall so inform the faculty member or administrator

involved. The faculty member or administrator shall have five days to increase the grade or reduce the penalty. If the faculty member or administrator refuses to increase the grade or refuses to reduce the penalty, or if the increase or reduction is not satisfactory to the student, the Dean, or the Dean's designee, shall decide the appropriate grade to be given or penalty to be assessed.

c. All issues of grade changes not related to an Honor Board violation shall be referred to the Student Professionalism and Promotion Committee.

ARTICLE VII: HONOR BOARD FILE

The Chief Administrator shall maintain a file which shall include a record of all complaints, findings, recommendations, appeals, and final determinations. This file shall be in the Student Executive Committee office and shall not include names of the accused, the complainant, or other witnesses. All members of the Medical School shall be permitted to review files with the Chief Administrator provided they have a legitimate reason to do so.

ARTICLE VIII: SELECTION OF HONOR BOARD REPRESENTATIVES

Section 1.

Composition

The Honor Board shall be composed of twenty (20) members. These members shall include the President and the Vice-President of the Medical Student Body, the President of each class, four (4) representatives of the Second, Third, and Fourth year classes, and two (2) representatives of the First year class.

Section 2.

Chief Administrator

The Chief Administrator shall be an Honor Board representative with at least one (1) year's experience on the Honor Board. He or she shall be elected by the Honor Board members within a reasonably short period after the second, third, and fourth year representatives take office.

Section 3.

Assistant Administrator

Upon election, the Chief Administrator shall designate another member of the Honor Board with at least one (1) year's experience to preside over Honor Board activities during any period(s) that the Chief Administrator should be unable to perform his/her duties. If the Assistant Administrator is subsequently unable to perform his/her duties, then the Chief Administrator shall appoint a new Assistant Administrator to act in his/her place.

Section 4.

Duration of term

a. The term of the first year representatives shall begin immediately upon posting of the Fall semester election results and shall end immediately upon the posting of the Spring semester election results of the following year.

b. The term of the second year representative shall begin immediately upon the posting of the Spring election results and shall end immediately upon posting of the third year election results. It is a one-year term.

c. The term of the third year representative shall begin immediately upon posting of the Spring semester election results and shall end upon graduation. It is a two-year term.

d. In the event that a representative does not continue with the class that he/she represents, for any reason, his/her term will be ended and a replacement shall be elected from the class by simple majority of those voting.

ARTICLE IX: FACULTY-HONOR BOARD LIAISON

The Faculty-Honor Board liaison shall be a member of the Executive Faculty appointed by the dean. His/her function shall be to facilitate communication and education between the Honor Board and the faculty.

ARTICLE X: REMOVAL OF HONOR BOARD REPRESENTATIVES

Section 1.

Removal Due to an Honor Code Violation

Any Honor Board representative found to have violated this Honor Code shall be immediately removed from his or her position with the Honor Board, upon written notice made by the Chief Administrator. Such removal shall be in addition to, and independent from, any sanction(s) recommended by the hearing panel.

Section 2.

Removal by the Student Body for Reasons Other than an Honor Code Violation

a. Any member of the student body may circulate a petition among members of his or her class to remove an Honor Board representative who represents his or her class. Such removal may be for any reason. The petition must include the signatures of one-fourth of the members of the respective class. Upon delivery of such a petition to the Chief Administrator, a vote shall be scheduled with the assistance of the S.E.C. (Article II, section 7). Such a vote shall be scheduled as soon as is reasonably possible.

b. A two-thirds vote of those students voting shall be required to remove the Honor Board representative.

c. Should the vote result in removal, the representative shall be informed, in writing, by the Chief Administrator. A replacement shall be elected within seven days, in accordance with applicable S.E.C. rules. Days during Medical School holidays and vacations shall not be counted.

Revised: May 1952, May 1970, March 1986, May 1990, April 1999, April 1965, May 1976, May 1987, April 1991, April 1966, March 1977, May 1988, November 1992, May 1969, May 1982, April 1989, June 1993

Alcohol and Other Drugs Policy (University Policy)

Tulane University is concerned about the abuse of alcohol, illegal drugs, and controlled substances on campuses and in the workplace. In addition to having an alcohol and drug policy (found here (https://campushealth.tulane.edu/policies/tulane-alcohol-policy/)), the medical

center complies with the Drug Free School Act of 1989. That act mandates that university officials turn over to local police authorities for arrest and prosecution any person who illegally uses drugs.

Tulane University circulates its drug and alcohol policy annually to students and employees. A drug education and counseling program for medical center students is provided on a confidential basis through the Phoenix Society (http://tmedweb.tulane.edu/clubs/phoenix/).

Narcotics, Marijuana, and Other Controlled Substances

The use of certain drugs for "recreational" purposes is illegal and can have devastating consequences for you professionally. The Medical Practice Act of the State of Louisiana (Louisiana Revised Statutes 37:1261 through 37:1291) clearly states the following:

> "Conviction of a crime or entry of a plea of guilty or *nolo contender* to a criminal charge . . . habitual or recurring use of morphine, opium, cocaine, or other drugs having a similar effect . . . constitutes . . . causes for non-issuance, suspension, revocation, or the imposition of restrictions on any license . . . to practice medicine or surgery."

All other states of the Union have laws that are substantively the same as those in effect in Louisiana.

It should go without saying that it is totally unacceptable for medical students, physicians, nurses, and other medical personnel to attend to patient care or other professional duties while under the influence of alcohol or any of the drugs mentioned above.

Possession of Weapons

Carrying a rifle or handgun on Tulane University property is not allowed. Any student in possession of a rifle or handgun is subject to severe disciplinary action that may include expulsion.

It is expected that medical students will conduct themselves within the boundaries of the law and in accordance with the standards expected of members of the medical profession.

Degree Requirements

General Graduate School Requirements

A full description of Master's (p. 21) and PhD Degree (p. 24) requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Biomedical Sciences Graduate Program - Master of Science (MS)

One Year Programs (Applications open October 1st)

The one-year M.S. programs are designed to enrich and improve academic credentials of graduates and strengthen their academic foundation for further intellectual development, including entrance into medical, dental, or other health profession-related programs. These programs are offered in the Departments of Anatomy (http://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs/), Biochemistry & Molecular Biology (http://medicine.tulane.edu/departments/biochemistry-molecular-biology/academic-programs/masters-1-year/), Medical Genetics and Genomics (https://medicine.tulane.edu/centers-institutes/hayward-genetics-center/masters-medical-genetics-genomics/), Microbiology & Immunology (http://medicine.tulane.edu/departments/microbiology-immunology/academic-programs/masters/), Pathology (http://medicine.tulane.edu/departments/pathology-laboratory-medicine/academic-programs/masters-programs/), Pharmacology (http://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program/)and Physiology (http://medicine.tulane.edu/departments/physiology/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.

Biomedical Sciences Graduate Program - Doctor of Philosophy

Tulane's Ph.D. Program in Biomedical Sciences takes an interdisciplinary approach to graduate education and research. There are many ways to shape your Tulane experience to fit your needs and career goals, and our program has an array of options to accelerate, customize, and enrich your education and, ultimately, your career. The program is dynamic, giving you an array of controls that allows you to heavily customize your experience here to suit you.

All PhD students receive a full tuition waiver and a stipend of approximately $30,000 per year for the entire duration of the program, usually between four and seven years.

Students undertaking work for the degree of Doctor of Philosophy should understand that this degree is awarded not for an accumulation of course credits only, but for superior attainment and accomplishment in research. Ordinarily the student is expected to finish the course requirements, 48 hours of credits at a minimum, in two full years of

graduate study and complete the dissertation by the fourth year. The student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. A minimum of one year of full-time study in residence at Tulane University is required.

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester but must choose a Dissertation Advisor by the end of the third semester. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Departmental Track in Anatomy, Biochemistry, Medical Genetics and Genomics, Microbiology and Immunology, Pathology, Pharmacology or Physiology). An area of research emphasis may add further course requirements beyond those required for the Biomedical Sciences PhD degree without specialization.

Doctor of Medicine

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The pre-clinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

Students begin learning clinical skills early in Year 1. Specialty-based clinical training begins in May of Year 2 and continues throughout most of Year 3. The final phase of the curriculum is designed to help students choose and prepare for their residency choice while enhancing skills in emergency medicine, radiology and cultural competence. The curriculum provides enough flexibility for early and numerous opportunities in community service and service-learning, dedicated time for students interested in dual degrees (MPH, MBA), or mentored research.

Academic Departments

- Biomedical Sciences Graduate Programs (p. 59)
- Combined Degrees (p. 78)
- MD Degree Program (p. 87)
- Tulane Center for Aging (https://catalog.tulane.edu/medicine/tulane-center-for-aging/)

Office of Graduate Medical Education

Street Address

131 South Robertson Street, Suite 1520
New Orleans, LA 70112

Phone: 504-988-5464
TulaneGME@tulane.edu

Mailing Address

1430 Tulane Ave, #8025
New Orleans, LA 70112

https://medicine.tulane.edu/education/graduate-medical-education (https://medicine.tulane.edu/education/graduate-medical-education/)

We are extremely proud of the training opportunities offered by this health sciences center. Collectively, we have thirty-nine residency and fellowship programs. The goal of the GME office, in conjunction with our eighteen affiliated training institutions, is to provide an excellent basis for postgraduate education by offering comprehensive clinical and research programs, didactics and supervision in the care of our patients. While in residency and fellowship training at Tulane, skills are developed which equip our graduates for a lifetime of learning, professional advancement, and quality patient outcomes.

Our physicians-in-training are encouraged to develop their knowledge, skills and judgment to the maximum potential while at the same time meeting and exceeding the goals and objectives of their respective programs. Tulane residents and fellows are exposed to a rich academic environment which is designed to foster careers as contemporary clinical investigators, teachers, and practitioners of the medical arts and sciences.

Mission

The Office of Graduate Medical Education is responsible for ensuring that all residents and fellows at Tulane University School of Medicine are provided an accredited educational experience of the highest quality.

Tulane Center for Aging

Street Address

Tulane Center for Aging
1430 Tulane Ave, 8513
New Orleans, LA 70112

Email: aging-studies@tulane.edu
Phone: 504-988-3369

Mailing Address

Tulane Center for Aging
333 South Liberty Street
SOM 7010
New Orleans, LA 70112

https://medicine.tulane.edu/centers-institutes/tulane-center-aging (https://medicine.tulane.edu/centers-institutes/tulane-center-aging/)

An Aging Population

The demographic reality today and in the foreseeable future is a graying population, both in terms of an increase in life expectancy and in the number of people over the age of 65. The retirement of the baby boomers, 77 million strong, will place a strain on Social Security and Medicare in the next decades. Only a compression of morbidity, coupled to changes in health systems management and healthcare

delivery, can relieve this pressure. This will require significant research effort, in biological sciences, clinical medicine, behavioral and social sciences, as well as demography, economics, and policy planning. The research will engage basic, clinical, and translational scientists in multidisciplinary teams. The issues surrounding the expansion of the elder population transcend medicine and public health. The design and implementation of elder-friendly communities is emerging rapidly with abundant economic impact on this state and country. Furthermore, the increase in elder health that is an essential social and economic imperative will require planning for second and even third careers. The concept of 'active retirement' is taking on new meaning under current economic conditions. This in turn engages universities in forms of continuing education that have yet to be thoroughly explored, and it also has important implications for the model of the workplace.

Mission

The Tulane Center for Aging is dedicated to the enhancement of the quality of life of an aging population through research, education, and innovative approaches to healthcare and community planning and design.

Vision

The Tulane Center for Aging will foster and support the development of research programs across a broad spectrum of disciplines that will provide solutions to the problems associated with aging at the level of the individual, the community, and the population. Special emphasis will be placed on multidisciplinary efforts that harness the extensive resources available at the Uptown and Downtown Campuses and at the Tulane National Primate Research Center. In the process, these efforts will strengthen individual programs, departments, and disciplines throughout Tulane University. They will also contribute to the development of new initiatives. Virtually any area of endeavor at the University becomes a focus for the Center when the dimension of aging is applied. The Tulane Center for Aging will from the outset play a leading role in the strengthening of geriatrics and gerontology training at the University. This will be achieved by coordinating research, training/education, and service efforts. Our long term goal is to create a policy planning think tank that will serve the state and the region.

Program

- Aging Studies, PhD (p. 76)

Combined Degrees

MD/MBA

Future leaders in medicine must excel as clinicians as well as managers in the complex and rapidly evolving environment that now dominates health care. A growing number of medical students are complementing their medical education with MBA degrees. MD/MBA holders can operate their clinics more effectively, run a healthcare organization, manage a research project, or advocate for their patients and work to fix the healthcare system.

The School of Medicine is partnering with the internationally recognized A. B. Freeman School of Business to offer medical students two options for completing a joint MD/MBA program. These opportunities allow students to complete both degrees more rapidly than when done separately.

MBA Overview

In the MBA program, students take 54 credit hours at the Freeman School. Classes teach business fundamentals including leadership, management, operations, accounting, statistics, and analytics. In modules on the Practice of Management, students get hands-on business experience. Elective courses further their education in areas of finance, strategic management and leadership, marketing, analytics, and entrepreneurship. Students develop the ability to analyze opportunities for and likelihood of success of organizations operating in various environments.

MD/MPH

Tulane's MD/MPH combined degree program is open to students who have been accepted to Tulane's School of Medicine and who wish to pursue both an MD from Tulane and an MPH from Tulane's School of Public Health and Tropical Medicine (SPHTM).

The MD/MPH program is a global, integrated program in an excellent learning environment which:

- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills; and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

Program Information

Tulane's MD/MPH combined degree program offers Tulane School of Medicine students a unique opportunity to build on their patient-based medical education with a population-based public health degree. The combined degree program is designed to be completed in four or five years, integrating the requirements for the School of Medicine with those from the School of Public Health and Tropical Medicine. Browse the links below to learn more general information about the program.

MD/MS in Bioethics

Recognizing local needs and national trends, an interdisciplinary faculty from the Program in Medical Ethics and Human Values in Tulane University's School of Medicine has created a new major degree within a currently existing program. The Master of Science in Bioethics and Medical Humanities will be a special track within the Biomedical Sciences (BMS) Graduate Program at Tulane School of Medicine. It will include an option for a dual degree (MD/MS) similar to the other combined degrees shown on this page.

This is a two-year, 33 credit hour post-baccalaureate program leading to a Master of Science in Bioethics and Medical Humanities. This program is designed to improve the credentials of learners who are:

1. Dual-degree students in Medicine;
2. Interested in applying for admission to medical, dental, and other health-related professional schools;
3. Mid-Career Professionals who wish to enhance their scholarly and clinical background in these areas for future service or scholarship.

MD/PhD

Tulane brings together some of the nation's most talented young people with nationally- and internationally-recognized teachers and researchers: all in the context of a vibrant city replete with opportunities both in and out of the lab and classroom. Whatever studies you pursue, your learning will intersect with the city's unique mix of influences- ethnic, musical, architectural, geographical, commercial, political, environmental, and social. Beyond the classroom and lab, Tulane also provides you with multiple opportunities for career development and possible career exploration, both in and outside of academia. As a Tulane graduate student, you will find unmatched opportunities: opportunities to pursue ideas and work that matters to others, and opportunities to grow and mature.

There are two tracks to receiving a combined MD/PHD degree, also known as the Physician Scientist Program (PSP). Both tracks start with Medical School for 2 years, followed by 3-4 years in the BMS Phd program before returning to Medical School for the last 2 years.

PSP-A students apply through the Medical School AMCAS application process for both degrees. Applicants cannot apply to the PSP-A program and Medical School. They must choose one.

- 2 students are accepted each year. Must have exceptional academic credentials and prior research experience.
- Accepted students receive a fellowship covering both medical and graduate school tuition costs.
- A stipend is paid for the duration of study in both the Graduate School and Medical School.
- Accepted students must begin research lab rotations the summer prior to entry into medical school.
- Accepted students must complete both the PhD and MD degree.

Track B or PSP-B students must have applied for and been accepted into Tulane Medical School. PSP-B track students apply for the PhD program through the Biomedical Sciences application system any time after beginning medical school studies but no later than the beginning of their third year of medical school.

- A stipend is paid for the duration of the program after acceptance.
- PSP-B students receive tuition remittance only for the PhD portion of their studies, not Medical School.

Biomedical Sciences Graduate Programs

Programs

Graduate Degree Programs

- Anatomic Pathology, MS (p. 59)
- Anatomy Research, MS (p. 60)
- Anatomy, MS (p. 60)
- Biochemistry and Applied Bioinformatics, MS (p. 61)
- Biochemistry, MS (p. 62)
- Bioethics and Medical Humanities, MS (p. 62)
- Biomedical Informatics, MS (p. 63)
- Biomedical Sciences, PhD (p. 64)
- Biomedical Sciences, PhD with Pharmacology Concentration (p. 65)
- Clinical Anatomy, MS (p. 66)
- Clinical Research Methods, MS (p. 67)
- Clinical Research, MS (p. 67)
- Medical Genetics and Genomics, MS (p. 68)
- Microbiology and Immunology, MS (p. 68)
- Molecular and Cellular Pathobiology, MS (p. 70)
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- Pharmacology, MS (p. 71)
- Physiology, MS (p. 72)

Graduate Certificates

- Clinical and Translational Research Certificate (Graduate) (p. 73)
- Clinical Ethics Graduate Certificate (p. 73)
- Medical Humanities Graduate Certificate (p. 74)
- Research Ethics Graduate Certificate (p. 74)
- Sports Medicine Certificate (Graduate) (p. 75)

Anatomic Pathology, MS

Pathologists' Assistant Program

The Pathologists' Assistant Program at Tulane University School of Medicine is a two-year, full-time professional allied health program that currently accepts 10 students per year. Upon successful completion of the required curriculum, students will graduate with a Master of Science degree in Anatomic Pathology. The issuing of the Master of Science degree in Anatomic Pathology from Tulane University School of Medicine is not contingent upon students passing any type of external certification or licensure examination, including but not limited to the American Society for Clinical Pathology Board of Certification Examination for Pathologists' Assistants.

The curriculum includes a required component and an optional component. The required curriculum provides the education essential for students to become practicing Pathologists' Assistants upon graduation. The optional component of the curriculum allows students to pursue personal interests that align with individual career goals. The Pathologists' Assistant Scope of Practice is vast and will likely continue to expand with the ever-evolving healthcare system. To ensure that students are prepared to adapt to this environment, students may choose to gain additional knowledge or skills that align with individual career goals. While the optional component of the curriculum is available to students, no student is required to enroll in any electives.

Requirements

The required curriculum includes 83 credit hours over the course of two years, which includes both didactic and clinical components. The first year of the program consists of didactic courses in basic sciences and surgical pathology, with surgical pathology and autopsy pathology rotations during the summer. The second year of the program consists entirely of clinical rotations.

Year 1:

- Spring Semester (January – May)
  - Gross Anatomy (4 credits)
  - Human Histology (4 credits)
  - Embryology (4 credits)
  - Physiology (3 credits)
  - Surgical Pathology Techniques (4 credits)
- Summer (May – August)
  - Autopsy Pathology (3 credits)
  - Autopsy Pathology Practicum (1 credit)
  - Advanced Surgical Pathology Techniques I (4 credits)
  - Advanced Surgical Pathology Techniques I Lab (2 credits)
  - Surgical Pathology Practicum (1 credit)
  - Mechanisms of Disease I – General Pathology (5 credits)
- Fall (August – December)
  - Mechanisms of Disease II – Systemic Pathology (5 credits)
  - Advanced Surgical Pathology Techniques II (4 credits)
  - Advanced Surgical Pathology Techniques II Lab (2 credits)
  - Pathologists' Assistant Seminar (1 credit)

Year 2:

- Clinical rotations at various sites including surgical pathology, autopsy pathology, forensic pathology, clinical pathology, hematopathology, cytopathology, pediatric pathology, and digital pathology. Students have the option to participate in cancer research, and an optional teaching practicum.

The required curriculum is comprised of the above courses. Students have the option to take additional lecture-based or research-based electives, independent studies, and a teaching practicum.

Anatomy Research, MS

The MS Anatomy Research degree provides a program of research training for those who wish to become biomedical and medical education researchers.

This is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education. In the first year, students in the program take anatomy and histology courses along with other graduate courses. All courses in the program are taught within the School of Medicine by full time faculty. In the second year, students carry out mentored research in the Department of Structural and Cellular Biology.

Who is this program meant for?
This is a two-year program of taught classes and laboratory research that leads to the MS Anatomy Research degree. It is designed for bachelor degree graduates and physicians who intend to follow a research career in the biomedical sciences. With a MS Anatomy Research degree, graduates can apply for laboratory research positions or to PhD programs in biomedical sciences.

Program calendar

The MS in Anatomy Research curriculum is designed for completion within two years. Classes start in August and end in May each year.

Requirements

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy	11
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology	3
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	3
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Students must take 43 credit hours of course work over 4 semesters and complete the requirements for the degree.

Anatomy, MS

The MS Anatomy degree is structured for those who wish to enhance their eligibility for entry to professional schools. This is a 1-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a Master of Science degree in Anatomy. It is designed specifically for candidates who plan to attend medical school, or dental school, or

enroll in other professional or advanced degree programs; it serves to improve credentials to compete for admission to a medical or dental school.

The degree program offers a carefully designed curriculum that includes taking classes with medical students, participating in a learning experience that closely models the medical school environment (small group teaching and learning, problem-based learning, team-based learning, simulation, virtual microscopy, dissection-based anatomy). A small class size is maintained for students to maximize the small-group teaching environment. Students in the MS program take anatomy and histology courses alongside first year medical students at Tulane Medical School. All other graduate courses are taught within the School of Medicine by full time Medical School faculty.

Requirements

Students must take 32 credit hours of course work during the fall and spring semesters and complete the requirements for the degree.

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology	3
ANAT 7065	Graduate Anatomy	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7056	Graduate Histology 2	2
ANAT 7066	Graduate Anatomy 2	4
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	3
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Biochemistry and Applied Bioinformatics, MS

Overview

This is a two-year thesis-requiring program for study leading to a Master of Science degree in Biochemistry and Applied Bioinformatics. In year one, students will acquire an academic foundation in biochemistry and bioinformatics and then, in year two, specialize in a sub-field as befits their research or employment interests.

The program is designed to improve the academic credentials and scientific research experience of graduates. Our distinctive program emphasizes student development in six areas (coursework, laboratory skills, bioinformatic analysis, independent thought, presentation skills, and personal growth), allows students to broaden and strengthen their academic foundation, and equips students with basic and advanced lab and bioinformatics skills for a career in academic or industrial research.

Students will take Graduate Biochemistry, Cell Biology, Biostatistics, and Bioinformatics courses, with a strong emphasis on research application of biochemical, molecular and bioinformatic knowledge. Bioinformatics training focuses on skills in the application of diverse tools and databases addressing genomics, gene expression, proteomics, metabolism, and protein structure, function, and drug binding. These courses are taken along with first-year PhD students at the Tulane School of Medicine. All students will benefit from several other Biochemistry- or Molecular Biology-related courses, including a Biochemistry and Molecular Biology Seminar series, a Biochemistry Workshop, and a course on Academic Writing and Critique. All courses are taught within the Tulane School of Medicine by full time faculty.

In year two, students will perform bench or bioinformatic research toward the master's thesis and experience all aspects of basic research under supervision of a faculty advisor, from the development of an idea and scientific rationale, to experimental design and execution, data analysis, and possibly the drafting of a manuscript. Examples of high-level bioinformatics analysis (tools/databases) include the construction of mutational signatures from genome-sequencing data (Blast, Clustal, GenBank, CBioPortal), tumor pathological staging on the basis of gene expression presented in t-SNE projections (10X Genomics), immunological epitope mapping by analysis of protein conformational stability (Protein Data Bank, Swiss-Model), and in-silico drug-screening for protein binding (Autodock).

Requirements

Students must take 30 credit hours of coursework by the end of the spring semester in year two, and they must complete and defend a master's thesis by the end of the summer in year two. Thesis research may commence at the beginning of year one, upon formation of the advisory committee. The student is expected to devote full time to

research after the spring semester of year one, and until the thesis defense in the summer of year two.

Course ID	Title	Credits
Year 1, Fall		
Required Courses		
GBCH 6010	Graduate Biochemistry	4
BMSP 6070	Advanced Cell Biology	3
or BMSP 6050	Advanced Cell Biology - MS	
GBCH 6020	Biochem & Molec Bio Seminar	1
BMSP 7110	Workshop	1
INTD 6010	Responsible Conduct of Research	0
GBCH 7230	Intro to Bioinformatics	3
GBCH 7110	Selected Topics	1-4
Year 1, Spring		
Required Courses		
GBCH 7250	Biomed Stats & Data Analysis	2
GBCH 7100	Seminar	1
BMSP 7110	Workshop	1
GBCH 7170	Principles of Genetics	4
GBCH 7330	Advanced Bioinformatics	3
Electives		
GBCH 7550	Med Biochem Grand Rounds Exter	
GBCH 6110	Basic Medical Biochemistry	
GBCH 7120	Special Problems	
Year 2, Fall		
Required Courses		
GBCH 6020	Biochem & Molec Bio Seminar	1
BMSP 7110	Workshop	1
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
Electives		
GBCH 7560	Academic Writing & Critique	
GBCH 7130	Selected Topics	
GBCH 7150	Tutorial Topics	
Year 2, Spring		
Required Courses		
GBCH 6020	Biochem & Molec Bio Seminar	1
BMSP 7110	Workshop	1
Electives		
GBCH 7120	Special Problems	
GBCH 7160	Tutorial Topics	

Biochemistry, MS

Biochemistry Masters 1-Year Program

A two-semester graduate program designed to enrich and improve credentials of graduates to apply for admission to medical, dental or other healthcare-related profession programs.

Program Overview

This is a two-semester non-thesis program leading to a Master of Biomedical Science in Biochemistry degree.

The program is primarily designed to enrich and improve academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development, such as gaining entrance into medical-, dental- or health profession-related schools.

The core curriculum emphasizes clinical applications of biochemistry and molecular knowledge. Required courses include Human Medical Cellular Biochemistry and Human Medical Metabolic Biochemistry which are equivalent to Tulane's first-year medical biochemistry course, Medical Biochemistry Grand Rounds Externship Seminar which provides students with a unique opportunity to experience Medicine Grand Rounds from the biochemical, molecular and clinical perspectives, and the Department Seminar series exposing students to novel research in the field of biochemistry.

All students benefit from several other biochemistry- or molecular biology-related courses. Program electives range from more medically-related courses such as Chromosomal Instability and Cancer, Molecular Basis of Pediatric Disease, and Signal Transduction and Hormone Action to more research-related courses such as Biochemistry Research, Graduate-level Biochemistry, and Biomedical Statistics and Data Analysis. Additionally, the program has reciprocal relationships with certain courses in the Graduate Program in Biomedical Sciences, the Department of Microbiology and Immunology, the Department of Physiology, and the Department of Pathology and Laboratory Medicine. Students may elect to take Tulane first-year medical course equivalents in Graduate Medical Microbiology and Medical Immunology, Medical Physiology, Cancer Biology & Pathology, or Molecular & Cellular Pathology.

All courses are taught within the Tulane School of Medicine by full time faculty.

Requirements

For the one year Program, students must take 30 credit hours of course work during the fall and spring semesters to complete the requirements for the degree. Additionally, students 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.

Bioethics and Medical Humanities, MS

Overview

The **Master of Science in Bioethics and Medical Humanities** is a non-thesis, capstone-required program within Biomedical Sciences which can be completed in either a **one- or a two-year** course of study. As healthcare becomes increasingly complex with both technological advances as well as social decisions that must be faced, this master's degree program will assist any learner who wishes to pursue healthcare ethics and humanities in their future. This is a 33-credit-hour program

consisting of seven required core courses and four electives. This program accommodates Dual Degree MD-MS students (see below) and those students interested in pursuing the stand-alone MS degree. It is well-suited for both post-baccalaureate students progressing toward a terminal degree (e.g., an MD, JD, etc.) and mid-career professionals who wish to expand their potential in medical ethics and humanities. Students in professional schools wishing to take an MS in a gap year may complete the program in its one-year format. All courses in our program may be attended in-person or by live synchronous teleconferencing, allowing participation from virtually anywhere. Students pursue either the Bioethics Track or Medical Humanities Track to center their efforts, but the program is unique in providing the student both a bioethics and a medical humanities education through our interdisciplinary faculty brought together in the Program in Medical Ethics and Human Values. Core program faculty staffing the core courses are drawn from Philosophy, English, Medicine, Humanities and Clinical Ethics and boast a distinguished publication record in Bioethics and Medical Humanities.

This MS degree can be also earned by incoming students at the Tulane School of Medicine as a Dual Degree (MD-MS) program, completed within the same 4 years of medical school. See details at the link below.

MD-MS Dual Degree Program (p. 81)

Requirements

Course ID	Title	Credits
Core Courses		
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6003	Medical Humanities	3
BEMH 6020	Capstone	3

Plus, One of The Two Tracks Below

Course ID	Title	Credits
BIOETHICS TRACK		
BEMH 6007	Ethical Thoery	3
BEMH 6010	Research Ethics	3
BEMH 6011	Clinical Ethics	3

Course ID	Title	Credits
MEDICAL HUMANITIES TRACK		
BEMH 6005	Studies in Bioethics through Film	3
or BEMH 6012	The End of Life in Film & Lit.	
BEMH 6008	History of Medicine	3

Biomedical Informatics, MS

Overview

The program is a two-year (four-semester) thesis program leading to a Master of Science in Biomedical Informatics. The major goal of the program curriculum is to train new Biomedical Informatics (BMI) specialists. The program is primarily designed to enrich and improve the academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development and medical research. Each graduate will be able to use their preparation to investigate and apply information and communication technologies to advance research, practice, and solve problems in the related Biomedical fields in a comprehensive, competitive, and effective way.

The program is designed to include the following high-level competency areas:

· Biomedically-related courses: principal of public health informatics, biomedical imaging and process, advanced bioinformatics.

· Data science related courses: introduction to data science, data science with cloud computing, advanced data science analytic techniques, and big data related courses.

· The program has reciprocal relationships with specific courses in the graduate programs in Biomedical Engineering, and Biochemistry/ Molecular Biology.

The program will provide graduates with marketable skills for informatics careers in biology, medicine, public health, IT trainers, project managers, chief nursing officers, chief medical officers, or research scientists focused on the development of prescriptive analytics from big data sources. These uniquely trained master's graduates will be critical to existing efforts to improve health outcomes. Building a stronger presence in biomedical data sciences and informatics in clinical practice, research, and education, is a high priority for the institutions. This program also prepares students to participate in research programs in academia, healthcare, public health, and industry, as well as to apply the knowledge in clinical, government, and industry settings.

Requirements

The core curriculum emphasizes biomedical applications of data science and big data knowledge. Students must complete a minimum of 30 credit hours from the courses listed below (21 core and at least 9 elective credit hours).

Year 1		
Fall		**Credit Hours**
BIMI 6100	Elements in Biomedical Informatics	4
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
BIMI 6300	Fundamentals of Data Analytics	3
	Credit Hours	**10**
Spring		
BIMI 7100	Statistical Machine and Deep Learning in Biomedical Practice	3
BIMI 7300	Biomedical Data Science with Cloud Computing	3

BIMI 7500	Genomic Sequence and Omics Data Analysis	3
	Credit Hours	**9**
Summer Session 1		
BIMI 9980	Master's Thesis Research	0
	Credit Hours	**0**
Year 2		
Fall		
BIMI 8500	Research Methodology of Biomedical Informatics	1
BIMI 9980 Master's Thesis Research		0
	Credit Hours	**1**
Spring		
BIMI 8500	Research Methodology of Biomedical Informatics	1
BIMI 9980 Master's Thesis Research		0
	Credit Hours	**1**
Summer Session 1		
BIMI 9980 Master's Thesis Research		0
	Credit Hours	**0**
	Total Credit Hours	**21**

ELECTIVES

Electives courses (Year 1 or Year 2): All students are required to take at least one of the following biologically relevant courses (excluding GBCH 7250 Biomed Stats & Data Analysis (2 c.h.)) as an elective: BMSP 6070 Advanced Cell Biology (3 c.h.); GBCH 6010 Graduate Biochemistry (4 c.h.); EPID 7810 Human Molecular Genetics (3 c.h.). Other elective courses may be substituted with permission of the Program Director.

Course ID	Title	Credits
Fall		
BIMI 6400	Health Informatics	3
BIMI 8550	Computational Biology: Structure and Organization	3
BMEN 6830	Intro Biomed Imaging & Process	3
GBCH 6010	Graduate Biochemistry	4
GBCH 7230	Intro to Bioinformatics	3
PATH 7600	Cancer Biology and Pathology	3
Spring		
BMEN 6020		3
GBCH 7170	Principles of Genetics	4
GBCH 7250	Biomed Stats & Data Analysis	2
EPID 7810	Human Molecular Genetics	3
GPSO 7320	Renal Physiology	3
MIIM 7065	Scientific Writing	2

Biomedical Sciences, PhD

What Makes Tulane's Program Unique?

Tulane's Ph.D. Program in Biomedical Sciences takes an interdisciplinary approach to graduate education and research. There are many ways to shape your Tulane experience to fit your needs and career goals, and our program has an array of options to accelerate, customize, and enrich your education and, ultimately, your career. The program is dynamic, giving you an array of controls that allows you to heavily customize your experience here to suit you.

Students complete all course requirements in their first two years. Core courses including Advanced Cell Biology, Biochemistry, Human Molecular Genetics, Biostatistics, Systems Biology, and Biomedical Informatics, which along with Basic Science electives provide a broad foundation for future research. More than 150 scientists from Basic Science and Clinical Departments and School Of Medicine Centers participate fully in the BMS program. Students have ample opportunities to match with one of these scientists by conducting at least three lab rotations in their first year prior to selecting their Dissertation Advisor.

All PhD students receive a full tuition waiver and a stipend of approximately $33,000 per year for the entire duration of the program.

Requirements

A minimum of 48 credit hours of course work and independent study is required for a Ph.D at Tulane University. Students take an identical Core Curriculum in the first year (except for Biomedical Informatics Track), totaling 27 credit hours. In the second year, students must complete at least 21 credits hours. Coursework in the second year must include at least 6 credit hours of lecture-based course work (electives), with the remaining credit hours consisting of Independent Study and/or Special Topics (research). Students may take Independent Study and/or Special Topics for 1-6 credits each per semester for a maximum of 12 credits each until course completion. Electives are selected from the elective curriculum by the student in consultation with the dissertation advisor.

Year 1		
Fall		**Credit Hours**
Total coursework for the First Year Fall + Spring must equal 27 credit hours		
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7120	Research Topics and Rotations (2 credits for seminar, 2 for first rotation)	4
BMSP 7100	Biomed Sciences Workshop	1
INTD 6010	Responsible Conduct of Research	0
	Credit Hours	**13**
Spring		
GBCH 7250	Biomed Stats & Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770 or BIMI 7500	Systems Biology or Genomic Sequence and Omics Data Analysis	3
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
	Credit Hours	**14**

Summer Session		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**
Year 2		
Fall		
Total for Second Year Fall + Spring must equal at least 21 credit hours. [1]		21
BMSP 7140	Biomedical Sci Seminar	
BMSP 7100	Biomed Sciences Workshop	
BMSP 7990	Independent Study (Flexible, max 6 hrs/ semester)	
BMSP 7500	Special Topics (Flexible, max 6 hrs/ semester)	
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**21**
Spring		
BMSP 7110	Workshop	
BMSP 7150	Seminar	
BMSP 7990	Independent Study (Flexible, max 6 hrs/ semester)	
BMSP 7500	Special Topics (Flexible, max 6 hrs/ semester)	
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**0**
Summer Session		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**
	Total Credit Hours	**48**

[1] Credit hours in year 2 must total a minimum of 21 credits; Fall & Spring term credit hour totals vary by student.

Biomedical Sciences, PhD with Pharmacology Concentration

Overview

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 8-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester.

After completion of the core curriculum, students who choose a dissertation advisor in the Department of Pharmacology have the option to specialize in a pharmacology research emphasis by choosing the Pharmacology Track. To earn a Concentration in Pharmacology, students will complete 25 credit hours of pharmacology-focused coursework, for a total of 52 credit hours for degree.

Requirements

Students who choose to earn a Concentration in Pharmacology will complete 27 credit hours of BMS core curriculum in their first year of study. In year 2, students will complete 25 credit hours of pharmacology-focused coursework.

Year 1		
Fall		**Credit Hours**
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7120	Research Topics and Rotations	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7100	Biomed Sciences Workshop	1
	Credit Hours	**13**
Spring		
GBCH 7250	Biomed Stats & Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7130	Research Topics and Rotations	4
BMSP 7770 or BIMI 7500	Systems Biology or Genomic Sequence and Omics Data Analysis	3
BMSP 7150	Seminar	1
BMSP 7110	Workshop	1
	Credit Hours	**14**
Summer Session 1		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**
Year 2		
Fall		
GPHR 7210	Pharm Advances	1
GPHR 7250	Medical Pharmacology (Requires concurrent registration for GPHR 7190 or prior completion of the Medical Physiology course)	6
GPHR 7190	Pharmacology Seminar	1
GPHR 7055	Practicing Professionalism	1
GPHR 7230	Principles of Pharmacol	3
	Credit Hours	**12**
Spring		
GPHR 7220	Adv In Pharmacology	1
GPHR 7260	Medical Pharmacology	4
GPHR 7240	Principles of Pharmacol	2
GPHR 7055	Practicing Professionalism	1
GPHR 7200	Seminar Pharmacology	1
GPHR 7510	Pharmacological Lab Research (This provides PhD students with time to develop and work on their intended thesis research topic, and spend time in their thesis advisor's lab during the Spring semester)	2
Thematic Course (choose one)		2
GPHR 7040	Neuropharmacology	

GPHR 7050	Cellular Control Mechanm	
GPHR 7060	Endocrine Pharmacology	
GPHR 7040	Neuropharmacology	
	Credit Hours	**13**
Year 3		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Year 4		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Year 5		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
	Total Credit Hours	**52**

Appendix

PhD Dissertation Research Seminars

Each graduate student working for the Ph.D. degree will be required to present 2 seminars related to his/her thesis problem to the staff and students as a part of the regular departmental seminar series.

Seminar I

A review of the pertinent background literature and an outline of the research problem. A design of the proposed work and how the results may fit in with the hypothesis which serves as the basis for the thesis. This seminar must be given prior to a student's submission of their doctoral prospectus.

Seminar II

A presentation of the major points included in the thesis after most of the research data has been accumulated and the thesis is almost completed. This seminar should typically be given within a few months before the final defense.

Attendance

Attendance at all graduate lectures, exams, small group sessions, advances in pharmacology & departmental seminars is mandatory. If for some reason you are unable to attend a required class or session, you must obtain an excused absence from the Director of Graduate Studies (Dr. Clarkson). An official excuse is defined as:

1. personal illness (verification may be required)

2. family emergency such as a serious illness or death in the immediate family

3. sanctioned events such as the annual BMS retreat, BMS Research Day presentation, or attending a scientific meeting.

An excuse for any other event must first be pre-approved by the Department Chair or Director of Graduate Studies.

Clinical Anatomy, MS

The MS Clinical Anatomy degree is designed to train the next generation of educators in the health sciences. This is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences. In the first year, students in the program take anatomy and histology courses along with other graduate courses. In the second year, student take courses and practicums that train them in the principles and practice of medical education and curriculum development.

Class size is small to maximize the small-group teaching environment. All graduate courses in the program are taught within the School of Medicine by full time Medical School faculty.

This is a two-year non-thesis program that leads to the MS Clinical Anatomy degree. It is designed for bachelor degree graduates and physicians who intend to follow a career in teaching the morphological sciences in colleges as well as research and scholarship in health sciences education. With a MS Clinical Anatomy degree, graduates can apply for teaching positions in anatomy, histology, embryology, neuroanatomy, biomedical sciences.

Requirements

Students must take 42 credit hours of course work over 4 semesters and complete the requirements for the degree.

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology	3
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	3
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Clinical Research Methods, MS

This is a 32-credit, one-year curriculum is designed for the MD who seeks familiarity with the fundamentals and techniques of clinical research. The curriculum is intended to serve the recent medical school graduate who will earn the MS degree during one year of study following medical school and prior to standard graduate medical education. The program is offered in traditional lecture, seminar and tutorial format on the Tulane University School of Medicine campus; therefore the student would be a resident of the New Orleans area and pursue classes full time.

Executive Master of Science in Clinical Research Methods

The Executive Master's Degree in Clinical Research Methods program will permit students to complete most of the curriculum "online." Special arrangements will be made to provide clinical research experience to complete the curriculum.

Requirements

Sample Course Schedule

Year 1		
Fall		**Credit Hours**
BIOS 6040	Intermediate Biostatistics	3
MSCR 7070	Molecular Medicine	4
MSCR 7150	Journal Club	1
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**11**
Spring		
SPHL 6070	Health Systems Policy and Management	3
MSCR 6440	Protocol Design and Writing	3
MSCR 7080	Cultural Competence Research	3
MSCR 7150	Journal Club	1
MSCR 7300	Clerkship	3
	Credit Hours	**13**
Summer Session		
MSCR 6420	Responsible Conduct of Resrch	1
MSCR 6430	Topics in Clinical Research	3
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**7**
	Total Credit Hours	**31**

Clinical Research, MS

The Tulane MSCR Program is a structured program leading to a Master of Science in Clinical Research degree from the Tulane University School of Medicine. It usually requires 2 to 3 years to complete the curriculum including the mentored research requirement.

Potential trainees will be self-referred or nominated by their Program Director. After approval by the MSCR Internal Advisory Committee, the trainee will enter the MSCR program, which features four components:

1. Formal didactic training providing the tools to conduct modern clinical and translational research;
2. A clinical research and clinical medicine seminar series, providing peer interaction and mentor guidance on research topics;
3. A mentored clinical research project;
4. An annual MSCR retreat

Each Clinical Research Scholar will identify a research preceptor from the scholar's home division or department. In addition, each scholar will have a career mentor from the MSCR program.

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Clinical Fellows participating in the MSCR Program must also complete their individual clinical training program requirements.

Requirements

Course ID	Title	Credits
MSCR 6420	Responsible Conduct of Resrch	1
MSCR 6430	Topics in Clinical Research	3
MSCR 6440	Protocol Design and Writing	3
MSCR 7070	Molecular Medicine	4
MSCR 7080	Cultural Competence Research	3
MSCR 7090	Grant Writing	3
MSCR 7150	Journal Club (Taken Four Times)	4
MSCR 9980	Mentored Research Component (Taken Four Times)	8
Elective Courses		3
Total Credit Hours		**32**

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Medical Genetics and Genomics, MS

The Hayward Genetics Center offers a 1-year, post-baccalaureate Master in Medical Genetics and Genomics. This multidisciplinary program gives graduates an in-depth understanding of the rapidly advancing field of clinical 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 Medical Genetics and Medical Biochemistry courses.
- We offer clinical shadowing opportunities in the Tulane Genetics clinics

To request more information regarding the Masters program please contact:

Dr. Karen Weissbecker
Director of Graduate Education
Hayward Genetics Center
Tulane University School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112-2699
Telephone: 504 988-6242
Email: kremer@tulane.edu

Requirements

The program begins every year in the fall semester and is a **non-thesis degree**. Students must complete a total of 30 hours of coursework and have a cumulative GPA of 3.0 to receive their Master's degree. Students are required to write 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.

Course ID	Title	Credits
Fall		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7020	Intro to Human Genetics	3
HMGN 7030	Clincal Aspects Humn Gen	3
HMGN 7040	Human Cytogenetics	3
HMGN 7060	Human Mol. Genetics & Genomics	4
Spring		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7030	Clincal Aspects Humn Gen	3
HMGN 7050	Medical Biochemistry, Genetics	3
HMGN 7100	Intro Population Genetic	3
HMGN 7950	Advanced Topics in Genomics	3
HMGN 7980	Spec Proj In Molec Genet	1-6
or HMGN 7990	Sp Proj In Clinical Gen	

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

Degree Requirements (two tracks available) (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)

Thesis Track

- At least 27 credit hours of course work during Fall and Spring semesters plus 3 credits for thesis-relevant courses.
- Complete requirements for a thesis, based on **library** research (generate a review paper).
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Non-thesis track

- At least 30 credit hours of course work during Fall and Spring semesters.
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Program Curriculum (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)

Students must complete a minimum of 30 credit hours from the courses listed below.
Students can take as many credits as desired.

Required Courses (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)
Fall semester:

MIIM-7500 Graduate Medical Microbiology (4 credits). This course is designed to introduce graduate students to bacterial, fungal and viral pathogens that are the etiological agents of the most significant infectious diseases worldwide. The course will focus on the basic mechanisms of microbial pathogenesis with emphasis on the host-microbe interactions and the most recent advances on therapeutic and prophylactic treatments to combat these diseases. Important historical discoveries along with current scientific strategies to study the molecular basis of virulence will be discussed, and recent high impact publications will be assigned for reading and discussion. Course Director: Dr. Lucy Freytag.

MIIM-7600 Medical Immunology (3 credits). This 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; immunoglobulins) 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. Course Director: Dr. Mairi Noverr.

MIIM-7550 Microbiology Lab (3 credits). This course is designed to teach students how to perform basic laboratory tests using simple diagnostic tests for infectious diseases techniques. The bulk of the course consists of hands-on laboratory experience conducting laboratory tests with simulated clinical specimens and analyzing prepared teaching specimens. Procedures for organism isolation and identification and rapid diagnostic kits will be covered. Course Director: Dr. Louise Lawson.

MIIM-7010 Seminar In Microbiology (1 credit). The main purpose of the Seminar is to provide students with the opportunity to develop the confidence and skills necessary to make successful scientific presentations, enhance their critical thinking, and engage in thoughtful and productive scientific discussions with their professors and peers. In this course, doctoral graduate students are scheduled to present either a research article or their own work in a 50 min seminar (allowing for 10 min discussion). Masters students are required to attend and participate in the seminars and to write a one-page summary describing the content and significance of each seminar. Course Director: Dr. Lucy Freytag.

MIIM -7020 Graduate Journal Club (1 credit). This course is a journal club format for discussion of current topics in Microbiology and Immunology. Students will present a seminar to the class on a selected research paper approved by the course instructor. Students will explain the topic background and specific hypothesis being tested, describe in detail the experimental design and results, and discuss the conclusions reached and whether or not they were justified. The student audience is expected to participate in class discussion following the presentation. In addition, each student is required to write a short summary explaining the hypothesis, content and significance of the findings for each presented paper. Course Director: Dr. Kerstin Honer zu Bentrup.

Spring semester

MIIM-7400 Responsible Conduct of Biomedical Research (2 credits). This course explores a variety of ethical and policy issues that arise during the conduct of basic, translational, and clinical biomedical scientific research, with special emphasis on research in infectious diseases. Topics addressed include: (1) research misconduct; (2) "every day" ethical issues faced by biomedical scientists; (3) the use of laboratory animals in scientific research; (4) human research participants and scientific research; (5) authorship practices in scientific publications; (6) conflicts of interest arising from scientists acting as policy consultants and experts; (7) data sharing and data secrecy; (8) mentoring; (9) research with stem cells; (10) the “dual-use” dilemma; (11) select agents and bioterrorism; and (12) scientists as citizens. Course sessions will include lectures, discussion periods, and analyses of case studies. Material will be provided to the students at the latest one week before the session. Course Director: Dr. Louise Lawson

MIIM-7020 Seminar in Microbiology (1 credit). The main purpose of the Seminar is to provide students with the opportunity to develop the confidence and skills necessary to make successful scientific presentations, enhance their critical thinking, and engage in thoughtful and productive scientific discussions with their professors and peers. In this course, doctoral graduate students are scheduled to present either a research article or their own work in a 50 min seminar (allowing for 10 min discussion). Masters students are required to attend and participate in the seminars and to write a one-page summary describing the content and significance of each seminar. Course Director: Dr. Lucy Freytag.

MIIM-7030 Topics in Microbiology (2 credits). This course is designed to introduce students to a number of current research fields through studying published research papers, general public resource, and other material. Students will pick a topic of their interest, specifically one that is current. Students will present a summary of their topic to the class and will generate questions for their classmates that will stimulate discussions. Topics can include basic, applied, and clinical research and reviews to canvass the latest developments in the field of Microbiology and/or Immunology. Course Director: Dr. Kerstin Honer zu Bentrup.

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 (Roberto Diaz del Valle, roberto@tulane.edu), Program Director (Dr. Haitao Zhang, hzhang@tulane.edu) or Co-Director (Dr. Gilbert Morris, gmorris2@tulane.edu).

Requirements

Year 1 Fall Semester

Course ID	Title	Credits
BMSP 6050	Advanced Cell Biology - MS	3
PATH 6300	Mechanisms of Disease 1	5
MSCR 7070	Molecular Medicine	4
PATH 2003	Advances in Pathology Research	1

Electives totaling 2 credits

Year 1 Spring Semester

Course ID	Title	Credits
PATH 6310	Mechanisms of Disease 2	5
PATH 2003	Advances in Pathology Research	1
PATH 6400	Molec & Cellular PATH	4

Electives totaling 5 credits

Year 2 Fall and Spring Semester

Course ID	Title	Credits
PATH 2003	Advances in Pathology Research	1
BMSP 7990	Independent Study	1-6
PATH 9980	Pathology Master's Research	6

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 ≥ 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.

Requirements

Year 1

Fall	Credit Hours
Mechanisms of Disease I	5
Advanced Cell Biology	3
Molecular Medicine	4
Advances in Pathology Research	1
Electives	2
Credit Hours	**15**
Spring	
Mechanisms of Disease II	5
Molecular & Cellular Pathobiology	4
Advances in Pathology Research	1
Electives	5
Credit Hours	**15**
Total Credit Hours	**30**

Pharmacology, MS

One Year Masters Program

- A one year post-baccalaureate program leading to the MS degree in Pharmacology
- Designed for those interested in improving their credentials to gain admission to a medical or dental school
- Class size is maintained at less than 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 sign up 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

Year 1

Fall		Credit Hours
GPHR 7210	Pharm Advances	1
GPHR 7250	Medical Pharmacology [1]	6
GPHR 7530	Molecular & Cellular Pharmacol	2
GPHR 7520	Pharmacology ePortfolio	2
GPHR 7230	Principles of Pharmacol	3
GPHR 7190	Pharmacology Seminar	1
Research Electives		0-2
GPHR 7510	Pharmacological Lab Research	2
GPHR 7505	Master's Research	2
	Credit Hours	**19-21**
Spring		
GPHR 7220	Adv In Pharmacology	1
GPHR 7260	Medical Pharmacology [1]	4
GPHR 7520	Pharmacology ePortfolio	1-2
GPHR 7200	Seminar Pharmacology	1
GPHR 7240	Principles of Pharmacol	2
Thesis or Non-Thesis Track		4-8
	Credit Hours	**13-18**
	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:

Course ID	Title	Credits
Spring Electives		
GPHR 7040	Neuropharmacology	2
GPHR 7160	Env Signaling	2
GPHR 7050	Cellular Control Mechanm	2
GPHR 7060	Endocrine Pharmacology	2

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).

Course ID	Title	Credits
Spring Electives		
Select two of the following:		4
GPHR 7040	Neuropharmacology	
GPHR 7160	Env Signaling	
GPHR 7050	Cellular Control Mechanm	
GPHR 7060	Endocrine Pharmacology	
Research Electives		
GPHR 7510	Pharmacological Lab Research (to be taken in the Fall and Spring for 2 credits per semester)	2

Physiology, MS

The Physiology Graduate Program at Tulane University School of Medicine in New Orleans, LA has developed a Master's program specifically designed to provide advanced training and understanding of the functions of the body, and to serve as the foundation for the study of medicine. Successful completion of this one-year program will increase your competitiveness for medical schools or equivalent professional programs. The program includes Advanced Medical Physiology, Neurophysiology, Molecular and Cellular Biology, and Translational Physiology. The program is open for applications all year around.

In addition, our program incorporates opportunities for research, interaction with faculty across multiple disciplines, MCAT prep and physician shadowing.

We feel our program has been instrumental in helping students become more competitive for admission to medical school or other professional programs. On average, 84% of our graduates from our first three years (2015-2017) have received acceptance letters to medical or equivalent schools. Students that graduated in May 2018 receive responses to their applications in late Summer or early Fall of 2019. As of mid-August 2019, 40% of our 2018 graduates have already been accepted. Congratulations to all our graduates; we wish them great success in their future careers!

- Application Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information/)
  - Apply Now (https://applygrad.tulane.edu/apply/)
- Course Descriptions (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/course-descriptions/)
- Curriculum (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/curriculum/)
- General Student Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/general-student-information/)
- Honors & Awards (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards/)

Requirements

Year 1

Fall		Credit Hours
GPSO 7175	Med Terminology	3
GPSO 6010	Medical Physiology	6
GPSO 7910	Seminar Physiology	1
GPSO 7350	Translational Physiology	2
Select 1-2 Fall Electives		6-10
	Credit Hours	**18-22**

Spring		
GPSO 7600	Vascular Physiology	3
GPSO 6060	Experimental Physiol Lab	2
GPSO 7910	Seminar Physiology	1
GPSO 7560	Signal Transduction/Hormone Ac	2
GPSO 7350	Translational Physiology	2
	Credit Hours	**10**
	Total Credit Hours	**28-32**

Fall Electives

Course ID	Title	Credits
BMSP 6070	Advanced Cell Biology	3
GBCH 7500	Human Medical Cellular 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)	3

Clinical and Translational Research Certificate (Graduate)

Overview

This certificate program will provide students with an in-depth exploration of epidemiologic methods within the context of clinical research. Students will learn clinical research methods, clinical trials, and meta-analysis. The program will be useful both to those with a clinical background and to those without prior clinical training. Students will learn to refine their critical thinking skills and apply epidemiologic methods to clinical research.

Offered by: Department of Epidemiology

Faculty Lead: Lydia Bazzano, MD, PhD (https://sph.tulane.edu/epid/lydia-bazzano/)

Purpose

This certificate is designed to prepare master's level students (including MD/MPH students) for research readiness in conducting clinical and translational research. This certificate will also prepare students to be collaborators on clinical research projects and apply research skills in clinical practice.

Eligible Students

This certificate program is designed for advanced students currently in an MPH/MSPH/MPH&TM/MHA program. Students must have a background in epidemiology and biostatistics. Pre-requisites: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

Certificate Competencies

Students who earn the Certificate in Clinical & Translational Research will be able to:

- Critically assess medical literature;
- Describe issues related to clinical research design, including statistical power calculations; and
- Evaluate methodological issues in clinical research, clinical trials, and meta-analysis

Number of Credits Required for Completion: 14

Requirements

Certificate in Clinical and Translational Research

Course ID	Title	Credits
EPID 6340	Clincal & Trnsltnl Rsrch Mthds	3
EPID 6420	Clinical Epidemiology	3
EPID 7170	Clinical Trials: Dsgn, Cndct	3
EPID 7310	Meta-Analysis	3
EPID 7410	Pharmacoepidemiology	2

Pre-requisite coursework is: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

Clinical Ethics Graduate Certificate

Overview

The Certificate in Clinical Ethics Program is designed to provide clinical professionals, students of medicine, ethics committee members, and non-clinical health care professionals (e.g., patient advocates, hospital attorneys) with the fundamentals of clinical ethics with less time commitment than an MS degree. The Certificate curriculum consists of 4 courses (3 required and 1 elective) (12 credit hours total) and provides students with the fundamental principles of medical ethics, classroom and practical clinical experience in clinical ethics, and study of current controversial issues in clinical ethics and medicine. If students wish to pursue their studies further, their credits from the certificate would apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Clinical Ethics Certificate, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and tools of clinical ethics
- Conduct an ethics consult and create an appropriate written note in a patient chart
- Assess and analyze a variety of ethical challenges in the clinical context, both perennial and current
- Create a literature search for articles and case studies related to current ethics cases, and assess the state of current ethical debate as it pertains to specific cases
- Critically evaluate medical ethics literature and the arguments given for various ethical positions

Requirements

This program consists of four courses, three of which are core courses and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6011	Clinical Ethics	3
Electives (Select One)		**3**
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Studies in Bioethics through Film	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Thoery	
BEMH 6008	History of Medicine	
BEMH 6010	Research Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
Total Credit Hours		**12**

Medical Humanities Graduate Certificate

Overview

The Certificate in Medical Humanities Program is designed to provide clinical and non-clinical health care professionals, students of medicine, and interested lay members of the public with the fundamentals of the medical humanities with less time commitment than an MS degree. The Certificate curriculum consists of 4 courses (12 credit hours total) and provides students with the fundamental principles of medical humanities and study of medical history, narrative medicine, and/or the intersection of film and literature with medicine. If students wish to pursue their studies further, their credits from the certificate can apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Medical Humanities certificate coursework, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and methodologies used in the medical humanities
- Evaluate the impact of the history of medicine on current medical practice and social evaluation of modern health care systems
- Critically analyze the effect of literature and film on perceptions of modern medical practice
- Conduct and create reflections on medicine through narrative writing
- Assess the intersection of the fine arts and health care systems and practices

Requirements

This program consists of four courses, one of which is a core course, two of which are selected from a group of three possible options, and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6003	Medical Humanities	3
Select two of the following:		**6**
BEMH 6016	Narrative in Medicine	
BEMH 6008	History of Medicine	
BEMH 6005	Studies in Bioethics through Film	
Electives (Select One)		**3**
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Thoery	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
BEMH 6015	Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction	
Total Credit Hours		**12**

Research Ethics Graduate Certificate

Overview

The Certificate in Research Ethics Program is designed to provide clinical professionals, students of medicine, Institutional Review Board members, and non-clinical professionals (including regulatory or administrative personnel) engaged or potentially engaged in medical research with the fundamentals of research ethics with less time commitment than an MS degree. The Certificate curriculum consists of 3 required courses and 1 elective chosen from other courses offered by the BEMH program (12 credit hours total) and provides students with the fundamental principles of medical ethics, in-depth study in research ethics, and study of current controversial issues in ethics and medicine. If students wish to pursue their studies further, their credits from the certificate would apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Research Ethics coursework, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and tools of research and medical ethics
- Describe and assess the ethical challenges specific to biomedical research and social and behavioral research
- Evaluate the history of ethics in medical research in the US
- Assess and analyze a variety of ethical challenges in the medical context, both perennial and current

- Perform a literature search for ethics related to particular areas of medical research, and assess the state of current ethical debate as it pertains to different topics of research
- Critically assess medical ethics literature to evaluate the arguments given for various ethical positions
-

Requirements

This program consists of four courses, three of which are core courses and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6010	Research Ethics	3
Electives (Select One)		**3**
BEMH 6007	Ethical Thoery	
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Studies in Bioethics through Film	
BEMH 6006	The Doctor As Author	
BEMH 6008	History of Medicine	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6014	Pandemic Ethics	
Total Credit Hours		**12**

Sports Medicine Certificate (Graduate)

Overview

Delve into the world of sports medicine with Tulane School of Medicine's graduate certificate in sports medicine. With this 100% online series of courses guided by experienced instructors, students can pursue academic goals while tapping into what it takes to succeed in the fast-paced sports industry.

The curriculum is designed for professionals who aspire to more fully understand the sports industry from a medical perspective. This certificate is particularly suited for coaches and administrators seeking to better serve athletes in their care. For any sports industry professionals, gaining new knowledge and skills in sports medicine can optimize their current role or open doors to new career opportunities.

Whether you want to enhance your current professional role or explore new career opportunities, our sports medicine certificate can help advance skills in a wide range of careers, including:

- Athletics / Assistant Athletics Director
- Head / Assistant Coach
- Director of Sports Management
- Director of Event / Stadium Security
- Sports Facilities Manager
- Team Programs & Operations Manager
- Club Sport Director

Objectives

The proposed program is designed to be a graduate-level certificate that provides learners with an introduction to the foundational knowledge and skills important to the recognition, care, prevention and rehabilitation of athletic injury; the assessment and response to emergency situations involving athletes; and research within sports performance methods. Learners will develop a diverse base of knowledge and practices necessary to guide success in working with current and former athletes.

Student Learning Outcomes

- Demonstrate an understanding of knowledge and skills in medicine, psychology, conditioning, and nutrition necessary to guide success in working with athletes of all levels
- Understand sport-related injury at various phases; prevention, treatment, and recovery
- Determine the needs of an individual athlete while addressing multiple forms of care; preventative, management, or enhancement
- Explain the components of a comprehensive sports medicine program

Disclaimer

By completing the certificate in sports medicine, students will learn a variety of information relevant to careers in sports medicine, ethical concepts, sports performance, basic types of injuries, environmental illness, emergency response, and physiology of injury.

The curriculum is intended to expose students to the duties and responsibilities of healthcare providers in sports medicine, and many other healthcare-related fields. *Please note: the certificate coursework is not designed to instruct students in the skills required to be a physician, certified athletic trainer, or any other individual involved in the continuum of care for athletes, nor is it meant to serve as a replacement for an actual physician or licensed athletic trainer within a sports medicine program.*

Course Objectives

In addition to these program objectives, each course has specific objectives which are outlined at the start of the course.

Academic Requirements

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study.
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be

considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.

Applications to the program must include the following:

- A statement of 250-500 words discussing interest in sport studies, and how the program will assist them to achieve personal or professional objectives.
- Official college transcripts from each college attended.

Applicants may be conditionally admitted and allowed to take one class in their first semester, in which a B or better must be earned to be fully admitted to the program. Students who do not have a 3.0 grade point average in their undergraduate coursework but possess sufficient professional experience in the sport studies field may be admitted conditionally into the program.

Eligibility

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study.
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.
-

Requirements

To receive a sports medicine certificate, students must complete four sports medicine courses detailing athletic injuries, recovery and performance; emergency situations in sporting events; and how to develop quality sports medicine programs.

Course ID	Title	Credits
SPMD 6100	Foundations of Sports Medicine	3
SPMD 6110	Non-traumatic Injuries	3
SPMD 6120	Sports Performance Enhancement	3
SPMD 6130	Continuum of Care: Developing a Sports Medicine Program	3
Total Credit Hours		**12**

Certificate Degree Requirements

To receive a sports medicine graduate certificate, students must complete a total of 12 course work credits in the certificate program. Graduate students seeking to enroll in more than 9 credit hours per semester require approval from the Program Director. Students must also apply for a certificate at the beginning of the semester in which the student plans to complete all required coursework. Applications for degree conferral are now online and will appear in a student's Gibson account when available.

Apply Certificate Coursework to the MS in Sport Studies

As a 100% online program, Tulane's School of Medicine graduate certificate focuses on the fundamentals of this discipline and can advance students in their pursuit of a Masters in Sport Studies (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/) through Tulane University's School of Professional Advancement. This certificate can be "stacked" with the Sport Security, Sport Coaching, or Sport Administration certificates, alongside two core classes, to be applied toward a master's degree. If you'd like to apply your certificate toward an MS in Sports Studies, contact the program director for more information. Read more about the MS in Sport Studies from the Tulane School of Professional Advancement (in partnership with the Tulane Center for Sport) (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/).

Aging Studies, PhD

Overview

Mission Statement

Our program focuses on the processes of aging at the individual and societal level. It examines how people change over the adult life course, the interrelationships between older people and social institutions, and the societal impact of the changing age-composition of the population. We emphasize the dynamic interplay between the aging of individuals and their changing biomedical, social, and physical environments and multi-level interactions among psychological, physiological, genetic, social, and cultural domains. Our goal is integration and synthesis within and across these domains. Our faculty's teaching and research emphasizes molecular, cellular, animal and human studies and takes place in a wide range of disciplinary and departmental settings across all of the schools at the university. Our students and faculty provide the foundation for this enterprise, working to create a new generation of leaders in this interdisciplinary field who will assume key positions in academia and in the public and private sectors. The program facilitates both basic and translational research allowing program participants to design and develop working models or implement a process that will initiate viable products or services for older adults in the expanding global community.

History

The Interdisciplinary Ph.D. Program in Aging Studies was established in 2009, in response to a call by the Provost's Office for interdisciplinary Ph.D. programs issued in 2008. The Program conforms to applicable University policies and regulations. The first class of students matriculated in the fall of 2010. Our Program is university-wide, encompassing all the Schools at Tulane University, and it is located in the School of Medicine. On successful completion of all program requirements, the student is awarded the "Doctor of Philosophy in Aging Studies." The University funds student stipends and provides tuition waivers.

Our Research Culture

A PhD degree can only be earned by performing original and significant research that is suitable for publication in a peer-reviewed journal, in addition to any other program requirements. It cannot be earned by fulfillment of course requirements or residence for any specific period

of time. We take courses to prepare us to begin to assimilate the latest findings, often prior to publication, in a variety of disciplines. Research seminars provide this new information, and they are not designed to be general in nature. An aspiring scholar must show sufficient curiosity to participate. Research seminars do not distract from research; they enhance it, which becomes only evident to a more advanced scholar. Research is a full-time activity (24/7). It involves sustained, hard work, great dedication, creativity, intellect, knowledge, and luck. One learns how to perform research by doing it under the guidance of a master, to whom the student serves as an apprentice. The PhD degree is bestowed only when the faculty determine that a student deserves the high honor of joining the fellowship of scholars, a life-long appointment that carries with it great responsibility to oneself, to the fellowship, to the university, and to society.

Requirements

The Interdisciplinary Ph.D. Program in Aging Studies is comprised of graduate students and faculty from eight schools at Tulane University and includes the Schools of Science and Engineering, Medicine, Public Health and Tropical Medicine, Liberal Arts, Social Work, Business, Law, and Architecture. The curriculum is designed to prepare students for successful careers in existing and emerging fields related to aging. Core courses include a two-semester Introductory Seminar on Aging, Topics in Aging Research, a biomedical course, a psychosocial course, and two semesters of research methods. Students also take specialized elective courses, while performing research, beginning in the first year of the Program. All course work is completed in two years, allowing the students to concentrate full time on research from their third year on.

Each student is guided closely by an academic advisor and co-advisor to facilitate integration across disciplinary domains, and by a dissertation committee. To obtain the Ph.D., each student passes a written preliminary examination following completion of course work at which time the student advances to candidacy for the Ph.D. degree. Students prepare a dissertation research proposal, under guidance of the dissertation committee, then submit and defend orally a dissertation based on their own original research contribution to the field.

Distribution Requirements

- Students will complete the general sequence of studies under the guidance of the program advisor and program committee recommendations.
  - 24 graduate credits in aging-associated core and elective courses
  - 6 graduate credits in research methods/statistics
  - 6 credits in the Introductory Seminar (Proseminar) during the first year of study
  - 6 credits in the program seminar course during the first through third years or until advancement to Candidacy
  - 3 to 6 credits of internship
  - At least two semesters of dissertation research
  - Credits in Aging Seminar are required through Year Three and thereafter until advancement to Candidacy and registration for Dissertation Research

Typical Schedule during Years One to Three

Year 1	
Fall	**Credit Hours**
Proseminar in Aging	3
Psychosocial Core Course	3
Biomedical Core Course	3
Research Methods/Statistics	3
Research Topics in Aging	1
Aging Seminar	1
Credit Hours	**14**
Spring	
Proseminar in Aging	3
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Research Methods/Statistics	3
Research Topics in Aging	1
Aging Seminar	1
Credit Hours	**14**
Year 2	
Fall	
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
Credit Hours	**8-13**
Spring	
Biomedical or Psychosocial Domain Electives	6
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
Credit Hours	**8-13**
Year 3	
Fall	
Independent Study/Research	1-6
Internship	3-6
Aging Seminar	1
Credit Hours	**5-13**
Spring	
Dissertation Research	
Aging Seminar	1
Credit Hours	**1**
Total Credit Hours	**50-68**

- In addition, students are required to take an approved course in Responsible Conduct of Research (RCR). Several such courses are offered at Tulane. (See Vice President for Research website.) The course offered through the Office of Research consists of about six lectures and offers a certificate of completion. A similar course is offered for credit by the Master's in Clinical Research Program at the School of Medicine. There is also an online CITI course (See

Vice President for Research website.) Students must complete one of these courses before the end of the second year. Documentation of completion must be provided to the program office. Ideally, this course is taken in the fall semester of the second year.

- All students are expected to regularly attend the activities included in the Seminar (AGST 7100), even though credit is not awarded after the third year or after advancement to Candidacy, whichever is later. This includes presentations of their work-in-progress. The Program Office schedules students for their work-in-progress seminars throughout the year, and each student must present at least once each year to remain in good standing in the program. These presentations and presence of all students at the work-in-progress seminars is mandatory.
- Graduate work is a full-time effort. The number of credit hours does not indicate the amount of time that the student devotes to this effort. Students are required to spend all of their time outside the classroom to study/research.
-

Combined Degrees

- MD/MBA (p. 78)
- MD/MPH (p. 79)
- MD/MS in Bioethics (p. 81)
- MD/PhD (p. 82)

MD/MBA

Overview

Applicants interested in additional information on **MD degree** options, contact the Office of Admissions and Student Affairs at the Medical School:

Hours: Monday - Friday 8:00 a.m. - 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For information on **MBA degree** options, contact the Office of Graduate Admissions at the Freeman School:

Hours: Monday - Friday 8:30 a.m. - 5:00 p.m. (CST)
Phone: 504-865-5410
Email: abfadmit@tulane.edu

NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree programs.

Future leaders in medicine must excel as clinicians as well as managers in the complex and rapidly evolving environment that now dominates healthcare. A growing number of medical students and physicians are complementing their medical education with MBA degrees. Holders of both degrees can operate their clinics more effectively, run a healthcare organization, manage a research project, or advocate for their patients and work to fix the healthcare system.

The School of Medicine is partnering with the internationally-recognized A. B. Freeman School of Business to offer medical students two options for completing a joint MD/MBA program. These options allow students to earn both degrees more rapidly than when done separately. Three additional options are available for those who have already completed the medical degree.

MBA Overview

In the MBA program, required courses teach business fundamentals including finance, management, operations, accounting, statistics, and marketing. Elective courses allow students to focus their professional or personal interests in areas such as strategic management and innovation, analytics, real estate, and entrepreneurship. Students develop the ability to analyze opportunities for and likelihood of success of organizations operating in various environments.

Requirements

4-Year Program for Newly-Admitted MD Students

In the accelerated business curriculum of the four-year program, students take courses at the Freeman School of Business in the summer prior to and the summer following the first year of medical school. Students then complete their business education throughout the remainder of their time at the medical school. Participants take some courses together with Freeman students in the part-time, Professional MBA (PMBA) (https://catalog.tulane.edu/business/mba/business-professional-mba/) program, benefiting from their work experience and the opportunity to collaborate on projects with non-clinicians. Students apply to the MBA program upon acceptance to the medical school.

MBA 4-Year Curriculum

Course ID	Title	Credits
Year One		
Summer Semester		
ACCN 6050	Accounting Measurement, Reporting, and Control	3
MCOM 6020	Business Communications	3
MGMT 6080	Managing People in Orgs	3
MGSC 6020	Business Stats and Models	3
MGMT 6200		3
Spring Semester		
MKTG 6020	Marketing	3
MGMT 6040	Business Ethics & Leadership	3
Year Two		
Summer Semester		
FINE 6020	Analysis for Financial Mgmt	3
FINE 6060		3
MGMT 6030	Strategic Management	3
MGSC 6090	Ops and Supply Chain Mgmt	3
MGMT 6210		3
Fall Semester		
Elective [1]		3
Year Four		
Fall Semester		
Elective [1]		3
Spring Semester		
INBS 7100	Healthcare in Cent America [2]	3

Elective [1, 2]	3
Total Credit Hours	**48**

1 The timing of these electives is suggested; however, students may opt to pursue electives in any semester in which they don't have conflicts in the medical school.

2 Courses are taught at Universidad Francisco Marroquin in Guatemala as one-week intensives.

5-Year Program for Current MD Students

Students in the five-year combined program save a year of training when compared to getting both degrees separately. Students apply to the MBA program during the fall of their third year of medical school. Accepted students spend the fourth year of the program in the Freeman School. The fifth year is divided between the School of Medicine and the Freeman School. Unique to this option is a global leadership component within the MBA program, which includes international travel to provide hands-on learning.

MBA 5-Year Curriculum

Course ID	Title	Credits
Year One		
Fall Semester		
ACCN 6050	Accounting Measurement, Reporting, and Control	3
FINE 6020	Analysis for Financial Mgmt	3
MCOM 6020	Business Communications	3
MGMT 6030	Strategic Management	3
MGSC 6020	Business Stats and Models	3
CDMA 6010	Career Development I	0
Spring Semester		
FINE 6060		
MGMT 6700		
MGSC 6090	Ops and Supply Chain Mgmt	3
MKTG 6020	Marketing	3
Electives		6
Year Two		
Spring Semester		
MGMT 6720	Asia-Global Leadership III	3
Electives		14
Total Credit Hours		**44**

MBA Options for Physicians

Physicians have three options to earn the MBA from the Freeman School. For working professionals, the Professional MBA (PMBA) Program (https://catalog.tulane.edu/business/mba/business-professional-mba/) requires 54 credit hours which can be completed over a three-year span, attending classes part-time on weekday evenings. The Executive MBA (EMBA) Program (https://catalog.tulane.edu/business/mba/business-executive-mba/) is an accelerated, alternate-weekend program for experienced professionals. The 48 credit-hour, lockstep curriculum can be completed in 17 months, primarily attending full-time day classes on Fridays and Saturdays. For those between medical school and residency, an accelerated Professional MBA (PMBA) Program is available where students complete 54 credit hours in one year, attending classes full time.

MD/MPH

Overview

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

MD/MPH program information, contact Rachael Ruiz Currier, **504-988-7055** | rruiz1@tulane.edu

NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree program.

Tulane's MD/MPH combined degree program is open to students who have been accepted to Tulane's School of Medicine and who wish to pursue both an MD from Tulane and an MPH from Tulane's School of Public Health and Tropical Medicine (SPHTM).

The MD/MPH program is a global, integrated program in an excellent learning environment which:

- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills; and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

Program Information

Tulane's MD/MPH combined degree program offers Tulane School of Medicine students a unique opportunity to build on their patient-based medical education with a population-based public health degree. The combined degree program is designed to be completed in four or five years, integrating the requirements for the School of Medicine with those from the School of Public Health and Tropical Medicine. Browse the links below to learn more general information about the program.

Requirements

To receive the MD/MPH combined degree, students must fulfill all requirements for graduation from both schools before the graduation deadline.

While students develop MD/MPH competencies specific to both their medical and public health curricula (see below for links to specific competencies), the competency that bridges the public

health curriculum with the medical school curriculum is that MD/MPH students graduate from the MD/MPH program with the ability to use educational experiences in the School of Medicine to apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and to translate these findings and principles into recommendations and actions for improved health in clinical practice settings.

SPHTM Requirements and Competencies

In addition to completing their School of Medicine curriculum, MD/MPH combined degree students must also complete the following requirements:

- Required core and programmatic courses in the School of Public Health and Tropical Medicine (SPHTM)
- Practicum (fulfilled, in part, with MD/MPH rotation)
- Culminating experience. All MD/MPH students are required to complete a culminating experience which requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences. Your culminating experience should demonstrate to your public health advisor that you have mastered the body of knowledge and can demonstrate proficiency in core and departmental competencies.
- Additional departmental requirements: each department has specific requirements for programmatic and elective courses and the culminating experience. In some cases, departments may have additional requirements that students should verify with their SPHTM department.

Students should verify all requirements with their SPHTM department and should make contact with their advisors each semester to verify their progress toward their degrees.

MD/MPH competencies for each department mirror that department's general competencies, which are available at the following links:

- Epidemiology - MPH in Epidemiology competencies (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)
- Global Biostatistics and Data Science - MSPH in Biostatistics competencies (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/)
- Global Community Health and Behavioral Science - MPH in Community Health Sciences competencies (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/community-health-sciences-mph/)
- Environmental Health Sciences - MPH in Disaster Management competencies (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
- Health Management and Policy - MPH in Health Systems Management competencies (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/)
- Tropical Medicine - MPH&TM competencies (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/public-health-tropical-medicine-mphtm/)

SOM Requirements

MD Requirements (p. 88)

Courses in the School of Medicine that provide public health content and that MD/MPH combined degree students are required to take include the following:

- Foundations in Medicine I & II
- Family and Community Medicine clerkship
- MD/MPH one-month rotation (3rd or 4th year)
- Medical microbiology
- Genetics
- Clinical diagnosis (evidence-based medicine)

Any changes in the School of Medicine curriculum that reduce the public health content courses may require that MD/MPH combined degree students complete additional credit hours in the School of Public Health and Tropical Medicine to meet degree requirements.

Program Options

Generally, MD students are able to complete only a single combined degree during their customary time at SOM. Multiple combined degrees are generally not possible or advisable.

Tulane's MD/MPH program offers the following two options for students who have (1) earned a baccalaureate degree, and (2) already been admitted to Tulane University School of Medicine (SOM) and who wish to complete the requirements for both the medical degree and public health degree:

Four-Year Option (for incoming or T1 SOM students)

Applicants to the 4-year program must have earned a 28 or higher on the MCAT and/or a 504 or higher on the MCAT2015.

Requirements for the MD/MPH combined degree should be completed within 4 years: students must graduate with both degrees concurrently.

Students are strongly encouraged to begin the combined degree program the summer before their SOM curriculum begins. Students may begin the four-year program as late as the spring of their T1 year. If you have been admitted to SOM, you can apply for the four-year program. Please email Adam Maese (amaese@tulane.edu?subject=MDMPH%20application) for an application form.

Five-Year Option (for T2 or T3 SOM students)

Students who will require more than 4 years to complete the requirements for the medical and the public health degrees are also eligible for the MD/MPH combined degree program. Students choose this option for a variety of reasons, including a desire to focus exclusively on public health for a year, career exploration, Couples Match timing, and a host of other personal reasons.

In the five-year option, students must graduate with both degrees concurrently. The most common path for these students is to take a

leave of absence from SOM after either the T2 or T3 year of medical school.

Students who choose this option have been admitted to SOM and are generally in their T2 or T3 years. Students may also begin the program by pursuing the four-year option and then opt to take a year off from SOM to complete the MD/MPH combined degree in five years. The requirements for both options are the same; however, the application process differs.

T4 students are not eligible to begin their public health studies as part of the five-year program in the MD/MPH combined degree program. However, T4 SOM students who wish to pursue a public health degree are encouraged to pursue their public health degree as a non-combined-degree student by applying directly to the School of Public Health and Tropical Medicine and completing the public health curriculum for non-combined-degree students.

A student may not receive the MD degree and then continue working on MPH requirements as part of the MD/MPH combined degree program. A student may graduate with the MD degree and may continue working towards their public health degree, but must meet the full MPH, MSPH, or MPH&TM requirements for non-combined-degree students. MD/MPH students can discuss the non-combined-degree public health requirements with their public health advisors if they wish to delay completing their MPH requirements until after they earn their MD degrees.

MD/MS in Bioethics

Overview

This 33-credit-hour program leading to a Master of Science in Bioethics and Medical Humanities is completed while earning the MD, with all coursework normally completed in the first two years of the MD program. The MS is granted at the same time as the MD and adds **no additional time** to the four years of medical school. MS coursework is done on **Wednesday and Friday** afternoons — reserved specifically in Years 1 and 2 for all of the School of Medicine's dual degree program students and for medical student electives — and through elective coursework offered in the summers before and after Year 1.

Students in professional schools may also complete the program in its one-year format in a gap year, allowing them to graduate with the MD and MS in 5 total years.

The core courses provide essential grounding in the foundations of bioethics and medical humanities, current controversies in health care ethics, and the social and ethical contexts of health care decision-making; participation in hospital rounds emphasizes the practical realities of clinical ethics, and a capstone seminar integrates program courses with one another and with students' experience in the health care professions. The program also offers elective courses and with permission other relevant courses from other schools and departments at Tulane University may be taken as electives. Students can focus on either bioethics or medical humanities, and upon graduation will be well-suited for roles on clinical ethics committees and consultation, IRBs, and teaching ethics and medical humanities in schools of medicine and elsewhere.

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For **Master Programs in Biomedical Science** information, contact **bms@tulane.edu. (bms@tulane.edu)**

Requirements

Courses are taken following one of the two tracks below:

BIOETHICS TRACK

Distribution	Credits
BEMH 6002 Foundations of Bioethics	3
BEMH 6009 Current Controversies in Bioethics	3
BEMH 6003 Medical Humanities	3
BEMH 6007 Ethical Theory	3
BEMH 6011 Clinical Ethics	3
BEMH 6010 Research Ethics	3
BEMH 6020 Capstone Project	3
Electives	12

MEDICAL HUMANITIES TRACK

Distribution	Credits
BEMH 6002 Foundations of Bioethics	3
BEMH 6009 Current Controversies in Bioethics	3
BEMH 6003 Medical Humanities	3
BEMH 6005 Medicine in Literature and Film	3
or BEMH 6012 The End of Life in Film & Lit.	
BEMH 6008 History of Medicine	3
BEMH 6016 Narrative in Medicine	3
BEMH 6020 Capstone Project	3
Electives	12

Elective Courses offered include: [1]

Course ID	Title	Credits
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	3
BEMH 6006	The Doctor As Author	3
BEMH 6012	The End of Life in Film & Lit.	3
BEMH 6013	Medicine and Identity	3
BEMH 6014	Pandemic Ethics	3

BEMH 6015	Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction	3

[1] Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor.

BIOETHICS TRACK

- Ethical Theory
- Introduction to Clinical Ethics
- Research Ethics

MEDICAL HUMANITIES TRACK

- Literature and Film in Medicine
- History of Medicine
- Narrative in Medicine

MD/PhD

Overview

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For **PhD program** information, contact **bms@tulane.edu**

Tulane brings together some of the nation's most talented young people with nationally- and internationally-recognized teachers and researchers: all in the context of a vibrant city replete with opportunities both in and out of the lab and classroom. Whatever studies you pursue, your learning will intersect with the city's unique mix of influences- ethnic, musical, architectural, geographical, commercial, political, environmental, and social. Beyond the classroom and lab, Tulane also provides you with multiple opportunities for career development and possible career exploration, both in and outside of academia. As a Tulane graduate student, you will find unmatched opportunities: opportunities to pursue ideas and work that matters to others, and opportunities to grow and mature.

There are two tracks to receiving a combined MD/PHD degree, also known as the Physician Scientist Program (PSP). Both tracks start with Medical School for 2 years, followed by 3-4 years in the BMS Phd program before returning to Medical School for the last 2 years.

PSP-A students apply through the Medical School AMCAS application process for both degrees. Applicants cannot apply to the PSP-A program and Medical School. They must choose one.

- 2 students are accepted each year. Must have exceptional academic credentials and prior research experience.
- Accepted students receive a fellowship covering both medical and graduate school tuition costs.
- A stipend is paid for the duration of study in both the Graduate School and Medical School.
- Accepted students must begin research lab rotations the summer prior to entry into medical school.
- Accepted students must complete both the PhD and MD degree.

Track B or PSP-B students must have applied for and been accepted into Tulane Medical School. PSP-B track students apply for the PhD program through the Biomedical Sciences application system any time after beginning medical school studies but no later than the beginning of their third year of medical school.

- A stipend is paid for the duration of the program after acceptance.
- PSP-B students receive tuition remittance only for the PhD portion of their studies, not Medical School.
-

Requirements

MD Requirements

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will receive information through email listservs and dean's hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean's hours about how and when to find information about their third-year clerkships through eMedley's eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean's hours about how to use eMedley's eCurriculum's registration and scheduling resources.

Year 1		**Credit Hours**
GANT 1008	Gross Anatomy	8
BIOC 1010	Biochemistry	7
GENE 1007	Genetics	1
HSTO 1001	Histology	5
PYSI 1002	Physiology	5
FIM1 1005	Foundations Med I	5
One pre-clinical elective in first or second year		1
	Credit Hours	**32**
Year 2		
BRBH 2006	Brain, Mind and Behavior	6
CLDG 2004	Clinical Diagnosis	3
FIM2 2005	Foundations Med II	2
IMMU 2001	Immunology	1
MICR 2000	Intro to Infectious Diseases	4
PATH 2002	Mechnms of Disease	14
PHAR 2003	Pharmacology	5
One pre-clinical elective in first or second year		1
	Credit Hours	**36**

Year 3		
Passing score on USMLE Step 1 [1]		
FAMY 3000	Family Medicine	6
SURG 3000	Surgery	8
PEDS 3000	Pediatrics	8
PYCH 3000	Psychiatry	4
NEUR 3000	Neurology	4
OBGY 3000	Obstetrics & Gynecology	8
MED 3000	Medicine	8
	Credit Hours	**46**
Year 4		
Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills [2]		
MED 4409	Community Health [3]	4
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) [4]		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) [5]		30
5 Interdisciplinary Seminars (offered through Office of Medical Education)		
	Credit Hours	**42**
	Total Credit Hours	**156**

1. Students must record a passing USMLE Step 1 score by October of their third year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.
2. Students must record passing USMLE Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) scores to graduate. Students are encouraged to take both Step 2 CK and Step 2 CS by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.
3. Students in Tulane's MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 34 weeks' worth of electives.
4. ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.
5. Students in Class of 2021 are limited to a maximum of 1 online elective in their T3 year, and are limited to a maximum of 4 online electives in their T4 year: this limit should assist students with the busy interview season, but will also help students focus primarily on face-to-face, clinical elective opportunities. Students graduating after 2021 are advised that the Curriculum Committee may further reduce the maximum number of online electives that T4s may complete.

PhD Curriculum

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester but must choose a Dissertation Advisor by the end of the third semester. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Departmental Track in Anatomy, Biochemistry, Medical Genetics and Genomics, Microbiology and Immunology, Pathology, Pharmacology or Physiology). An area of research emphasis may add further course requirements beyond those required for the Biomedical Sciences PhD degree without specialization.

Year 1		
Fall		**Credit Hours**
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7120	Research Topics and Rotations (2 credits for seminar, 2 for first rotation)	4
BMSP 7100	Biomed Sciences Workshop	1
	Credit Hours	**13**
Spring		
GBCH 7250	Biomed Stats & Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770	Systems Biology	3
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
	Credit Hours	**14**
Year 2		
Fall		
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7100	Biomed Sciences Workshop	1
BMSP 7990	Independent Study	1-6
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**3-8**
Spring		
BMSP 7150	Seminar	1
Workshop [1]		1-6
MIIM 7400	Responsible Conduct-Biomed Rsh	2
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**4-9**
Summer Session		
Students must begin their dissertation research or perform more research rotations during the Summer semester of their first year.		
	Credit Hours	**0**
	Total Credit Hours	**34-44**

1. BMSP 7110 Workshop (1 c.h.), BMSP 7990 Independent Study (1-6 c.h.), or another mentor focused workshop course

Ideally, the student should choose a dissertation advisor at the end of the Spring semester.

Total for Second Year Fall + Spring must equal at least 21 credit hours

Coursework in the 2nd year must include at least 6 credit hours of lecture-based course work (Electives) and 11 credit hours of Independent Study (Research).

A minimum of 48 credit hours of course work and independent study is required for the PhD. All formal course work is to be completed within the first two years. Students may take Independent Study (BMSP 7990 Independent Study (1-6 c.h.) or equivalent) for 1-6 credits per semester for a maximum of 12 credits total during the first two years. The remaining hours of coursework are selected from the elective curriculum by the student in consultation with the dissertation advisor. Once coursework is completed, the student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. Students ordinarily complete the requirements for the Ph.D. degree between four and seven years from the date of matriculation in the program.

Physician/Scientist Program Requirements

Medical School- Years 1 & 2

Our medical school first and second year curriculum provides the necessary foundation for graduates to be well prepared to enter any field of medicine. Emphasis has been placed on self-directed learning, integration of basic and clinical sciences, and more active forms of learning. Students' medical careers begin with the White Coat Ceremony, which defines the commitment and dedication they have made to their patients and themselves as they enter medical school. Students learn basic science knowledge during the first two years in lectures, problem-based learning sessions, small group discussions, laboratories, and clinical correlations. In mid-June of the second year, students sit for Step 1 of the USMLE.

Graduate School

P/SP students enter the graduate years full-time after completing Step 1 of the USMLE. Students may elect to do a third research rotation, or if they have already completed two research rotations, may select a graduate program and a dissertation advisor, and begin work on their Ph.D. dissertation.

Coursework during the graduate years emphasizes basic principles and concepts in biochemistry, biostatistics, genetics, and cell biology, with additional courses specific to the area of concentration. Additional program requirements include weekly seminar series, and student research presentations. All students take a online course in ethics and must complete a proposal-based Preliminary Examination, usually after the first year of graduate school. When the dissertation advisory committee is satisfied that the aims of the research project have been met and the dissertation has been defended successfully, the requirements for the Ph.D. will have been completed.

P/SP students prepare to re-enter medical school as they near completion of their dissertation. Typically students begin medical school in July or mid-August with the third year medical student class. Students anticipating return to medical school notify the medical school in January and complete the clerkship selection process, which is coordinated by the Office of Student Affairs of the medical school.

Up to 24 credit hours of coursework is transferred from the students' medical school.

Medical School - Years 3 & 4

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The majority of clinical training is offered in the third and fourth years. Tulane has created a "combined" third and fourth year, whereby students have 20 months of training, of which 15 are required and 5 are elective. The requirements for the third and fourth year include: 8-week clerkships in internal medicine, surgery, pediatrics, obstetrics/gynecology, and psychiatry/neurology, a 6 week clerkship in family medicine, 2 weeks of radiology, emergency medicine, and outpatient surgery, and 5 one month electives, one month of ambulatory internal medicine, and a sub-internship.

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Physician/Scientist Program Curriculum

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First Year

Fall:
BMSP 7100 Workshop (1 credit)
BMSP 7140 Seminar (1 credit)
BMSP 7990 Independent Study (4-6 credits depending upon elective chosen)
Elective Courses
Attend BMS Retreat (no credits)
Safety Training (no credits)

Spring:
GBCH 7250 Biostatistics (2 credits)
BMSP 7110 Workshop (1 credit)
BMSP 7150 Seminar (1 credit)
BMSP 7990 Independent Study (2-4 credits depending upon elective chosen)
Elective
Course Transfer from Medical School (24 credits)

Second Year

The second year consists of only Workshop (BMSP 7100 - 1credit/semester) and Seminar (BMSP 7140 1 credit/semester) to complete a total of 48 credit hours. Students must also register for Independent Study (BMSP 7990) or Selected topics (BMSP 7500) to maintain full time status. Second year will have no other formal didactic courses. However, if a student chooses a mentor within a specific area of research emphasis, further requirements may be necessary.

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Physician/Scientist Program Curriculum

Medical School- Years 1 & 2

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Medical School - Years 3 & 4

MD Degree Program

Programs

Graduate

- Medicine, MD (p. 88)

Medicine, MD

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The pre-clinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

Students begin learning clinical skills early in Year 1. Specialty-based clinical training begins in May of Year 2 and continues throughout most of Year 3. The final phase of the curriculum is designed to help students choose and prepare for their residency choice while enhancing skills in emergency medicine, radiology and cultural competence. The curriculum provides enough flexibility for early and numerous opportunities in community service and service-learning, dedicated time for students interested in dual degrees (MPH, MBA), or mentored research.

Pre-clinical MD curriculum in the School of Medicine is available only to those students who have been accepted into Tulane's MD program.

Clinical MD electives in the School of Medicine may be available to visiting students from United States medical schools who apply and are accepted for individual electives through AAMC's VSAS/VSLO platform. ***Tulane School of Medicine does not offer electives to visiting students from international schools of medicine.***

Current MD students in the School of Medicine should log into eMedley's eCurriculum for additional registration details, and for more details about courses and rotations, such as objectives, syllabi, permission to add, etc.

Requirements

Degree requirements

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	Credit Hours	**46**
Year 4		
Passing scores on USMLE Step 2 Clinical Knowledge [3]		
MED 4409	Community Health [4]	4
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) [5]		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) [6]		30
5 Interdisciplinary Seminars (offered through Office of Medical Education)		
	Credit Hours	**42**
	Total Credit Hours	**156**

1 Students must record a passing USMLE Step 1 score by October of their third year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.

2 During some years that face interruptions or crises, such as natural disasters or pandemics, core clerkships may change course number or weeks' of duration. Students should monitor their Tulane email for updates to curriculum, and students should review their transcripts for any exceptions to the core third-year clerkships identified in this table.

[3] Students must record a passing USMLE Step 2 score to graduate. Students are encouraged to take Step 2 by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.

[4] Students in Tulane's MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 34 weeks' worth of electives.

[5] ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.

[6] Students should monitor their emails daily: curricular changes may be necessary to accommodate classes that are affected by natural disasters, pandemics, etc. Students should note that online electives and teaching/tutoring/research electives may be limited. Students are encouraged to complete as many ***clinical*** electives as possible to prepare for the clinical demands of residency.

COURSE DESCRIPTIONS

#

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

A

- Accounting (ACCN) (https://catalog.tulane.edu/courses/accn/)
- Admiralty Law (ADMR) (https://catalog.tulane.edu/courses/admr/)
- Africana Studies (AFRS) (https://catalog.tulane.edu/courses/afrs/)
- Aging Studies (AGST) (p. 93)
- American Sign Language Studies (ASLS) (https://catalog.tulane.edu/courses/asls/)
- Anatomy - Graduate (ANAT) (p. 94)
- Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth/)
- Anthropology (PAAN) (https://catalog.tulane.edu/courses/paan/)
- Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc/)
- Architecture (ARCH) (https://catalog.tulane.edu/courses/arch/)
- Architecture (PAAR) (https://catalog.tulane.edu/courses/paar/)
- Architecture - Design (DESG) (https://catalog.tulane.edu/courses/desg/)
- Art History (ARHS) (https://catalog.tulane.edu/courses/arhs/)
- Art History (PAAH) (https://catalog.tulane.edu/courses/paah/)
- Art Studio (ARST) (https://catalog.tulane.edu/courses/arst/)
- Asian Studies (ASTA) (https://catalog.tulane.edu/courses/asta/)
- Astronomy (ASTR) (https://catalog.tulane.edu/courses/astr/)

B

- Biochemistry & Molecular Biol (GBCH) (p. 95)
- Bioethics and Medical Humanities (BEMH) (p. 96)
- Biology (PABI) (https://catalog.tulane.edu/courses/pabi/)
- Biomedical Engineering (BMEN) (https://catalog.tulane.edu/courses/bmen/)
- Biomedical Informatics (BIMI) (p. 101)
- Biomedical Sciences (BMSP) (p. 102)
- Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios/)
- Business & Leadership Studies (BSLS) (https://catalog.tulane.edu/courses/bsls/)
- Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn/)
- Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm/)

C

- Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma/)
- Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv/)
- Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/cell/)
- Center for Engaged Learning and Teaching (CELT) (https://catalog.tulane.edu/courses/celt/)
- Chemical Engineering (CENG) (https://catalog.tulane.edu/courses/ceng/)
- Chemistry (CHEM) (https://catalog.tulane.edu/courses/chem/)
- Chinese Language (ASTC) (https://catalog.tulane.edu/courses/astc/)
- Cinema Studies (CINE) (https://catalog.tulane.edu/courses/cine/)
- City, Culture, and Community (CCCC) (https://catalog.tulane.edu/courses/cccc/)
- Classics (CLAS) (https://catalog.tulane.edu/courses/clas/)
- Clinical Research (MSCR) (p. 102)
- Colloquia (COLQ) (https://catalog.tulane.edu/courses/colq/)
- Communication (COMM) (https://catalog.tulane.edu/courses/comm/)
- Computational Science (COSC) (https://catalog.tulane.edu/courses/cosc/)
- Computer Science (CMPS) (https://catalog.tulane.edu/courses/cmps/)
- Cybersecurity Management (CSMT) (https://catalog.tulane.edu/courses/csmt/)

D

- Dance (DANC) (https://catalog.tulane.edu/courses/danc/)
- Data Hub (DATA) (https://catalog.tulane.edu/courses/data/)
- Digital Design (DDSN) (https://catalog.tulane.edu/courses/ddsn/)
- Digital Media Practices (DMPC) (https://catalog.tulane.edu/courses/dmpc/)
- Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls/)

E

- Earth & Environmental Sciences (EENS) (https://catalog.tulane.edu/courses/eens/)
- Ecology & Evolutionary Biology (EBIO) (https://catalog.tulane.edu/courses/ebio/)
- Economics (ECON) (https://catalog.tulane.edu/courses/econ/)
- Education (EDUC) (https://catalog.tulane.edu/courses/educ/)
- Education - Liberal Arts (EDLA) (https://catalog.tulane.edu/courses/edla/)
- Emergency and Security Studies (ESSC) (https://catalog.tulane.edu/courses/essc/)
- Energy (ENRG) (https://catalog.tulane.edu/courses/enrg/)
- Energy Law (ERGL) (https://catalog.tulane.edu/courses/ergl/)
- Engineering Physics (ENGP) (https://catalog.tulane.edu/courses/engp/)
- English (ENGL) (https://catalog.tulane.edu/courses/engl/)
- English (ENLS) (https://catalog.tulane.edu/courses/enls/)
- English (PAEN) (https://catalog.tulane.edu/courses/paen/)
- English for Academic/Professional Purposes (EAPP) (https://catalog.tulane.edu/courses/eapp/)
- Environmental Health Sciences (ENHS) (https://catalog.tulane.edu/courses/enhs/)
- Environmental Studies (EVST) (https://catalog.tulane.edu/courses/evst/)

- Epidemiology (EPID) (https://catalog.tulane.edu/courses/epid/)
- Executive MBA (EMBA) (https://catalog.tulane.edu/courses/emba/)

F

- Finance (EFIN) (https://catalog.tulane.edu/courses/efin/)
- Finance (FINE) (https://catalog.tulane.edu/courses/fine/)
- Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar/)
- Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln/)
- French (FREN) (https://catalog.tulane.edu/courses/fren/)

G

- Gender & Sexuality Studies (GESS) (https://catalog.tulane.edu/courses/gess/)
- General Legal Studies (GLSP) (https://catalog.tulane.edu/courses/glsp/)
- German (GERM) (https://catalog.tulane.edu/courses/germ/)
- Global Business (GMBA) (https://catalog.tulane.edu/courses/gmba/)
- Global Development (GDEV) (https://catalog.tulane.edu/courses/gdev/)
- Global Finance (GFIN) (https://catalog.tulane.edu/courses/gfin/)
- Greek (GREK) (https://catalog.tulane.edu/courses/grek/)

H

- Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr/)
- Health Policy & Management (HPAM) (https://catalog.tulane.edu/courses/hpam/)
- Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw/)
- Historic Preservation (PRES) (https://catalog.tulane.edu/courses/pres/)
- History (HIST) (https://catalog.tulane.edu/courses/hist/)
- History (PAHS) (https://catalog.tulane.edu/courses/pahs/)
- History - Africa (HISB) (https://catalog.tulane.edu/courses/hisb/)
- History - Ancient & Medieval Europe (HISA) (https://catalog.tulane.edu/courses/hisa/)
- History - Asia (HISC) (https://catalog.tulane.edu/courses/hisc/)
- History - Latin America & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl/)
- History - Middle East & North Africa (HISM) (https://catalog.tulane.edu/courses/hism/)
- History - Modern Europe (HISE) (https://catalog.tulane.edu/courses/hise/)
- History - United States (HISU) (https://catalog.tulane.edu/courses/hisu/)
- Homeland Security (HMLS) (https://catalog.tulane.edu/courses/hmls/)
- Human Genetics (HMGN) (p. 103)
- Humanities (PAHM) (https://catalog.tulane.edu/courses/pahm/)
- Humanities - Interdisciplinary (HUMA) (https://catalog.tulane.edu/courses/huma/)

I

- Immunology (IMMU) (p. 103)
- Individual Study (ISTU) (https://catalog.tulane.edu/courses/istu/)
- Information Systems (INFO) (https://catalog.tulane.edu/courses/info/)
- Information Technology (CPST) (https://catalog.tulane.edu/courses/cpst/)
- Interdisciplinary Newcomb-Tulane College (INTU) (https://catalog.tulane.edu/courses/intu/)
- Interdisciplinary Studies (INTD) (https://catalog.tulane.edu/courses/intd/)
- International Business (INBS) (https://catalog.tulane.edu/courses/inbs/)
- International Health & Sustainable Development (IHSD) (https://catalog.tulane.edu/courses/ihsd/)
- International Studies & Business (ISIB) (https://catalog.tulane.edu/courses/isib/)
- Internship (INTR) (https://catalog.tulane.edu/courses/intr/)
- Italian (ITAL) (https://catalog.tulane.edu/courses/ital/)

J

- Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj/)
- Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst/)

K

- Kinesiology (KINE) (https://catalog.tulane.edu/courses/kine/)

L

- Labor & Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl/)
- Latin (LATN) (https://catalog.tulane.edu/courses/latn/)
- Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last/)
- Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin/)
- Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law/)
- Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini/)
- Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls/)
- Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws/)
- Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger/)
- Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law/)
- Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law/)
- Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law/)
- Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst/)

- Less Commonly Taught Languages (LCTL) (https://catalog.tulane.edu/courses/lctl/)
- Linguistics (LING) (https://catalog.tulane.edu/courses/ling/)

M

- Management (MGMT) (https://catalog.tulane.edu/courses/mgmt/)
- Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom/)
- Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc/)
- Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers/)
- Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg/)
- Master of Liberal Arts Courses (MLAR) (https://catalog.tulane.edu/courses/mlar/)
- Materials Physics & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen/)
- Math offered through SoPA (PAMT) (https://catalog.tulane.edu/courses/pamt/)
- Mathematics (MATH) (https://catalog.tulane.edu/courses/math/)
- MD - Anesthesiology (ANES) (p. 104)
- MD - Biochemistry (BIOC) (p. 105)
- MD - Brain & Behavior (BRBH) (p. 105)
- MD - Clinical Diagnosis (CLDG) (p. 105)
- MD - Dermatology (DERM) (p. 105)
- MD - Emergency Medicine (EMER) (p. 106)
- MD - Family Medicine (FAMY) (p. 106)
- MD - Foundations Medicine I (FIM1) (p. 110)
- MD - Foundations Medicine II (FIM2) (p. 110)
- MD - General Medicine (GENM) (p. 110)
- MD - Genetics (GENE) (p. 110)
- MD - Gross Anatomy (GANT) (p. 110)
- MD - Histology (HSTO) (p. 111)
- MD - Mechanism of Disease (PATH) (p. 111)
- MD - Medicine (MED) (p. 114)
- MD - Microbiology (MICR) (p. 121)
- MD - Neurology (NEUR) (p. 122)
- MD - Neuroscience (NESC) (p. 122)
- MD - Neurosurgery (NRSR) (p. 122)
- MD - Obstetrics & Gynecology (OBGY) (p. 123)
- MD - Ophtalmology (OPTH) (p. 124)
- MD - Orthopaedic Surgery (ORTH) (p. 125)
- MD - Otolaryngology (OTLN) (p. 127)
- MD - Pediatrics (PEDS) (p. 128)
- MD - Pharmacology (PHAR) (p. 130)
- MD - Physiology (PYSI) (p. 131)
- MD - Psychiatry (PYCH) (p. 131)
- MD - Public Health (PHEA) (p. 132)
- MD - Radiology (RADS) (p. 133)
- MD - Surgery (SURG) (p. 133)
- MD - Urology (UROL) (p. 135)
- Media & Design (MDES) (https://catalog.tulane.edu/courses/mdes/)
- Medieval & Early Modern Studies (MEMS) (https://catalog.tulane.edu/courses/mems/)
- Microbiology - Graduate (MIIM) (p. 136)
- Music (MUSC) (https://catalog.tulane.edu/courses/musc/)
- Music (PAMU) (https://catalog.tulane.edu/courses/pamu/)
- Music - Applied (APMS) (https://catalog.tulane.edu/courses/apms/)
- Musical Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs/)

N

- Neuroscience (NSCI) (https://catalog.tulane.edu/courses/nsci/)

P

- Pharmacology - Graduate (GPHR) (p. 137)
- Philosophy (PHIL) (https://catalog.tulane.edu/courses/phil/)
- Physics (PHYS) (https://catalog.tulane.edu/courses/phys/)
- Physiology - Graduate (GPSO) (p. 137)
- Political Economy (PECN) (https://catalog.tulane.edu/courses/pecn/)
- Political Science - American (POLA) (https://catalog.tulane.edu/courses/pola/)
- Political Science - Comparative (POLC) (https://catalog.tulane.edu/courses/polc/)
- Political Science - General (POLS) (https://catalog.tulane.edu/courses/pols/)
- Political Science - International (POLI) (https://catalog.tulane.edu/courses/poli/)
- Political Science - International Development (PSDV) (https://catalog.tulane.edu/courses/psdv/)
- Political Science - Political Theory (POLT) (https://catalog.tulane.edu/courses/polt/)
- Portuguese (PORT) (https://catalog.tulane.edu/courses/port/)
- Professional MBA (PMBA) (https://catalog.tulane.edu/courses/pmba/)
- Professional Advancement Prior Learning (PAPL) (https://catalog.tulane.edu/courses/papl/)
- Psychology (PSYC) (https://catalog.tulane.edu/courses/psyc/)
- Public Administration (MPAD) (https://catalog.tulane.edu/courses/mpad/)
- Public Health Special Courses (SPHL) (https://catalog.tulane.edu/courses/sphl/)
- Public Health Undergraduate (SPHU) (https://catalog.tulane.edu/courses/sphu/)
- Public Service (SRVC) (https://catalog.tulane.edu/courses/srvc/)

R

- Religious Studies (PARL) (https://catalog.tulane.edu/courses/parl/)
- Religious Studies (RLST) (https://catalog.tulane.edu/courses/rlst/)
- River-Coastal Science & Engineering (RCSE) (https://catalog.tulane.edu/courses/rcse/)

- ROTC - Aerospace Studies (AERO) (https://catalog.tulane.edu/courses/aero/)
- ROTC - Military Science (MILS) (https://catalog.tulane.edu/courses/mils/)
- ROTC - Naval Science (NAVS) (https://catalog.tulane.edu/courses/navs/)
- Russian (RUSS) (https://catalog.tulane.edu/courses/russ/)

S

- School Liberal Arts Management (SLAM) (https://catalog.tulane.edu/courses/slam/)
- School of Professional Advancement (SOPA) (https://catalog.tulane.edu/courses/sopa/)
- Science & Engineering (SCEN) (https://catalog.tulane.edu/courses/scen/)
- Science (PASC) (https://catalog.tulane.edu/courses/pasc/)
- Social Innovation/Entrepreneur (SISE) (https://catalog.tulane.edu/courses/sise/)
- Social Sciences (PASS) (https://catalog.tulane.edu/courses/pass/)
- Social Work (PASW) (https://catalog.tulane.edu/courses/pasw/)
- Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk/)
- Social, Behavioral and Population Sciences (SBPS) (https://catalog.tulane.edu/courses/sbps/)
- Sociology (PASO) (https://catalog.tulane.edu/courses/paso/)
- Sociology (SOCI) (https://catalog.tulane.edu/courses/soci/)
- Spanish (SPAN) (https://catalog.tulane.edu/courses/span/)
- Special Projects (RELS) (https://catalog.tulane.edu/courses/rels/)
- Speech (SPEC) (https://catalog.tulane.edu/courses/spec/)
- Sports Medicine (SPMD) (p. 104)
- Sustainable Real Estate Development (SRED) (https://catalog.tulane.edu/courses/sred/)
- Swahili (SWHL) (https://catalog.tulane.edu/courses/swhl/)

T

- Taxation (TAXN) (https://catalog.tulane.edu/courses/taxn/)
- Taylor Your Life (TYLR) (https://catalog.tulane.edu/courses/tylr/)
- Theatre (PATR) (https://catalog.tulane.edu/courses/patr/)
- Theatre (THEA) (https://catalog.tulane.edu/courses/thea/)
- Tides - Residential Learning Communities (TIDR) (https://catalog.tulane.edu/courses/tidr/)
- Tides - TU Interdisciplinary Experience (TIDE) (https://catalog.tulane.edu/courses/tide/)
- Tropical Medicine (TRMD) (https://catalog.tulane.edu/courses/trmd/)

U

- Urban Studies (URST) (https://catalog.tulane.edu/courses/urst/)

W

- Wellness & Human Performance (WLHP) (https://catalog.tulane.edu/courses/wlhp/)

Y

- Yoruba (YRBA) (https://catalog.tulane.edu/courses/yrba/)

Aging Studies (AGST)

AGST 6200 Advanced Research Methods and Design (3)
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

AGST 6300 Brain and Behavior: Structure, Physiology, and Cognition in Adult and Aging Brains (3)
This course is an introduction to the relations between the brain and behavior with particular emphasis on cognition and changes with aging. It is intended to be an overview and to prepare students to be knowledgeable about the neurobiology and changes associated with aging. After taking this course, students should have a basic understanding of a) the structure and function of nervous systems, b) the mechanisms of sensory input and motor output, c) the neurobiology underlying important higher cognitive functions such as emotion, learning and memory, language and executive function, and 4) neurodegeneration and the use of tools to assess cognitive decline.

AGST 7020 Interdisciplinary Seminar on Aging I (3)
This course is the first in a two-part, team-taught seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal impact of aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7040 Interdisciplinary Seminar on Aging II (3)
This course is the continuation of a two-part seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal changes associated with aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7060 Topics in Aging Research I (1)
This team-taught course introduces students to aging research topics and methods.

AGST 7080 Topics in Aging Research II (1)
This team-taught course is a treatment of select topics and methods in aging research for advanced students.

AGST 7100 Seminar in Aging (1)
This team-taught course is a treatment of advanced topics and methods in aging research for graduate students.

Course Limit: 99

AGST 7120 Independent Study/Research (0-6)
Independent Study/Research.

Maximum Hours: 99

AGST 7140 Dissertation Research (0-9)
Dissertation Research.

AGST 7160 Internship (1-6)
Internship.

AGST 7200 Advanced Research Methods and Design (3)
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

AGST 7300 Brain and Behavior: Structure, Physiology, and Cognition in Adult and Aging Brains (3)
This course is an introduction to the relations between the brain and behavior with particular emphasis on cognition and changes with aging. It is intended to be an overview and to prepare students to be knowledgeable about the neurobiology and changes associated with aging. After taking this course, students should have a basic understanding of a) the structure and function of nervous systems, b) the mechanisms of sensory input and motor output, c) the neurobiology underlying important higher cognitive functions such as emotion, learning and memory, language and executive function, and 4) neurodegeneration and the use of tools to assess cognitive decline.

AGST 9990 Dissertation Research (0-9)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Anatomy - Graduate (ANAT)

ANAT 6010 Histology (5)

ANAT 6090 Gross Anatomy/Embryology (11)

ANAT 7055 Graduate Histology I (3)
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease.

ANAT 7056 Graduate Histology 2 (2)
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease. The Fall Semester course ANAT 7055, Graduate Histology 1, is a prerequisite.

Prerequisite(s): ANAT 7055.

ANAT 7065 Graduate Anatomy I (7)
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science.

ANAT 7066 Graduate Anatomy 2 (4)
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science. The Fall Semester course ANAT 7065, Graduate Anatomy 1, is a prerequisite.

Prerequisite(s): ANAT 7065.

ANAT 7090 Select Topics In Anatomy (0-4)

ANAT 7120 Anatomy Research Sem I (1)
To learn and understand recent advances in biomedical sciences; To develop critical thinking, literature search, and presentation skills.

ANAT 7130 Anatomy Research Sem II (2)
To learn and understand recent advances in biomedical sciences, To develop the skills required for evaluating research presentations and learn how to present professional work

ANAT 7240 Advances in Anatomical Sciences I (1)
Students present one original research paper on a current topic in anatomical science research (cell, animal model, human).

ANAT 7250 Advances in Anatomical Sci II (1)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease. To understand how to develop new ideas for solving old and new clinical science questions

ANAT 7350 Anatomical Techniques (3)
To develop an understanding of the knowledge and skills involved in anatomical research and tissue preparation, as well as its application and relevance to human structure, physiology and disease

ANAT 7360 Leadership in Healthcare (3)
To confront the challenges facing modern health care , experts and organizations are calling for an increase in leadership· capabilitles. The Association of American Medical Colleges (AAMC) calls for a "focus on organizational leadership in a new era of health care.' The mission statement or the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders. To meet this need, this course, Leadership In Health Care, will engage with leadership topics to intentionally train students in the qualities consistently demonstrated by leaders when performing at their personal best with a focus on topics particularly crucial to healthcare.

ANAT 7410 Grad Intro Functional Anatomy (1)
This course provides an introduction to the physical principles of normal function and physiology in cells and tissues.

ANAT 7420 Graduate Systems Functional Anatomy (1)
This course provides an analysis of the physical principles of normal function and physiology in organ system.

ANAT 7510 Teaching Micro Anatomy 1 (1)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

ANAT 7520 Teaching Microscopic Anat 2 (2)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

ANAT 7560 Signal Transduction/Hormone Ac (2)
This course provides in-depth knowledge of cell signaling.

ANAT 7575 Graduate Neuroscience (6)
To acquire knowledge and develop skills in dissection-oriented neuroanatomy and neuroscience, and its application and relevance to human physiology and clinical disease.

ANAT 7600 Anatomy Research (1-9)

ANAT 7610 Teaching Techniques in Hlth Sc (2)
To develop the skills required for non-interactive educational formats in health sciences education and the application of these skills in medical and health sciences education

ANAT 7620 Interactive Teaching Technique (2)
To develop the skills required for evaluating and applying interactive teaching formats in health sciences education and the application of these skills to medical and health sciences education

ANAT 7630 Clinical Grand Rounds Surgery (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

ANAT 7640 Clinical Grand Rounds Medicine (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

ANAT 7750 Teaching Gross & Deve Anatomy (3)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental anatomy.

ANAT 7760 Teaching Neuroanatomy (1)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental neuroanatomy.

ANAT 7790 Adv Surgery based Anat Dissect (5)

ANAT 7810 Research Design & Methods 1 (3)
Students will attend a series of lectures and practical sessions on the principles of centrifugation, tissue preparation for protein extractions, western blotting, RNA isolation and real time PCR, plating and cell culture techniques, and gel doc recording.

ANAT 7820 Research Design & Methods 2 (3)
Students will attend a series of lectures and practical sessions on the principles of tissue processing for microtomy, tissue microtomy for light microscopy, paraffin types and paraffin embedding of tissue, and histochemistry of tissue staining.

ANAT 7830 Research Project Presentation (5)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease.

ANAT 7840 Research Thesis (6)
The student will present research as a written record and present, discuss and defend the research before a thesis committee.

ANAT 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANAT 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Biochemistry & Molecular Biol (GBCH)

GBCH 4060 Topics in Pediatric Research (2)

GBCH 6010 Graduate Biochemistry (4)

GBCH 6020 Biochem & Molec Bio Seminar (1)

GBCH 6110 Basic Medical Biochemistry (3)

GBCH 7090 Seminar (1)

GBCH 7100 Seminar (1)

GBCH 7110 Selected Topics (1-4)

GBCH 7120 Special Problems (1-6)

GBCH 7130 Selected Topics (1-4)

GBCH 7140 Selected Topics (1-3)

GBCH 7150 Tutorial Topics (1-6)

GBCH 7160 Tutorial Topics (1-6)

GBCH 7170 Principles of Genetics (4)

GBCH 7180 Chromosome Instabil in Cancer (4)

GBCH 7190 Seminar Presentation (2)

GBCH 7220 Structure/Function Biomo (4)

GBCH 7230 Intro to Bioinformatics (3)
Prerequisite(s): GBCH 6010.

Prerequisite(s): GBCH 6010.

GBCH 7250 Biomed Stats & Data Analysis (2)

GBCH 7330 Advanced Bioinformatics (3)
The goal of this course is to introduce foundational concepts, algorithms and applications of advanced bioinformatics, particularly machine learning and artificial intelligence (AI) in biomedical research. The major topics include machine learning, deep learning, and AI and their state-of-the-art applications in biomedicine. Students will acquire mathematical formulations and computer algorithms in regression modeling, data clustering and dimensionality reduction, data classifications (including deep learning), and reinforcement learning. Students will also gain detailed knowledge and hands-on experience in proteomics) and develop programming skills in applying open-source software programs in analyzing and interpreting omics data. Prerequisite: A Biochemistry course.

GBCH 7500 Human Medical Cellular Biochem (5)
The objectives and content of the Human Medical Cellular Biochemistry course are designed to provide students with a comprehensive understanding of cellular structure and function, and the manner by which cellular processes are normally integrated and regulated. This course stresses both the normal cellular function, and why disease states occur if normal cellular processes are disrupted.

GBCH 7520 Metabol Biochem Human Disease (5)

GBCH 7540 Med Biochem Grand Rnds Externs (3)

GBCH 7550 Med Biochem Grand Rounds Exter (3)

GBCH 7560 Academic Writing & Critique (2)

GBCH 7570 Signal Transduction/Hormone Ac (2)

GBCH 7580 Methods in Biochemistry (2)

GBCH 7590 Cases Research Ethics (2)

GBCH 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GBCH 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Bioethics and Medical Humanities (BEMH)

BEMH 4000 Philosophy of Medicine (3)
This course provides an in-depth treatment of the philosophical foundations of medicine. It considers problems relating to the nature of health and illness, the basis of medical knowledge, the nature of the physician/patient relationship, and more. Prerequisites: PHIL 1010, 1030, 3050 or 3550. Junior or Senior standing required.

Prerequisite(s): PHIL 1010, 1030, 3050 or 3550.

BEMH 4001 Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics (3)
Neuroethics, as an area of study, can be divided into two sub-fields: the neuroscience of ethics and the ethics of neuroscience (Roskies 2002). The neuroscience of ethics deals with our growing understanding of the underlying mechanism of social behavior relevant to morality – for instance, the origins and nature of empathy, altruism, aggression, self-control, reasoning, and the role of our emotions and intuitions in moral decision making. The ethics of neuroscience is a branch of applied ethics or bioethics. It focuses on ethical issues that originate in new advances and possibilities in neuroscience. Especially relevant here is the fact that advances in neuroscience not only extend our understanding of the brain, but also raise the possibility of interventions to modify our brain. This course is designed to give students a philosophical overview of these topics, and opportunities to think critically about ethical implications related to neuroscience and advances in medicine. We will explore fundamental topics in both branches of Neuroethics. Drawing from a variety of fields—neuroscience, philosophy, social psychology, cognitive psychology, developmental psychology, and evolutionary theory—we will investigate and discuss questions like: What are the evolutionary origins of moral judgment? Does evolutionary theory shed light on normative moral questions? Do our moral motivations derive from reason or pre-reflective intuition? Do psychopaths have moral responsibility? Do we have free will? Is there an obligation to enhance ourselves? Should drugs be used to enhance mental functioning? Prerequisite(s): PHIL 1030, 3050, 3510, 3550, 3580 or 6050. Junior or Senior standing required.

Prerequisite(s): PHIL 1030, 3050, 3510, 3550, 3580 or 6050.

BEMH 4002 Foundations in Bioethics (3)
This course examines the theoretical foundations of bioethics. It begins by considering foundational questions regarding the nature of medicine, illness, and the physician/patient relationship. It then turns to discussion of the various ethical frameworks that guide decision-making in medicine. Finally, it closes by bringing these frameworks to bear on theoretical issues relating to social justice.

BEMH 4003 Medical Humanities (3)
Medical humanities draws on many disciplines and fields—including history, literature, art history, media studies, philosophy, law, ethics, religion, theology, anthropology, psychology, sociology, and other arts and sciences—to study the context of medicine, the experience of medicine, the goals of medicine, and concepts in and of medicine. A common goal of medical humanities is to make clinicians, at all levels of their training, more "humane" or "compassionate." Another common goal includes making clinicians more "well-rounded." Still another goal includes promoting teaching and learning in medical humanities simply for its own sake. But what is "medical humanities"? While there is no single answer to this question, this much is clear: Medical humanities draws from many disciplines and fields to examine issues related to the development and the practice of medicine. In this sense, medical humanities is similar to other fields such as religious studies or gender studies—fields that use various disciplines and methods to study a subject such as religion or gender. What is different, however, is that medical humanities, unlike many other academic fields, seems to require or to imply an essential practical component because all medical humanities knowledge has some relationship to (1) the care of patients and/or populations or (2) the care of physicians themselves. This course will explore a vast array of topics in medical humanities, including the boundaries and the goals of medicine (philosophy); the relationship between narrative and medicine (literature); contemporary health issues (policy); human rights and human rights abuses (ethics); and death and dying (religion). It is my hope that we will come away with an increased understanding of ourselves and our relation to the world of medicine—that, in other words, we will examine our own lives, learning how to love and to work with all the fullness that life affords.

BEMH 4004 Environmental Ethics (3)
This course examines the theoretical foundations, assumptions, and practical implications of environmental ethics. It begins by considering foundational questions regarding the moral value of nature. It then turns to discussion of the various frameworks within which theorists and activists have analyzed and evaluated humanity's obligation to the environment. Finally, it closes by considering the significance of the environment to issues of social justice.

BEMH 4005 Studies in Bioethics through Film (3)
This elective will provide students with a method for analyzing bioethical issues using films and short videos as case studies. This course will provide students a method for identifying conflicts productively, theoretical models to understand and address such conflicts, and an opportunity to reflect on the edges of ethics and what to do there. Topics covered will include: The Edges of Sickness, Defining Sick and Well, What is Medicine, The Health Care System, Justice and Responsibility, Medical History and History of Medicine--Who Should Tell the Story of Medicine, and When Rights Collide—Right to Die and Right to Kill.

BEMH 4006 The Doctor As Author (3)
This course explores some of the many doctor-writers who have reflected on the practice of medicine and the qualities of a good doctor. Beginning with a discussion of the merged scientific and humanistic sensibilities of these writers, it will examine the work of prominent figures like Atul Gawande, Anton Chekhov, Mona Hanna-Attisha, Paul Kalanithi, and Damon Tweedy. Then, with a focus on their pleas that we attend to the patient's illness and life-world as well as to the patient's ailing body, it will consider how their work helps us to think about what it means to practice purposefully.

BEMH 4007 Ethical Theory (3)
This course provides an in-depth treatment of the theoretical foundations of ethics. It introduces students to foundational problems and theories in metaethics, moral psychology, and normative theory.

BEMH 4008 History of Medicine (3)
During this course, health maintenance, disease, and therapeutics will be explored from antiquity until the mid-20th century. This course will relate care of the sick and methods of treatment to the patients' and healers' social, political, religious, and cultural contexts. Additionally, we will also discuss special topics pertaining to the history of women's reproductive health; military medicine; native American, Meso-American, Pacific Island, and Afro-Caribbean medical practices; the history of mental healthcare; and the formalization of medical education and the rise of the medical marketplace.

BEMH 4009 Current Controversies in Bioethics (3)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death. Part II of the course looks at particular issues relating to death and dying, such as euthanasia and abortion. Part III examines problems that challenge principles of human dignity. Finally, Part IV concerns problems relating to social justice.

BEMH 4010 Research Ethics (3)
This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice. The application of ethics over a range of issues in clinical research will be addressed through case studies and dialogue among all seminar participants. All participants will have the opportunity to serve as discussion facilitator for one session.

BEMH 4011 Clinical Ethics (3)
This course is a comprehensive seminar on the theory and practice of clinical ethics consultation, examining bioethics from the perspective of a practicing clinician, Integrated Ethics Program Officer of the Southeast Louisiana Veterans Health Care System (SLVHCS), and former chair of three Hospital Ethics Committees (UofL Health Care Ethics Committee, University of Michigan Health System Ethics Committee, and Chelsea Community Hospital Ethics Committee [Michigan]). This course will familiarize learners with the basic modes and styles of ethics consultation in clinical settings. Learners will also study policy development and educational aspects of hospital ethics committees. Participants will apply philosophical and sociological concepts to cases and policy in clinical settings, will consider methods of mediation, as well as the arguments regarding certification in clinical consultation. Clinical ethics topics of particular emphasis will include informed consent, refusal of treatment, reproductive health, and end-of-life issues.

BEMH 4012 The End of Life in Film & Lit. (3)
This course examines representations of dying and death in literature and film. The focus of the course will be on discussing and analyzing these representations for the purpose of gaining a richer understanding of lived experiences of health, illness, and death. Topics to be discussed include the following: illness and suffering, definitions of health, politics of suffering and death, definitions of death, narratives of death and dying.

BEMH 4013 Medicine and Identity (3)
After a one-week introduction, the course will cover three modules —Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)— followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

BEMH 4014 Pandemic Ethics (3)
This course is split into three Units. Unit I discusses issues relating to the duty of physicians to care for patients during times of pandemic. Are physicians obligated to care for patients with highly infectious disease? How much personal risks are physicians morally required to take on? In Unit II students will consider questions relating to the just distribution of scarce resources in the context of pandemic medicine. How can we ethically decide which patients will receive life-sustaining resources and which will not? Should younger patients receive higher priority than older patients? How should we go about distributing vaccines or other preventive measures throughout the general population? Finally, Unit III focuses on problems relating to social justice in times of pandemic. How do we ensure that the burdens of a pandemic are equitably distributed between social groups? How far may the government go in constraining individual rights for the sake of public health? How should we understand the obligations of the average citizen to promote the public good? The overall goal of the course will be to help students think carefully and constructively about the ethical issues raised by the current public health crisis.

BEMH 4015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)
This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the “best” kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reprodctive treatments as everyone else?

BEMH 4910 Independent Study (1-3)

Maximum Hours: 99

BEMH 6000 Philosophy of Medicine (3)
This course provides an in-depth treatment of the philosophical foundations of medicine. It considers problems relating to the nature of health and illness, the basis of medical knowledge, the nature of the physician/patient relationship, and more.

BEMH 6001 Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics (3)
Neuroethics, as an area of study, can be divided into two sub-fields: the neuroscience of ethics and the ethics of neuroscience (Roskies 2002). The neuroscience of ethics deals with our growing understanding of the underlying mechanism of social behavior relevant to morality – for instance, the origins and nature of empathy, altruism, aggression, self-control, reasoning, and the role of our emotions and intuitions in moral decision making. The ethics of neuroscience is a branch of applied ethics or bioethics. It focuses on ethical issues that originate in new advances and possibilities in neuroscience. Especially relevant here is the fact that advances in neuroscience not only extend our understanding of the brain, but also raise the possibility of interventions to modify our brain. This course is designed to give students a philosophical overview of these topics, and opportunities to think critically about ethical implications related to neuroscience and advances in medicine. We will explore fundamental topics in both branches of Neuroethics. Drawing from a variety of fields—neuroscience, philosophy, social psychology, cognitive psychology, developmental psychology, and evolutionary theory—we will investigate and discuss questions like: What are the evolutionary origins of moral judgment? Does evolutionary theory shed light on normative moral questions? Do our moral motivations derive from reason or pre-reflective intuition? Do psychopaths have moral responsibility? Do we have free will? Is there an obligation to enhance ourselves? Should drugs be used to enhance mental functioning?

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BEMH 6005 Medicine in Literature & Film (3)
This course examines representations of medicine, sickness, and death in literature and film. The focus of the course will be on discussing and analyzing these representations for the purpose of gaining a richer understanding of lived experiences health and illness. Topics to be discussed may include the following: death, illness and suffering, the physician/patient relationship, poverty, AIDS, racism, and war.

BEMH 6006 The Doctor As Author (3)
This course explores some of the many doctor-writers who have reflected on the practice of medicine and the qualities of a good doctor. Beginning with a discussion of the merged scientific and humanistic sensibilities of these writers, it will examine the work of prominent figures like Atul Gawande, Anton Chekhov, Mona Hanna-Attisha, Paul Kalanithi, and Damon Tweedy. Then, with a focus on their pleas that we attend to the patient's illness and life-world as well as to the patient's ailing body, it will consider how their work helps us to think about what it means to practice purposefully.

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BEMH 6013 Medicine and Identity (3)
After a one-week introduction, the course will cover three modules —Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)— followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

BEMH 6014 Pandemic Ethics (3)
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BEMH 6015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)
This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the “best” kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reprodctive treatments as everyone else?

BEMH 6016 Narrative in Medicine (3)
This course is a comprehensive seminar on the importance of narrative in the practice of medicine. In it, students will examine uncertainty in clinical medicine—its sources and ineradicability—and seek to understand the role of narrative in coping with the difficulties that clinical uncertainty presents. Students will familiarize themselves with the uses of narrative in the culture of medicine and of medical education, clinical ethics, public health policy, and, especially, clinical reasoning and everyday practice.

BEMH 6018 Feminist Theory and Practice in Medicine (3)
This course introduces students to the history of feminist activity and the development of the discrete discipline known as feminism today. Students will hear a panoply of feminist voices. The course will trace carefully the intersection of queerness, race, and gender, with special attention paid to the ways in which identities unfold uniquely with respect to intersectionality. Students will be able to analyze and apply feminist theory to their own clinical experiences to deepen their understanding of their own practice of medicine.

BEMH 6020 Capstone (3)
This course is a capstone seminar for Bioethics MS program in the form of a collaborative seminar. Students produce a culminating project, whose development and final formal presentation they share with others in seminar format. This course seeks to integrate the knowledge gained through Bioethics MS program courses to inform previous, current, and expected future health ethics and humanities decision-making. Students use critical thinking skills through self-reflection toward a collaborative project in education or policy in order to serve others in health care, whether as providers, patients or family members. Students use their skills, insights to collaborate and challenge the status quo.

Prerequisite(s): BEMH 6002 and 6003.

BEMH 6521 History of Medicine in the US (3)
Students in this course will study the social dimensions of medicine, disease, and health in U.S. history. We will examine how ordinary people were affected by pandemics, advances in medical technologies, and changing ideas about health care. Students will consider how ideas about medicine have been shaped by economic, military, political, and social transformations in U.S. history.

BEMH 6535 Contagious Surveillance (3)
This seminar examines the historical and contemporary relationships between contagions and practices of surveillance. This course will introduce students to the interdisciplinary theories of surveillance studies using historical frameworks such as discipline, control, capitalism, media, and privacy during times of crisis, as it relates to race, gender, and class. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control, while constructing medical knowledge. As praxis, students will use historical research strategies to design and produce a digital history project that uses technology tools such as maps, visualizations, textual analysis, and/or audio-visual production. All digital history skills will be taught in this course. All technical skill-levels are welcome.

BEMH 6810 Special Topics (1-3)

Maximum Hours: 99

BEMH 6811 Special Topics (1-3)
Course Limit: 99

BEMH 6812 Special Topics (1-3)
Special Topics Course.

Course Limit: 99

BEMH 6910 Independent Study (1-3)

Maximum Hours: 99

Biomedical Informatics (BIMI)

BIMI 6100 Elements in Biomedical Informatics (4)
Goals/Mission: To develop an understanding of biomedical informatics, the biomedical data, the practice modern medicine, conduct modern biological research, and health sciences education with information technology. Prerequisites: Students should have a basic understanding of intermediate mathematics. Designation: This course is for graduate students and advanced undergraduate students

BIMI 6200 Introduction to Data Science for Biomedical Informatics (3)
Goals/Mission: The goal is to provide a comprehensive orientation to data science using SQL, R, Phyton, and programs with application to biomedical informatics Prerequisites: The course does not require prior programming knowledge. Designation: This course is for graduate students and advanced undergraduates

BIMI 6300 Fundamentals of Data Analytics (3)
Goals/Mission: To develop an understanding of the integrated behavior of random variables multivariate data sets using R/ Python with application to complex biomedical data. Prerequisites: Students should have a basic understanding of statistics, multivariable calculus, and linear/matrix algebra. Designation: This course is for graduate students and advanced undergraduate students.

BIMI 6400 Health Informatics (3)
Goals/Mission: To develop an understanding of the advanced approaches of bioinformatics and its application. Prerequisites: Students should have a basic understanding of biomedical informatics and statistics. Designation: This course is for graduate students.

BIMI 7100 Statistical Machine and Deep Learning in Biomedical Practice (3)
Goals/Mission: To develop a comprehensive understanding of modeling for pattern recognition in data and utilizing these models to predict future data. Prerequisites: BIMI-6200 and BIMI-6300 This course is for graduate students and advanced undergraduate students with permission of instructor.

Prerequisite(s): BIMI 6200 and 6300.

BIMI 7210 Biomedical Informatics Workshop I - IV (1)
The Biomedical Informatics Workshop is designed to promote reading, writing, oral presentation skills, and critical analysis of biomedical data, and research related to are a key tool for critically appraising articles and keeping up to date with the current literature. BIMI 7210 Workshop I - IV (1 credit hour) allows credit for participation in these journal clubs.

Maximum Hours: 4

BIMI 7220 Biomedical Sciences Research Methods I - III (2)
The first two years are generally devoted to coursework and research. In conjunction with the course work in the first year, students rotate in 6-8 week blocks through three of the division's participating research laboratories of the student's choice. BIMI 7220 Research Methods I - III allows 2 credit hours per rotation. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief).

Maximum Hours: 99

BIMI 7300 Biomedical Data Science with Cloud Computing (3)
Goals/Mission: To develop an understanding of programming and high-performance computing techniques in data science with cloud computing. Prerequisites: BIMI-6100 and BIMI-6200 This course is for graduate students and advanced undergraduate students with permission of instructor.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 7500 Genomic Sequence and Omics Data Analysis (3)
Goals/Mission: To understand how to use and analyze high-throughput genomics and omics data in biomedical informatics. The course covers various high-throughput omics data, including genomics, transcriptomics, and proteomics data, as well as their data analysis methods and applications in biological and disease studies. Prerequisites: Students should have taken BIMI-6100 and BIMI-6200 courses. Designation: This course is for graduate students and advanced undergraduate students.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 7700 Algorithms in Biomedical Informatics (3)
To develop an understanding of various algorithm design techniques, such as exhaustive search, greedy search, divide-and conquer, dynamic programming, graph-based algorithms, and randomized algorithms, as well as various computational problems in biomedical informatics, such as sequence alignment, genome arrangement, motif finding, and peptide identifications. These problems are used as examples to demonstrate how to solve biomedical problems by mathematical modeling and algorithm design. Designation: This course is for graduate students and advanced undergraduates.

Prerequisite(s): BIMI 6200.

BIMI 7990 Biomedical Informatics Directed Independent Study (3)
The first two years are generally devoted to coursework and research. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief). BIMI 7990 Directed Independent Study (3 credit hours) allows credit for independent research under the direction of a mentor or co-mentor in the Division of Biomedical Informatics and Genomics.

Maximum Hours: 99

BIMI 8500 Research Methodology of Biomedical Informatics (1)
Goals/Mission: Journal clubs are a key tool for critically appraising articles and keeping up to date with the current literature. Prerequisites: BIMI-7500. Designation: This course is for graduate students only.

Prerequisite(s): BIMI 7500.

Maximum Hours: 99

BIMI 8550 Computational Biology: Structure and Organization (3)
Goals/Mission: To develop an understanding of the advanced approaches of computational biology, and their application. Prerequisites: Students should have taken BIMI-6100 and BIMI-6200 courses (prerequisites can be waive with instructor approval). Designation: This course is for graduate students and advanced undergraduate students.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 8600 Advanc Data Sci Ana Tech (3)
Goals/Mission: To develop an understanding of the advanced approaches with algorithms in representation learning, generative adversarial networks, and their application to imaging multi-omics data. Prerequisites: BIMI-6100, BIMI-6200, and BIMI-6300 Designation: This course is for graduate students and advance undergraduate students.

Prerequisite(s): BIMI 6100, 6200 and 6300.

BIMI 9980 Master's Thesis Research (0)
Goals/Mission: The goal is to develop a deeper understanding of a research field in biomedical informatics and gain capability to design a conceptual framework, conduct data analysis , and write a dissertation proposal. Prerequisites: Students should have completed courses such as BIMI-6100, BIMI- 6200, and BIMI-6300. Designation: This course is for graduate students

Prerequisite(s): BIMI 6100, 6200 and 6300.

Biomedical Sciences (BMSP)

BMSP 6050 Advanced Cell Biology - MS (3)
This course introduces all major aspects of cellular structure and function. It specifically covers cytoplasmic membranes, protein trafficking, cellular signaling and cell proliferating mechanisms.

BMSP 6070 Advanced Cell Biology (3)

BMSP 7100 Biomed Sciences Workshop (1)
Course Limit: 2

BMSP 7110 Workshop (1)
Course Limit: 2

BMSP 7120 Research Topics and Rotations (2-4)
This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

BMSP 7130 Research Topics and Rotations (2-4)
This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

BMSP 7140 Biomedical Sci Seminar (1)
Course Limit: 2

BMSP 7150 Seminar (1)
Course Limit: 2

BMSP 7500 Special Topics (1-6)
Course Limit: 4

BMSP 7770 Systems Biology (3)

BMSP 7990 Independent Study (1-6)
Course Limit: 4

BMSP 9980 Masters Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMSP 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Clinical Research (MSCR)

MSCR 6420 Responsible Conduct of Resrch (1)

MSCR 6430 Topics in Clinical Research (3)

MSCR 6440 Protocol Design and Writing (1-3)

MSCR 6450 Therapeutics Seminar (4)

MSCR 7070 Molecular Medicine (4)

MSCR 7080 Cultural Competence Research (3)

MSCR 7090 Grant Writing (3)

MSCR 7150 Journal Club (1)
Course Limit: 99

MSCR 7300 Clerkship (0.5-5.75)

MSCR 7400 Surgical Education Conference (1)

Maximum Hours: 99

MSCR 7410 Surgical Research Consortium (0.5)

Maximum Hours: 99

MSCR 7420 Clinical Mentorships (2)

Maximum Hours: 99

MSCR 7430 Residency Didactics (0.5-0.75)

MSCR 7440 Independent Study (0-3)

MSCR 7450 Practical Skills (3)

Maximum Hours: 99

MSCR 9980 Mentored Research Component (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Human Genetics (HMGN)

HMGN 7010 Grand Rounds in Human Genetics (1)
This class meets weekly for one hour. Human Genetics faculty, other Tulane faculty and guests from other institutions, as well as graduate students, and medical residents are invited to speak on topics of interest. Topics include basic, applied, and clinical research and reviews to canvass the latest developments in the field of genetics.

Course Limit: 2

HMGN 7020 Intro to Human Genetics (3)
This class is an overview of basic disciplines and content areas within human genetics. The emphasis is clinical application of this knowledge within selected topic areas in biochemical, molecular, and population genetics as well as cytogenetics.

HMGN 7030 Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II (3)
This is a class taught by genetic counselors that reviews the clinical aspects of genetic disorders seen in clinic, and provides tools for assessing patients with these conditions. The class is meant to convey to the student the problems of diagnosing and managing genetic disease from the physician's and patient's standpoint. Students are also allowed to attend a limited number of genetics clinics as observers.

Course Limit: 2

HMGN 7040 Human Cytogenetics (3)
This course provides the student an overview of the field of cytogenetics. Topics include laboratory diagnostic procedures, mechanisms of chromosomal rearrangement, loss, and duplication, classical and recently described chromosomal abnormalities leading to disease, and molecular cytogenetics including fluorescent in situ hybridization techniques (FISH) and other molecular techniques.

HMGN 7050 Medical Biochemistry (3)
This course is an overview of genetic metabolic diseases. It concentrates on inborn errors of metabolism and lysosomal storage diseases. The student is presented with the clinical phenotypes, current methods of treatment, diagnostic procedures, and the biochemical defects resulting in the specific clinical presentation of selected metabolic diseases.

HMGN 7060 Human Mol. Genetics & Genomics (4)
This course will take a detailed look at molecular genetics in humans. It will cover the structure and organization of the human genome; DNA replication, DNA mutation and repair; current molecular techniques used in research; the details of gene expression including transcription, RNA processing, translation and how expression is regulated at the various levels; and the molecular basis of human disease.

Course Limit: 2

HMGN 7100 Population Genetics & Genetic Epidemiology (3)
This class will acquaint the student with the various theories and methods used in population genetics and genetic epidemiology. Topics include Hardy-Weinberg theory, Baysian theory, forensics, paternity testing, segregation, linkage and association analyses.

HMGN 7950 Advanced Topics in Genomics (3)
This course focuses on teaching students to become proficient in reading, understanding and presenting published research. Students will be exposed to several important topics in the field of Medical Genetics and Genomics. Students will be required to read current literature articles related to these topics and present the findings to the class in the form of short presentations.

HMGN 7980 Special Topics (1-6)

HMGN 7990 Special Topics (1-6)

HMGN 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Immunology (IMMU)

IMMU 1111 Immunology Summer Course (1)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

IMMU 2001 Immunology (1)
The Immunology course is designed to provide a basis of terminology relevant to the basic concepts of immunology. It commences with the important components (cell, tissues; antibodies; immunoglobulin) involved in host defense against infectious agents. Introductory lectures serve to describe and differentiate between natural defense (innate) mechanisms and adaptive immunity mediated by functional B and T lymphocytes and their products. Subsequently, cellular interactions, especially the differentiation of helper T cells subsets and the production of relevant cytokines, will be described. This will include the mechanisms of T cell activation and regulation. Finally, clinical immunology will be discussed: autoimmunity and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders.

Sports Medicine (SPMD)

SPMD 6100 Foundations of Sports Medicine (3)
This course will provide the students with an overview in the field of sports medicine. The course focuses on the basic information and skills important to the recognition, care, prevention, and preliminary rehabilitation of athletic injuries. The course will explore medical providers involved in total athlete care, provide terminology associated with sports medicine, and discover the human body systems as they pertain to sports medicine.

SPMD 6110 Non-traumatic Injuries (3)
Discuss common non-traumatic injuries in young athletes. Categorize non-traumatic injuries. Analyze athlete pre-participation assessments in terms of specific non-traumatic injury categories. Differentiate among common non-traumatic injuries found in secondary and post-secondary level athletics. Identify proper protocol for assessing critical illnesses and providing care for an injured athlete. Analyze the implementation of guidelines for continuation within the activity by the injured athlete. Understand of ergonomic theory behind safety equipment. Determine the proper protective equipment for an athlete based on sport, athlete age and size. Describe the preparation needed for athletic coverage. Analyze recent incidents of non-traumatic injuries in secondary and collegiate athletics. Identify the key components of an Emergency Action Plan. Review and critique an existing Emergency Action Plan. Develop an Emergency Action Plan.

SPMD 6120 Sports Performance Enhancement (3)
This course offers a comprehensive study of the physical, nutritional, and therapeutic methods of injury recovery while holding a focus on the needs of athletes who want to improve performance within their sport.

SPMD 6130 Continuum of Care: Developing a Sports Medicine Program (3)
This course will explore the process of developing and maintaining a sports medicine program that fully addresses the continuum of care for athletes within an institution or organization at the collegiate and secondary levels. Students will discover the components of a comprehensive athletic healthcare program including: health and safety policies and procedures, roles and responsibilities of involved healthcare providers, and best practices of sports medicine.

MD - Anesthesiology (ANES)

ANES 4000 Anesthesiology (4)

Maximum Hours: 99

ANES 4020 Basics of Anesthesiology (2)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 4021 Advanced Anesthesiology (2)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesia subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesia cases and the preoperative evaluation process.

ANES 4034 Point of Care Ultrasound (2)

ANES 4040 Anesthesiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5000 Introduction To Anesthesiology (1)
This elective introduces medical students to the Anesthesiology specialty. The course includes differing combinations of classroom problem-based case discussions, group lectures with other students or residents, and visits to the simulation center and operating rooms. Operating rooms and the simulation center are where students are provided with hands-on experience with endotracheal intubation and the placement of intravenous lines. Supervision is by residents and/or attendings. Discussion topics might include airway management, general vs. regional anesthetic techniques, preoperative & postoperative assessment, intraoperative monitoring, pharmacology, cardiovascular and pulmonary physiology, and co-existing disease, as well as anesthetic complications such as awareness during general anesthesia, malignant hyperthermia, regional anesthetic mishaps, and failed intubation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5500 Clinical Preceptorship - Anes (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5540 Anesthesiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 9020 ANES Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Biochemistry (BIOC)

BIOC 1003 Metabolic Biochemistry (5)

BIOC 1004 Cellular Biochemistry (2)

BIOC 1010 Biochemistry (7)
Biochemical understanding of proteins and nucleic acids is fueling a revolution in medicine, demonstrating how the basic principles of biochemical structure govern molecular regulation in normal human health or malfunction in disease. Medical Biochemistry at Tulane University School of Medicine divides its focus into two sets of broad topics. Cellular Biochemistry focuses upon the molecular and cellular level of biochemistry, providing information about how cell organelles and structures function. Metabolic Biochemistry focuses upon biochemical pathways involved in intermediary metabolism. Both stress normal function and why disease states occur if these functions are abrogated. In this manner students can appreciate the relevance of biochemical structure and function. Numerous clinical cases are provided, relating disease states to biochemistry, to help students integrate complex disease states viewed from a cellular stand point.

BIOC 1111 Biochemistry Summer Course (5)

MD - Brain & Behavior (BRBH)

BRBH 2006 Brain, Mind and Behavior (6)
The Brain, Mind, and Behavior course is an integration of neuroscience and its application in pre-clerkship neurology and psychiatry.

MD - Clinical Diagnosis (CLDG)

CLDG 2004 Clinical Diagnosis (3)
Clinical Diagnosis is a required, year-long course for sophomore medical students. It is designed to enhance history-taking skills while introducing the student to both normal and abnormal exam findings. The course is inter-digitated with the mechanisms of disease course and is, therefore, organ systems-based. This allows the student to approach the patient's exam with an understanding of the underlying pathophysiology, thus reinforcing the principles of basic science at the bedside. In addition to the history and physical exam sessions with the preceptor, the student will be introduced to statistics and evidence-based medicine, clinical reasoning sessions, SP FEX sessions, and SIM Center activities. There are also ward preparation sessions which present and allow for group discussion of ethical issues which the students may face as clinical clerks.

MD - Dermatology (DERM)

DERM 4000 Dermatology (4)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Students on the 4-week rotation will be expected to give a 15-minute oral presentation at the conclusion of their rotation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 4020 Dermatology (2)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 4040 Dermatology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 5000 Introduction to Dermatology (1)

DERM 5500 Clinical Preceptorship - Derm (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 5540 Dermatology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 9000 Dermatology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 9020 Dermatology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Emergency Medicine (EMER)

EMER 4000 Emergency Medicine (4)
Emergency Medicine in New Orleans is a fascinating and challenging blend of fast-paced patient care, hands-on learning, multidisciplinary team interactions, and a strong focus on the social determinants of health. In Advanced Emergency Medicine, students will obtain insight into and experience with the principles and practice of emergency medicine and trauma care; gain knowledge and skills in the evaluation and treatment of the acutely ill undifferentiated patient; be exposed to a variety of procedural experiences; and explore the variety of subspecialties and career options in Emergency Medicine. The 4-wk EMER4000 elective is open ONLY to students who intend to match in EMER. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EMER 4020 Emergency Medicine (2)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient – that is, figuring out who is truly “sick” or “not sick” – is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Family Medicine (FAMY)

FAMY 3000 Family Medicine (6)
The family medicine clerkship is a six-week required course for third-year medical students. Clerkship students are paired with a community family medicine physician "preceptor." Preceptors are board-eligible family medicine physicians who volunteer their time to mentor Tulane medical students during the clerkship. Students work one-on-one with their preceptor to learn the essentials of family medicine through direct patient care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 3006 Family Medicine (6)

FAMY 3040 Family Medicine Research (4)
An opportunity for students interested in Family Medicine and/or primary care research to learn about research topics and methods appropriate to primary care research. The student may develop a research proposal and protocol, conduct a systematic review of the literature, conduct a research project under faculty supervision, or participate in research underway in the Dept of Family & Community Medicine. Research related to prevention, physical activity, healthy eating, weight loss, or domestic violence is encouraged. Other topics may be considered.

Maximum Hours: 99

FAMY 3500 FAMY Acting Internship (4)
Hands-on, ward-based inpatient experience on a Family MEDICINE hospital service in an approved academic program under the supervision of Tulane Clinical faculty. The experience is equivalent to that of a FAMILY MEDICINE intern, but with fewer patients. Patients are of all ages and both genders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4020 Family Medicine (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4021 Hospice (2)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN's and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4022 Spanish Clinical Elective (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4024 Healthcare Law for Physicians (2)

FAMY 4040 Family Medicine (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4041 Hospice (4)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN's and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4042 Spanish Clinical Elective (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4043 Medical Ethics in Geriatrics (4)

FAMY 4121 Community Medicine (2)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4140 Community Medicine (4)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4520 Rural Montana Medicine (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4540 Rural Montana Medicine (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4800 International (8)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4840 International (4)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5001 Autonomy in the Clinical Rel. (1)
Autonomy is a cornerstone value of medical ethics. Even so, there is widespread disagreement regarding the nature of autonomy, what it means to respect the autonomy of others, and autonomy's proper role – as well as its limits – in medicine. This course provides students an opportunity to explore these issues and how they affect the students' professional lives. It begins with a treatment of the various theories of autonomy. It then moves on to such questions as: Does respecting patient autonomy require providing patients with whatever treatment they wish? How do we respect the autonomy of patients who can no longer make autonomous decisions of their own? Does physician autonomy justify withholding medically indicated interventions to which the physician has moral objections? Students will have the opportunity to wrestle with these and other questions in an open, supportive, discussion-based setting. Doing so will provide students with an understanding of important issues in professionalism and patient care which will be valuable for their Step 2 exams.

FAMY 5002 Bioethics and Film (1)

FAMY 5003 Clinical Research Ethics (1)

FAMY 5004 Stories in Order to Live (1)

FAMY 5005 Illness as Metaphor (1)

FAMY 5006 Healthcare Law for Physicians (1)

FAMY 5007 Current Controversies in Bioethics 1 (1)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death, and the practical issues of end of life care involved in euthanasia/assisted suicide. Part II examines problems that challenge principles of human dignity. Part III examines genetics. Finally, Part IV concerns problems relating to social justice.

FAMY 5008 Current Controversies in Bioethics 2 (1)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death, and the practical issues of end of life care involved in euthanasia/assisted suicide. Part II examines problems that challenge principles of human dignity. Part III examines genetics. Finally, Part IV concerns problems relating to social justice.

FAMY 5051 Health Care Policy and Reform (1)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients' behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5052 Tibetan Refugee Health (1)
This elective is a 2 week international rotation in Dharmsala, India, where students will gain experience working in an underserved global health setting, while providing health services to Tibetan refugees. Daily activities will include medical assessments of refugees, team meetings with attending physician, lectures by various local medical experts, tours of local medical facilities, and opportunities to learn from local practitioners. Students will be supervised by a board certified physician during the rotation. The 2 week elective will be followed by an optional 1 week of organized travel to experience further cultural immersion. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5200 Art of Observation (1)

FAMY 5500 Clinical Preceptorship - Fam M (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5551 Health and Human Rights (1)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5555 Family Medicine Elective (1)
his is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation, history taking (T1's) and history and physical taking (T2's), and a final clinical evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5559 Pre-Clinical Primary Care (1)
Pre-clinical students may apply to participate in a 4 week primary care preceptorship program during the summer following their T1 year. Preceptorships are arranged with practitioners, group practices, or clinics in the disciplines of Family Practice, General Internal Medicine, General Pediatrics, or OB/GYN that provide primary care in rural or medical disadvantaged areas through out Louisiana. As this is an early clinical experience during the basic science years of medical education, the approach to this preceptorship has been characterized by some as an 'observer-ship' reflecting the limited ability of the early trainee to participate in independent patient care. However, the preceptorship provides a rich opportunity for early development of clinical skills and application of basic science knowledge. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 9000 Family Med. Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 9020 Family Med. Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Foundations Medicine I (FIM1)

FIM1 1005 Foundations Med I (5)
Foundations in Medicine I serves as the clinical counterpart to the basic science courses. While the medical knowledge you'll acquire via your basic science coursework is the traditional cornerstone of medical education, it's the tip of the iceberg when it comes to what it takes to be a competent physician. In recent years, the organization that accredits medical schools has developed a list of competencies in which medical schools should ensure students are proficient prior to graduation. Tulane has adapted these competencies into our own set of objectives encompassing, in addition to knowledge, the domains of patient care, practice-based learning and improvement, interpersonal communication, professionalism, systems-based practice, interprofessional collaboration, personal and professional development, and community health and engagement. Foundations in Medicine is tasked with ensuring you are introduced to each of these domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM1 5003 Service Learning Leadership (1)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

FIM1 5004 Summer Preceptorship (1)

FIM1 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM1 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom's taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

MD - Foundations Medicine II (FIM2)

FIM2 2005 Foundations Med II (2)
Foundations in Medicine II serves as the clinical counterpart to the basic science courses. This course is tasked with ensuring you are introduced to each of Tulane's institutional competency domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM2 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM2 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom's taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

FIM2 5205 Service Learning Leadership (1)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

MD - General Medicine (GENM)

GENM 8000 Full Time Medical Stud (12)
This course has no specific content: it serves as a place-holder for T1 & T2 curriculum

MD - Genetics (GENE)

GENE 1007 Genetics (1)
The Genetics course is designed to provide an overview of human genetic concepts and clinical disorders that have a genetic component. The course seeks to teach students to apply knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical areas including cytogenetics, molecular genetics, biochemical genetics, population genetics and clinical genetics.

GENE 5500 Clinical Preceptorship (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

GENE 5540 Genetics Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Gross Anatomy (GANT)

GANT 1008 Gross Anatomy (8)

GANT 1111 Gross Anatomy Summer Course (8)

GANT 4000 Advanced Anatomy Elective (2)

GANT 5005 Teaching Medical Gross Anatomy (1)
Students will serve as a teaching assistants in gross anatomy. Each student will assist a faculty member in the laboratory.

GANT 5006 Teaching Medical Histology (1)
Students will serve as teaching assistants in the Medical Histology course and will gain hands-on teaching experience in small group facilitation and presentation.

GANT 5007 MS Elective (1)

GANT 5008 Medical Mandarin I (1)
6 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5009 Medical Mandarin II (1)
7 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5010 China Summer Mission Trip (1)
4 week-long mission trip dedicated to learning about an alternative healthcare systems in both rural and urbanized China. Students will be engaged in clinical encounters, improving cultural competency, navigating language barriers. When not on rotation, students will be able to experience the local culture and partake in excursions.

GANT 5011 Spirituality in Medicine (1)
Interested in learning more about the different religions and cultures of New Orleans and their views on medicine, death and disease? Want to know how this can help you provide better health services to your patients? This elective will develop your understanding of a wide variety of religions and cultural views on health care, including such faith practices as Islam, Voodoo, Buddhism, and local Vietnamese culture. Through this elective, you will become a more sensitive and compassionate physician to those of differing faith practices and cultural traditions.

GANT 5012 Leadership in Healthcare I (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health... .” The mission statement of the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders." To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5013 Leadership in Healthcare II (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health... .” The mission statement of the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders." To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5014 Theory and Basic Concepts (1)

GANT 5500 Advanced Anatomy (1)
Individual projects of dissection by advanced medical and graduate students. Enrollment may be limited by the availability of cadavers. No final examination.

GANT 5540 Anatomy and Med Ed Research (1)
Students participate with a member of the faculty in an ongoing research program as a means of learning research principles and techniques. In addition, reading assignments from original literature will be made and if results warrant, a publication should develop from the work. No final exam.

GANT 5541 Anatomy Research (1)

MD - Histology (HSTO)

HSTO 1001 Histology (5)
The Histology course is designed to provide students with a thorough understanding of the microscopic appearance and function of normal structures in the human body. This allows students to integrate this information with other disciplines such as Gross Anatomy, Pathology, and Physiology.

HSTO 1111 Histology Summer Course (5)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MD - Mechanism of Disease (PATH)

PATH 1111 Pathology Summer Course (14)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2002 Mechnms of Disease (14)
The Mechanisms of Disease course is designed to help students develop an understanding of the causes and mechanisms of disease and the associated structure and function. Students are expected to develop the skills of observation, interpretation, and integration needed to analyze human disease. Specifically, when provided with the clinical history, the anatomic lesions, and the laboratory data of a patient, students are expected to determine the most likely diagnosis and explain the pathogenesis of the disease. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2003 Advances in Pathology Research (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2004 Mechanisms of Disease - MS (5)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4000 Pathology (4)
The Pathology elective introduces the medical student to the field of pathology. The elective runs for four weeks with a choice of 2 weeks each in Surgical pathology, Cytopathology, Dermatopathology or Hematopathology. The student will participate in the pathology rotation at TMC and will experience the spectrum of responsibilities of a pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend tumor boards. This elective runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4040 Pathology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4210 Cytopathology (2)
In this elective, students will learn the value of the clinical application of cytopathology to include: diagnosis, differential diagnosis, ancillary tests and therapy. Students will learn to understand the clinical significance of morphologic changes in healthy and diseased cells from cytologic examination of gynecologic and non-gynecologic specimens, including superficial and deep fine needle aspirations. Students will participate in the fine needle aspiration service as well as daily cytology sign-out. Student will work closely with the cytology fellow, resident and staff cytopathologist. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4220 Dermpathology (2)
The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4230 Hematopathology (2)
Students will encounter about 20 new cases, involving CBC's, blood smears, bone marrow biopsies, flow cytometry, molecular diagnostics, coagulation studies, hemoglobin electrophoresis and protein electrophoresis. The student will gather pertinent clinical history on assigned cases, and preview slides with the hematopathology fellow. At each afternoon's sign-out with the faculty and fellow, the student will have the opportunity to present their brief case histories and to summarize the laboratory data at hand. Morphologic evaluation and case interpretation will take place during sign-out. The student will also have an opportunity to observe specimen work-up in the flow cytometry lab. Every evening, the student will be given sample cases to solve that reflect the kinds of cases seen at sign-out. These exercises will be reviewed with the course director every morning. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4240 Surgical Pathology (2)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center or UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4440 Surgical Pathology (4)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 5500 Clinical Preceptorship - Path (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 5540 Pathology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 6100 Pathology Research Elective (2,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 6200 Autopsy Pathology (3)
This course provides a foundation in autopsy pathology and includes instruction in medical and forensic autopsy pathology, as well as perinatal and pediatric autopsy pathology. This course is designed to prepare pathologists' assistant students for their autopsy practicum.

PATH 6210 Surgical Pathology Techniques (4)
This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques Laboratory course.

PATH 6211 Surgical Pathology Lab (2)
This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6210.

Corequisite(s): PATH 6210.

PATH 6220 Adv Surgical Path Tech I (4)
This is the second of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course. Corequisite(s): PATH 6221.

Corequisite(s): PATH 6221.

PATH 6221 Adv Surgical Path Lab I (2)
This is the second of three sequential laboratory courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6220.

Corequisite(s): PATH 6220.

PATH 6230 Adv Surgical Path Tech II (4)
This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course. Corequisite(s): PATH 6231.

Corequisite(s): PATH 6231.

PATH 6231 Adv Surgical Path Lab II (2)
This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6230.

Corequisite(s): PATH 6230.

PATH 6240 Pathologist's Assistant Seminar (1)
This course is designed to provide pathologists' assistant students with a foundation in working within an interprofessional healthcare team. This course focuses on medical ethics, interdisciplinary communication, and practices of professional conduct through team activities and group discussions.

Course Limit: 2

PATH 6270 Surgical Pathology Practicum (1)
This is a practical course in surgical pathology that prepares students for their clinical rotations in surgical pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation.

Course Limit: 2

PATH 6280 Autopsy Pathology Practicum (1)
This is a practical course in autopsy pathology that prepares students for their clinical rotations in autopsy pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of autopsy technique including evisceration and block dissection.

Course Limit: 2

PATH 6300 Mechanisms of Disease 1 (5)
The course integrates the study of the nature of disease with the structural and functional changes that accompany those disease processes. This course is for graduate students and not intended for medical students.

PATH 6310 Mechanisms of Disease 2 (5)
This course follows Mechanisms of Disease 1. It is intended for graduate students and not intended for medical students.

PATH 6400 Molec & Cellular PATH (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 7200 Anatomic Pathology Clerkship (12)
This is a twelve-month practical course sequence that forms the curriculum of the second year of the Pathologists' Assistant program. Students rotate through various clinical sites and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis is placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation in surgical pathology. Emphasis is placed on autopsy techniques including evisceration and block dissection in autopsy pathology.

Course Limit: 3

PATH 7600 Cancer Biology and Pathology (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9000 Pathology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9020 Pathology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9980 Pathology Master's Research (6)
Master's Research is mandatory for students in the 2-year M.S. in Molecular and Cellular Pathobiology program to conduct research to fulfill the thesis requirement. It is the student's responsibility to choose a Pathology faculty member as the thesis advisor by the end of the second semester. It is expected that the student spend a minimum of 20 hours a week working on the thesis project. The thesis is expected to be completed in two semesters and must be approved by a thesis committee, consisting of three faculty members.

MD - Medicine (MED)

MED 3000 Medicine (8)
The entire rotation is an inpatient rotation. In other words, all patients seen will be hospitalized patients or patients being evaluated for hospitalization. Students will spend their time at either Tulane University Hospital or the University Medical Center-NO or both. The Veterans Hospital service is contained within the Tulane University Hospital until the new VA hospital is built (estimated Spring 2017). Students will spend 6 weeks on a general internal medicine hospitalist service and 2 weeks on a subspecialty consulting service, either cardiology, hematology/oncology,

MED 3006 Medicine (6)

MED 3020 Medicine (2)
gastroenterology, infectious disease, or nephrology.

MED 3040 Medicine Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

MED 3041 DeBakey Scholar Research (4)
The DeBakey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBakey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students' professional growth through continuing education and lifelong learning. DeBakey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.

MED 3400 Medicine (4)
This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

MED 3401 Eli Lilly (4)
This 4-week elective involves enrollment in the Medical Student Rotation Program at Eli Lilly in Indianapolis. It's an experiential learning program that features a student-centric curriculum and structured mentorship in various aspects of pharmaceutical development. It includes independent projects, industry-led workshops, exposure to many facets of drug discovery and development, and networking opportunities with Lilly medical leaders.

MED 3500 Medicine Acting Internship (4)
The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital stetting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.

MED 3520 Medicine Acting Internship (2)

MED 4000 MD/MBA Elective (4)

MED 4001 Interdisciplinary Patient Care (2)

MED 4002 Military Officer Training (4)

MED 4003 Military Officer Training (2)

MED 4004 Step 2 Study Elective (2)

MED 4015 Palliative Medicine (2)

MED 4016 ALL/IMM/RHEU (4)

MED 4017 COVID-19:Medical/Social Impact (4)

MED 4018 Homeless Health Care (2)

MED 4019 Learning in Venture Capital (2)
The New Orleans BioFund (NOBF) has created an educational program that brings highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects most of which will be current investment deals the fund is working on. Students will track their deals from due diligence to deal closing. NOBF associates will assign tasks, answer questions, and provide guidance to each student. Students will research, draft memos, and give presentations periodically to demonstrate their work. NOBF associates will provide targeted feedback to ensure by the end of the term students are comfortable with the basics of VC.

MED 4020 Stories: Narrative Medicine (2)

MED 4021 Technology Commercialization (4)
This is an elective primarily for fourth-year students in the 4-yr combined MD/MBA program. The elective is an experiential learning opportunity in Tulane's Office of Technology Transfer. Students participating in the elective will be able to combine their interests and training in business and medicine to contribute to commercialization of biomedical intellectual property developed at Tulane. Students will be given projects that include patent research, marketing research, and feasibility studies for products at various stages of development in the Office of Technology Transfer. Students will apply concepts of strategy, marketing, new venture planning, and valuation in real time. Students will be assigned projects that are actively being commercialized through the Office of Technology Transfer. Students will gain experience with intellectual property law, the role of venture capital, and the role of universities in developing an idea into a commercializable product. The one-month rotation will be experiential in nature. Students participating in the elective will work full time for the entire month. Students will participate in the mechanics of bring an idea to market through activities in the Office of Technology Transfer and the New Orleans Bioinnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.

MED 4022 Online Medical Spanish Level 1 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4023 Online Medical Spanish Level 2 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4024 Online Medical Spanish Level 3 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4026 Making Medicines: Drug Dev (2)
This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

MED 4028 Intro to Clinical Teaching (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4029 Upperclassman Tutoring (4)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.

MED 4030 Upperclassman Tutoring (2)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.

MED 4031 Healthcare Policy & Reform (2)
This elective for graduate students is designed to provide a foundation of knowledge of the United States healthcare system in four critical areas of focus: access to care, cost of care, quality of care, and consumer perception of care. Students will learn about U.S. healthcare policy, the government's role in healthcare, the history of healthcare reform, and the Affordable Care Act (ACA). Students will gain an understanding of how healthcare in the U.S. compares to that in the developed world. The course will introduce students to the history and evolution of the U.S. insurance industry, Medicare and Medicaid. The course will also explore the rise of consumerism in healthcare, both in the U.S. and globally. Further, students will gain additional insights about the intersections between business and healthcare through a series of guest lectures from hospital administrators, insurance company executives, experienced physicians, and experts on ACA legislation. This course will also offer an opportunity for students to engage in self-directed learning by designing and leading custom modules tailored to specific interests of class members.

MED 4032 Student-Run Clinic Elective (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane's student-run clinics. T3s/T4s are a valuable part of the clinics: they help guide the T1s/T2s through what is often their very first experience with patients; they provide instruction and assistance with obtaining a medical history, formulating an assessment and plan, documentation and presentation; and they help provide quality care to persons with limited access to healthcare. Tulane's student-run clinics appeal to incoming students, and help develop our students into effective and open-minded physicians. This elective is intended to improve junior and senior students' clinical teaching skills, and to increase student involvement in the student-run clinics.

MED 4033 Healthcare in Central America (2)

MED 4034 Point of Care Ultrasound (2)

MED 4201 Palliative Care (2)
This 2-week online elective will help "fill-in" the gap in End-of-life care education at Tulane School of Medicine. It also offers medical students the opportunity to learn about this topic when it's most relevant - when they are being exposed to clinical opportunities.

MED 4210 Cardiology (2)
This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4212 Community Health (2)
This required clerkship allows fourth year students an experience working in a community organization focused on a social determinant of health that acts as a barrier to care. There are assigned didactic activities that focus on analyzing social determinants of health and a discussion section to evaluate these determinants. The course will include one short writing assignment.

MED 4220 Endocrinology (2)
This elective is for students with an interest in learning more about how to diagnose and treat endocrine diseases. Students are to become familiar with the principles of clinical endocrinology in an outpatient setting. Teaching will be largely focused on clinical activities; seeing patients in the clinic setting at three locations. Students will also be encouraged to attend and participate in our weekly endocrine conference on Monday afternoons, from 4 – 6 pm, monthly multidisciplinary tumor board meetings (4th Wednesday of the month, 2-3 pm), and other weekly didactic sessions.

MED 4221 Technology Commercialization (2)

MED 4230 Gastroenterology (2)
This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

MED 4233 Cases in Healthcare Org (2)

MED 4250 Hematology/Oncology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.

MED 4260 Allergy/Imm/Rheum (2)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.

MED 4270 Infectious Disease (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4275 Medicine-Pediatrics (4)
This 4-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4276 Medicine-Pediatrics (2)
This 2-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4280 Nephrology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with renal disease. Students will also learn how to assess fluid balance and manage patients on hemodialysis. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of nephrology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all renal conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds.

MED 4290 Pulmonary (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4400 Advanced Clinical Teaching (4)
This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane's medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane's most accomplished educators, including Dr. Jeff Wiese (author of Teaching in the Hospital) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

MED 4409 Community Health (4)
The Tulane Community Health Clerkship is a 4-week non-clinical rotation focusing on social determinants of health. These are the non-medical aspects of patients' lives such as education, housing, employment, language, environment, nutrition, and safety that affect their health. The skills students gain in this course are vital to contextualizing care to individual patient needs and addressing broader population health issues. Students meet with the instructor once weekly (twice in the first week) for didactic instruction and group discussions based on readings. Core topics include health disparities, cultural humility, contextualization of patient care, and workforce and programmatic interventions to address social determinants of health. Students also spend approximately 20 hours per week working at a community partner organization where they design, implement, enhance or evaluate an intervention that addresses social determinants of health. Students connect classroom and community experiences through weekly reflective writing assignments and a final presentation.

MED 4410 Cardiology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.

MED 4411 Culinary Medicine (4)

MED 4412 Teaching Kitchen (4)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you'll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.

MED 4420 Endocrinology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

MED 4430 Gastroenterology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in gastroenterology should see the description for the 2-week gastroenterology elective.

MED 4450 Hematology/Oncology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in hematology/oncology should see the description for the 2-week hematology/oncology elective.

MED 4460 Allergy/Imm/Rheum (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immuology/rheumatology should see the description for the 2-week allergy/immuology/rheumatology elective.

MED 4470 Infectious Disease (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in infectious disease should see the description for the 2-week infectious disease elective.

MED 4480 Nephrology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in nephrology should see the description for the 2-week nephrology elective.

MED 4490 Pulmonary (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the pulmonary elective should see the description for the 2-week pulmonary elective.

MED 4500 MED/PEDS Acting Internship (4)

MED 4520 ICU (2)
This 2-week elective is for students with an interest in critical care medicine. The students will see 2-3 VA ICU level patients each day and present on rounds. Students will work with Tulane/VA faculty as well as Tulane Pulmonary/Critical Care Fellows.

MED 4540 ICU (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the ICU elective should see the description for the 2-week ICU elective.

MED 5000 Affordable Care Act (1)
This elective provides students opportunities to learn about nuances of the Affordable Care Act (ACA). Emphasis will be on the three pillars of ACA, including individual mandate, employer mandate and insurance companies.

MED 5001 Bioethics Seminar (1)
This elective provides students opportunities to explore issues of organ donation, genetic screening and controversial medical procedures. Research ethics, and reproductive autonomy will be part of the discussion.

MED 5003 Disparities in Heath Care (1)
The United States is the most diverse country in the world. The US is made up of citizens from all types of backgrounds, races, ethnicities, and beliefs. Cultural competence in health care is a course that gives students the opportunity to learn about cultural biases, social determinants of health, and adapt clinical and communication skills to adequately treat a diverse patient population. Furthermore, this course will help prepare students for USMLE Step II CS, a mandatory nationwide exam in which students must interact with patients of different races and ethnicities. This is an opportunity for students to gain worthy clinical and communication skills in order to deliver effective care to all patients, regardless of their background.

MED 5004 MBA Elective (1)

MED 5007 Narrative Medicine (1)
What does it mean to experience illness? What emotions are felt when a student meets their first patient in anatomy lab, silently waiting and seemingly voiceless? Narrative medicine is an interdisciplinary field that explores these questions and challenges disparities in health care by allowing participants (students, patients, providers) to give voice to their experiences, be heard, and valued. The field is steadily growing, featuring the works of such doctor-authors as Atul Gawande, MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a primer, giving foundational tools and a space for students to engage with narrative medicine and more fully own their academic and clinical experiences.

MED 5009 Health Care Law & Regulation (1)
This elective provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. By the end of this elective students should be able to explain both the current state of American health law and the social forces that have shaped its historical development. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. This elective is intended to provide only an introductory overview of the major issues in health law.

MED 5010 Integrative Medicine Elective (1)
Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven't been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrative Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.

MED 5011 Foundations: Ethics & Justice (1)
This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

MED 5012 Business in Healthcare 1 (1)

MED 5013 Planning for a Profession (1)

MED 5052 History of Medicine Seminars (1)
Weekly speakers will discuss various topics of interest to medical historians. Discussion of the medical aspects and their impact on current medical thought and practice will be emphasized.

MED 5100 DeBakey Program (1)

MED 5101 Sexual Health (1)
This elective is designed to develop medical students' knowledge and skills toward encouraging healthy sexualities and managing sexual concerns among their patients. Medical students will be able to apply a lot of this information during their rotations. Sessions vary in topics and teaching methods and are purposefully designed to provide cross-disciplinary perspectives.

MED 5149 Recruiting the Next Generation (1)
Participants in this course will learn how to serve as standardized patients. They will run role-play scenarios with applicants to the School of Medicine. They will rate applicants' performance for the admissions committee as well provide formal feedback to applicants to exemplify how focused Tulane is on formally developing students' interpersonal skills.

MED 5152 Culinary Medicine in Practice (1)
The T1/T2 course will teach fundamental dietary and nutrition knowledge with basic culinary skills through hands-on cooking classes. Lessons will be keyed to the basic science curriculum (biochemistry, physiology, etc.) while linking concepts learned to the practical clinical skills needed for the patient-physician discussion about the importance of dietary and lifestyle change. Students will be expected to watch a 15-20 minute presentation and take a short quiz prior to scheduled class time. Step preparation is tied into the course, and students get to eat what is cooked! Most time in the classroom is spent in a fun, interactive environment in the kitchen.

MED 5153 Medicine in Martial Arts (1)
This course will provide students a brief overview of some of the anatomical, physiological, and pathological concepts encountered in the first 2 years of medical school and Step 1 through the context of martial arts. Lecture topics will include such things as boxing, the mystical "touch of death," and rear-naked choke. There will be both a lecture component and optional practical component where students will learn select techniques and be able to practice them in a controlled and supervised environment. Please note that this is not a self-defense class.

MED 5500 Clinical Preceptorship - Med (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5501 Out In The Field With Geriatri (1)
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS). Preceptors for the course will include the faculty physicians of Geriatrics and Extended Care at SLVHCS and Tulane University Section of General Internal Medicine/Geriatrics. Students will be encouraged to follow patients as they transition from various settings, e.g. the inpatient to the home setting and/or nursing home setting as they recover from an acute illness. Student performance will be evaluated by rating of preceptors.

MED 5505 Mind Body Medicine (1)
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

MED 5506 Medical Humanities (1)
This elective focuses on the application of literature and film to medical education and practice.

MED 5507 Palliative & End of Life Care (1)
The art and science of palliative and end of life care remain under-discussed and under-taught during the preclinical years of medical education. This can lead to both patient and provider frustration in addition to less than optimal patient centered care. This elective will foster a better understanding of core concepts palliative and end of life care while empowering students to begin the journey of feeling comfortable with having difficult conversations.

MED 5540 Medicine Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5567 Emergency Medicine Volunteerin (1)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.

MED 5568 Entrepreneurship In Bioscience (1)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

MED 5570 Medical Spanish (1)
Medical Spanish is a half-semester long course dedicated to learning and improving medically-related Spanish speaking skills. The class will involve students in learning medical vocabulary, going through clinical cases, applying vocabulary in mock interview situations, and learning about various aspects of Latino culture. This elective is facilitated by members of the Tulane Latin American Medical Student Association (LAMSA).

MED 9000 Medicine Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MED 9020 Medicine Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Microbiology (MICR)

MICR 1111 Microbiology Summer Course (4)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 2000 Intro to Infectious Diseases (4)
The IID course is designed to provide medical students with a broad-based foundation in the basic concepts of medical microbiology. Course material is presented in two distinct sections: 1) a 3-week introductory module touching upon basic principles in immunology, bacteriology, mycology, virology, and parasitology; 2) more in-depth sessions on specific pathogens within the context of their respective diseases taught throughout systems modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 5541 Immunology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 5542 Microbiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Neurology (NEUR)

NEUR 3000 Neurology (4)
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the in-patient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain; dizziness-vertigo and episodic loss of consciousness; weakness and gait impairment; stupor and coma; cerebrovascular disease; seizures and epilepsy; traumatic injury - brain and spine; neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection; abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia; neuromuscular disorders; acute spinal cord disorders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 3006 Neurology (3)

NEUR 3020 Neurology (2)
This is a 2-week elective for students who want to learn more about neurocritical care. Students will be exposed to a variety of cases at Tulane Medical Center including neurosurgical patients in the ICU, neurology consults from other ICU services and critical care management of patients on the stroke service. Attendance is required daily for the 2-week block. Topics covered include but are not limited to evaluation of coma, ventilator management, subarachnoid hemorrhage management, intracranial pressure monitoring and management, sodium management in the ICU and post-operative care of spinal surgery. There is no call associated with this elective and there is no final examination. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 3500 Neurology Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4000 Neurology (4)
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4001 Interdisciplinary Patient Care (2)

NEUR 4040 Neurology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 5500 Clinical Preceptorship - Neuro (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 5540 Neurology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 9000 Neurology Visiting Student (4)

NEUR 9020 Neurology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Neuroscience (NESC)

NESC 5500 Neuroscience Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Neurosurgery (NRSR)

NRSR 3500 Neurosurgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4000 Neurosurgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4020 Neurosurgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4040 Neurosurgery Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5500 Clinical Preceptorship - Nsur (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5502 Introduction To Neurosurgery (1)
Students will be given an introduction to career opportunities in neurosurgery. The course will be conducted through weekly conferences, daily rounds, clinic, and observation in the operating room. Students will be provided exposure to the neurological examination, as well as the diagnosis and treatment of common neurosurgical pathologies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5540 Neurosurgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 9000 Neurosurgery Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Obstetrics & Gynecology (OBGY)

OBGY 3000 Obstetrics & Gynecology (8)
This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3006 Obstetrics & Gynecology (6)

OBGY 3500 OB/GYN Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3520 OB/GYN Acting Internship (2)

OBGY 4000 Obstetrics & Gynecology (4)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4001 Justice, Equity, Diversity, Inclusion Facilitator (2)
As a facilitator of the Justice, Equity, Diversity, and Inclusion(J.E.D.I.) course, the student will be an active participant in continuously developing a curriculum and environment that fosters anti-racist physicians. As a member of the J.E.D.I. team, the student will take part in regular check-ins with course coordinators, review content material, and collaborate with curriculum content developers to create new content as needed.

OBGY 4020 Obstetrics & Gynecology (2)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. At the conclusion of the course the student will achieve a more advanced level of knowledge, clinical skills, and independence of judgment under faculty and resident supervision in a focused aspect of Obstetrics and Gynecology. Such students are expected to demonstrate increased initiative in the care of their patients and increased knowledge gained through more advanced reading and discussion of principles related to the care their patients. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4021 Family Planning Elective (2)

OBGY 4040 OB/GYN Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4220 Advance OB/GYN (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4999 Transition to Residency (2)

OBGY 5000 Introduction to OB/GYN (1)
This elective is an introduction to the field of Obstetrics and Gynecology for interested first and second year medical students. Besides shadowing attendings and residents providing obstetric and gynecologic care to patients in the outpatient setting, students have the opportunity to observe continuity of care by following a patient throughout their care. Students will also observe surgeries at Tulane Medical Center and Lakeside. Students will participate in a lecture series which will introduce the different sub-specialties as well as practice settings in OB/GYN. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 5500 Clinical Preceptorship - Obgyn (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 5540 Ob/Gyn Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 9000 OB/GYN Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 9020 OB/GYN Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Ophtalmology (OPTH)

OPTH 4000 Ophthalmology (4)
A four-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periocular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4020 Ophthalmology (2)
A two-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periocular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4040 Ophthalmology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4046 Ophthalmology Research (6)

OPTH 5500 Clinical Preceptorship - Ophth (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 5501 Introduction To Ophthalmology (1)
This course is designed to provide the student with an introduction to clinical ophthalmology and with knowledge of the relationships of ocular problems which physicians will encounter during their practice of medicine. The lectures will be conducted between 1:00 and 3:00 p.m. on Fridays. Students are to attend at least one day of the 68th Annual Symposium: Updates in Glaucoma, Retina and Neuro-Ophthalmology, February 15-17, 2019, at the Sheraton New Orleans Hotel, 500 Canal Street, New Orleans, LA 70130. Students are also invited to attend any of the following Lectures and Grand Rounds as time allows: Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 5540 Ophthalmology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 9000 Ophthalmology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 9020 Ophthalmology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Orthopaedic Surgery (ORTH)

ORTH 3500 Orthopaedic Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4000 Orthopaedic Surgery (4)
This is a four-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Each week, students will join a resident-faculty team at our affiliated hospitals. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties, including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4020 Orthopaedic Surgery (2)
This is a two-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4021 Orthopaedic Trauma Surgery (2)

ORTH 4040 Orthopaedic Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4041 Orthopaedic Pediatric (4)
This is a four-week elective designed for the student interested in pediatric orthopaedics. The student will join a resident-faculty team for four weeks at our affiliated hospitals. They will take call, attend grand rounds and conferences, and participate in all inpatient and outpatient clinical activities including surgical cases. Student evaluation is by faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4042 Physical Medicine and Rehab (4)
Students may be eligible to complete a PM&R elective at an away site. See eMedley information about approval for away rotations. Students should see ORTH4121 and ORTH4140 for a Tulane-based PM&R elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4121 PM&R/Sports Medicine (2)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4141 PM&R/Sports Medicine (4)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4220 Physical Medicine & Rehab (2)

ORTH 4221 Mgmt. of Acute Sports Injuries (2)

ORTH 4240 Physical Medicine & Rehab (4)

ORTH 4241 Mgmt. of Acute Sports Injuries (4)

ORTH 4500 PM&R Acting Internship (4)
Students may be eligible to complete a PM&R Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5053 Orthopaedic Pathways (1)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through experience in the clinic office, conferences, rounds, operating room (if applicable), and professional association. This elective is split into four subspecialties. Subspecialties include Foot and Ankle Surgery, Total Joint Surgery, Sports Medicine, and Shoulder/Elbow. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5056 Orthopaedic Spring Elective (1)
Participants will be given hands-on learning on how to reduce fractures and dislocations, make splints and casts, and incise, debride, and suture wounds. They will receive biweekly lectures on the following topics: musculoskeletal chief complaints and their workup, a primer to fractures and dislocations, being a team physician, and musculoskeletal imaging. Students may be given the opportunity to observe operative cases. Students will be required to participate in a scheduled Sim Center activity on Sterile Scrubbing Technique and Proper OR Procedure. Students will take a musculoskeletal competency test at the end of their elective in order to solidify their knowledge. This test will be compiled by the residents. No book will be required for purchase—all material tested will be included in information provided to students in electronic form. The students completing the elective will be given a certificate stating their participation in the musculoskeletal elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5500 Clinical Preceptorship - Ortho (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5501 Introduction To Orthopaedic Su (1)
This elective is designed to give students an introduction to orthopaedic surgery and the diagnosis and treatment of the musculoskeletal system. It is taught by senior faculty in the Department of Orthopaedic Surgery. The sessions will consist of problem-based case presentations via a Socratic interactive dialogue between faculty and students. Students will be exposed to various aspects of orthopaedic surgery including general orthopaedics, total joints, sports medicine, pediatrics, trauma, oncology, hand, spine and foot/ankle. There will be no written or oral examinations. Pass/fail grades will be based upon class attendance, class participation, and oral student presentations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5540 Orthopaedic Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 9000 Orthopaedic Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 9020 Orthopaedic Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Otolaryngology (OTLN)

OTLN 3500 OTLN Acting Internship (4)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4000 Otolaryngology (4)
The student will function as a sub-intern during this four-week rotation. The rotation is divided into two two-week rotations at Tulane University Hospital and Clinics and Ochsner. The elective is designed to be an outstanding learning environment for students interested in pursuing Otolaryngology as a career or students who would benefit from exposure to Otolaryngology for their career. Students will be expected to track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient's hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is an intense clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4020 Otolaryngology (2)
The student is introduced to Clinical Otolaryngology during this two-week rotation at Tulane University Hospital and Clinics. The elective is designed to be an outstanding learning environment for students interested in learning more about Otolaryngology as either a possible career, or students who would benefit from exposure to Otolaryngology for their career. Students are expected to attend both the Otolaryngology clinic as well as track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient's hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is a focused clerkship experience. The student is expected to read the Primary Care Otolaryngology online textbook from the American Academy of Otolaryngology Head and Neck Surgery. During the rotation, the faculty will review relevant topics and the students are expected to demonstrate competency in the subject matter. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4040 Otolaryngology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 5000 Introduction to Otolaryngology (1)

OTLN 9000 Otolaryngology Visiting Studen (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 9020 Otolaryngology Visiting Studen (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Pediatrics (PEDS)

PEDS 3000 Pediatrics (8)
The Pediatric Clerkship is an 8-week clinical rotation designed to provide an introductory experience in the care of children for junior or senior medical students. The curriculum is based on a national curriculum formulated by the Council on Medical Student Education in Pediatrics and is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general or specialty oriented inpatient ward services, and the well-baby and neonatal intensive care nurseries. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3004 Pediatrics (4)
This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3006 Pediatrics (6)

PEDS 3020 Pediatrics (2)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3040 Pediatric Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3520 PEDS NICU Acting Internship (2)

PEDS 3521 PEDS PICU Acting Internship (2)

PEDS 4119 Advanced Pediatric Experience (4)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T-4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4120 PEDS Emergency Medicine (2)
This is a 2-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4121 Pediatric Forensic Medicine (2)

PEDS 4122 Pediatric PM&R (4)

PEDS 4123 PSEL & Team Training Elective (2)

PEDS 4140 PEDS Emergency Medicine (4)
This is a 4-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4141 Pediatric Forensic Medicine (4)

PEDS 4210 PEDS Cardiology (2)
This is a two-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenial Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4230 PEDS Gastroenterology (2)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4240 PEDS Genetics (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4250 PEDS Hematology/Oncology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4270 PEDS Infectious Disease (2)
During this 2-week elective, the student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4275 PEDS Medicine-Pediatrics (4)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4276 PEDS Medicine-Pediatrics (2)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4280 PEDS Nephrology (2)
This is a two-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4290 PEDS Pulmonary (2)
This is a two-week elective that provides an introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will be exposed to a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4410 PEDS Cardiology (4)
This is a four-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenial Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4430 PEDS Gastroenterology (4)
This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4440 PEDS Genetics (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4450 PEDS Hematology/Oncology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4461 PEDS Allergy/Immunology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4462 PEDS Allergy/Immunology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4475 PEDS Infectious Disease (4)
The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months. The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4480 PEDS Nephrology (4)
This is a four-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4490 PEDS Pulmonary (4)
A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4500 PEDS Wards Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4501 PEDS NICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4502 PEDS PICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4503 Pediatric Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4520 PEDS Adolescent Medicine (2)
This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4540 PEDS Adolescent Medicine (4)
Care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 5500 Clinical Preceptorship - Peds (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 5501 Pediatric Hematology/Oncology (1)
The student is expected to participate for a semester in the elective, which will involve about 1/2 day per week following patients in the Pediatric Hematology/Oncology clinic. The students will be mentored by the Pediatric Hematology/Oncology attending physician. Initially, students will see and examine patients in the presence of the attending. As the student becomes more experienced and comfortable, he/she will take histories, do examinations, formulate the assessments and plans and make presentations to the attending physician before the physician sees the patient. Because the majority of patients have chronic illnesses, the student will be able to follow many patients over most of the year. A variety of illnesses are seen such as leukemia, solid tumors, and sickle cell disease, anemia's and coagulation disorders. Emphasis will be placed on understanding the pathophysiology of these disorders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 5540 Pediatric Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 9000 Pediatrics Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 9020 Pediatrics Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pharmacology (PHAR)

PHAR 2003 Pharmacology (5)
The Pharmacology course covers primary concepts such as mechanisms of drug action, drug indications, contraindications, drug interactions & side effects.

PHAR 5001 Health and the Environment (1)
This course will introduce students to topics about the intersection between the environment and human health. Lectures will explore topics ranging from molecular biology to ecosystem-level determinants of health. The courses will be a mixture of lectures and interactive discussion sessions mediated by various faculty and visiting lecturers.

PHAR 5500 Clinical Preceptorship - Phar (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PHAR 5530 Cardiovasular Pharmacology Res (1)
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.

PHAR 5540 Pharmacology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Physiology (PYSI)

PYSI 1002 Physiology (5)
This course involves the study of the body's function from molecules to the whole organism. Students are expected to apply fundamental principles of physics and chemistry to the understanding of the body's function and regulatory mechanisms. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYSI 1111 Physiology Summer Course (5)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

PYSI 5110 Capstone component: PYSI 1002 (0)

PYSI 5500 Clinical Preceptorship - Pysi (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYSI 5540 Physiology Research (1)
Several faculty members, led by our Chairman, Dr. L.G. Navar, are investigating the role of the kidney and blood vessels in the pathophysiology of hypertension. Students will be exposed to various experimental approaches used in the study of renal function, hemodynamics, tubular transport processes, and fluid and electrolyte regulation. Student can learn techniques for the evaluation of renal function, renal tubule reabsorption, and vascular responses to different antihypertensive drugs, as well as the expression and regulation of genes involved in hypertension. Basic methodological approaches also will be covered in a systematic manner. The remainder of the student's time will be spent in one or more laboratories of participating faculty.

MD - Psychiatry (PYCH)

PYCH 3000 Psychiatry (4)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 3006 Psychiatry (3)

PYCH 3050 Psychiatry Research (4)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 3500 Psychiatry Acting Internship (4)
During the psychiatry sub-internship, students will gain increased supervised responsibility for patients with severe psychopathology in an inpatient setting. The goals are to deepen understanding of psychopathology and psychotherapeutics, learn evaluation and management skills for patients with a broad range of psychiatric disturbances, and begin to gain skills necessary for first-year residency as a psychiatry intern. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4000 Psychiatry (4)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4001 Specialty Psychiatry (4)

PYCH 4002 Addiction Medicine (4)

PYCH 4020 Assertive Community Treatment (2)
This is a 2-week elective in Psychiatry. The following experiences are available: Assertive Community Treatment and Forensic Psychiatry. See eMedley for more information about sites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4021 Med-Psych (2)

PYCH 4022 Pain Management & Addiction (2)

PYCH 4040 Child Psychiatry (4)
During this elective, students will have the opportunity to participate in some or all of the following clinical activities: 1) school-based mental health treatment for complex behavioral and emotional disorders; 2) Tulane Parent Education Program – outpatient treatment of children and adolescents and their biological or foster families; 3) Psychiatric Consult/Liaison - consultation in the Tulane ER, Tulane pediatrics and school-based clinics in various Louisiana parishes; 4) Community mental health clinics providing outpatient treatment. Students will also attend Child Psychiatry didactics one day each week, along with clinical case conferences and seminars. Students are able to select a curriculum of varied clinical sites for a broad exposure to child psychiatry or may choose a more intense focused experience. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4041 Med-Psych (4)
This elective is offered for 4th year medical students interested in combined training and want a closer look at the environments and practice styles of dual-boarded physicians. The elective involves experiences in our two Med/Psych continuity clinics and the consult/liaison service run by a combined physician. Students may also participate in a traumatic brain injury clinic run in conjunction with the NFL and observe forensic evaluations of medically-complicated psychiatric cases. Rotating students will be expected to attend didactics in both the Internal Medicine and Psychiatry departments as well as our weekly Med/Psych conference. By the end of the rotation, the student will lead the weekly conference on a topic chosen in collaboration with the course director. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 5500 Clinical Preceptorship - Pych (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 5534 Psychiatry Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 9000 Psychiatry Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Public Health (PHEA)

PHEA 4000 Public Health (4)
Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 4001 Tropical Medicine (4)
Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 4002 MD/MPH (4)
Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 5001 Public Health (1)
T1/T2 elective available only to students in the MD/MPH combined degree program. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Radiology (RADS)

RADS 3020 Radiology (2)
The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and power point presentation of an interesting case encountered while on service. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3040 Radiology (4)
See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3044 Radiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4000 Interventional Radiology (2)
This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4001 Interventional Radiology (4)

RADS 4021 Radiation Oncology (2)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4040 Radiology Oncology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4041 Radiation Oncology (4)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5500 Clinical Preceptorship - Rads (1)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5540 Radiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 9000 Radiology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Surgery (SURG)

SURG 3000 Surgery (8)
The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for expected results, risks and complications of specific operations. Students are expected to scrub on a number of operations and will follow patients from presentation, work-up, and treatment, including operations and post-treatment/postoperative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3006 Surgery (6)

SURG 3040 Surgery Research (4)
The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3120 Outpatient Surgery (2)
During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3121 The IMPRESS Teaching Program (2)

SURG 3240 Honors Surgery (4)
This is a four-week course creating an intense and comprehensive surgical experience. This course will be limited to 4th year medical students. Such students will be chosen/accepted to this course based on high evaluations during their core surgery rotations and have demonstrated an aptitude and interest in a surgical career. The course will consist of the following: Dedicated lectures by selected faculty, which will encompass topics including surgical diseases, innovative surgical procedures, introduction to academic research, career planning and litigation issues; student presentations on specific surgical issues and procedures; dedicated simulation training including “Intern BootCamp” that Tulane surgical interns currently undergo; an introductory course and simulation training on the DaVinci Surgical Robotic system by residents and faculty; an animal lab over two/three days where the students will perform surgical procedures themselves with supervision and feedback; individual time to meet and discuss career goals, resume/personal statement review and interview preparation with faculty members. The overall goal is to help prepare these students to become outstanding interns at the start of their surgical residency. The course will be Pass/Fail, and students may use this to help strengthen their residency applications by stating they were chosen for, and passed the Tulane Honors Surgery Course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3500 Surgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3520 Surgery Acting Internship (2)

SURG 4000 Surgery (4)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon’s practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4002 Surgery (2)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon’s practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4020 Plastic Surgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4021 Plastic Surgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4022 Surgery Research (2)

SURG 4520 SICU (2)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4540 SICU (4)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5000 Clinical Research (1)

SURG 5500 Clinical Preceptorship - Surg (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5540 Surgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5550 Surgical Pathways (1)
This elective is designed to give you an up close look into the life of a surgeon and that of an academic center's clinical surgical program. We have redesigned the elective in hopes that all of you are able to gain new knowledge while still maintaining your duties and obligations of being a T1/T2 pre-clinical student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5640 Plastic Surgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 9000 Surgery Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 9020 Surgery Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Urology (UROL)

UROL 3500 Urology Acting Internship (4)
The student will function as much in the capacity of an intern as can be permitted under present medico-legal limitations. Ward rounds will be made daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4000 Urology (4)
Students enrolled in this elective will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4020 Urology (2)
During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4040 Urology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 5500 Clinical Preceptorship - Uro (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 5540 Urology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 9000 Urology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 9020 Urology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Microbiology - Graduate (MIIM)

MIIM 7010 Seminar Microbiol,Immun (1,2)

MIIM 7020 Graduate Journal Club (1,2)

MIIM 7030 Topics in Microbiology (1-3)

MIIM 7050 Thesis Research Design (2)

MIIM 7065 Scientific Writing (2)
This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer. Prerequisite(s): MIIM 7050.

Prerequisite(s): MIIM 7050.

MIIM 7100 Clincl Cases & Underlying Mech (2)
Prerequisite(s): MIIM 7600 and 7500.

Prerequisite(s): MIIM 7600 and 7500.

MIIM 7120 Advanced Virology (4)
Prerequisite(s): MIIM 7500.

Prerequisite(s): MIIM 7500.

MIIM 7150 Dynamics Immuno & Microb Inter (3)

MIIM 7210 Special Problems (1-5)

MIIM 7220 Advanced Research Methods (1-4)

MIIM 7250 Vaccine Biology (3)

MIIM 7310 Research (1-10)

MIIM 7320 Research (1-10)

MIIM 7400 Responsible Conduct-Biomed Rsh (2)

MIIM 7500 Graduate Microbiology (4)

MIIM 7550 Microbiology Laboratory (3)

MIIM 7600 Medical Immunology (3)

MIIM 7620 Advanced Immunology (3)
Advanced Immunology

MIIM 7720 Medical Mycology (3)

MIIM 7750 Medical Parasitology (3)

MIIM 7790 Advanced Methods in Molecular Biology (2)
This course is designed to introduce graduate students to the advanced and most recently developed methods and techniques in Molecular Biology. We will focus on recent new methods and technologies, including Gibson Cloning, DNA- and RNA guided CRISPR, Proximity Ligation, and Single Cell Sequencing etc., as well as the software tools and public databases for gene analysis and project design. Students need to have learned basic molecular biology or taken courses like Advanced Cell Biology (BMSP 6070), Genetics (EPID 6070 or GBCH 7170), or Methods in Biochemistry (GBCH 7580).

MIIM 7810 Special Topics (1-2)

Maximum Hours: 99

MIIM 8100 Viral Pathogenesis Jrnl Club (2)

MIIM 9970 Master's Thesis (1-2)
Master's Thesis

Course Limit: 2

MIIM 9980 Master's Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MIIM 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Pharmacology - Graduate (GPHR)

GPHR 7040 Neuropharmacology (2)
Course Limit: 2

GPHR 7050 Cellular Control Mechanm (2)
Course Limit: 2

GPHR 7055 Practicing Professionalism (1)
The goal of this course is to teach and assess the practice of professional behavior for students in our graduate program.

Course Limit: 2

GPHR 7060 Endocrine Pharmacology (2)
Course Limit: 2

GPHR 7120 Adv Topics In Cardiobiol (2)

GPHR 7160 Env Signaling (2)
Course Limit: 2

GPHR 7180 Selected Topics (0-9)

GPHR 7190 Pharmacology Seminar (1)

GPHR 7200 Seminar Pharmacology (1)
Course Limit: 2

GPHR 7210 Pharm Advances (1)

GPHR 7220 Adv In Pharmacology (1)
Course Limit: 2

GPHR 7230 Principles of Pharmacol (3)

GPHR 7240 Principles of Pharmacol (2)
Course Limit: 2

GPHR 7250 Medical Pharmacology (3-6)

GPHR 7260 Medical Pharmacology (4)
Course Limit: 2

GPHR 7505 Master's Research (2)

GPHR 7510 Pharmacological Lab Research (2)

GPHR 7520 Pharmacology ePortfolio (1-2)
Course Limit: 2

GPHR 7530 Molecular & Cellular Pharmacol (2)

GPHR 9980 Master's Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GPHR 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Physiology - Graduate (GPSO)

GPSO 6010 Medical Physiology (6)
A major physiology course taught by various faculty in the Physiology Department. This course covers most important concepts in medical physiology, along with updated information and in-depth discussion in all fields of interest related to physiological function.

GPSO 6060 Experimental Physiol Lab (2)
This course provides students' hands-on experiences to perform the physiological experiments with human body, animals and computer simulation modeling systems.

GPSO 6250 Membrane Physiology (2)
The course covers the major structure and function of ion channels, the basic physiological mechanisms of voltage gated ion channels, and transmitter gated ion channels. Also a brief consideration will also be given to certain pathophysiological mechanisms leading to disease.

GPSO 7175 Med Terminology (3)
This on-line course provides definition and appropriate use of common medical terminology and abbreviations. It is especially beneficial for students who are newly committed in medical sciences and who have foreign culture background.

GPSO 7180 Selected Topics (1-5)
Self-study under the direction of a faculty mentor in a selected topic in physiology. A final report is required.

GPSO 7320 Renal Physiology (3)
This course provides updated information regarding renal function and renal/hormonal control of blood pressure. The roles of kidney function in hypertension, diabetes mellitus and other human diseases are also covered.

GPSO 7350 Translational Physiology (2)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

Course Limit: 2

GPSO 7560 Signal Transduction/Hormone Ac (2)
This course provided current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

GPSO 7600 Integrative Cardiovascular Physiology (3)
This advanced course covers in-depth topics in cardiovascular physiology and its association with other systems to regulate body function. The objective of the course is to provide the students with comprehensive knowledge of cardiac and vascular function and its regulation by neural, hormonal and other systems.

GPSO 7910 Seminar Physiology (1)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

Course Limit: 2

GPSO 7980 Research (3)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

GPSO 7990 Research (1-9)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Prerequisite(s): GPSO 7980.

Prerequisite(s): GPSO 7980.

GPSO 9990 Dissertation Research (0)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FACULTY

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

A

Abboud, Elizabeth Rachael
Senior Professor of Practice
PhD, Tulane University

Abdalian, Susan E
Professor
MD, Tulane University

Abdel-Mageed, Asim B
Professor
PhD, Kansas State University

Abdelghani, Abdelghani A
Professor
SCD, Tulane University

Abdelghani, Ramsy
Assistant Professor
MD, Jordan University of Science and Technology

Abdulnour-Nakhoul, Solange
Associate Professor
PhD, American University of Beirut - Lebanon

Abramowitz, Benjamin
Postdoc Fellow

Adams, Katherine Ann
Associate Professor
PhD, Florida State University

Adams, Michele Ann
Associate Professor
PhD, University of California-Riverside

Adderley, Laura R
Associate Professor
PhD, University of Pennsylvania

Addis, Adeno
Professor
SJD, Yale University

Adjerid, Khaled
Professor of Practice
PhD, Virginia Polytech Institute & State University

Ager, Richard D
Associate Professor
PhD, University of Michigan

Agnew, Jeffrey
Senior Professor of Practice
PhD, Louisiana State University

Aguilar, Rodolfo Jesus
Professor of Practice
PhD, North Carolina State University-Raleigh

Ahmad, Saleem
Postdoc Fellow

Ahmed, Islam
Visiting Lecturer
MA, Universite Saint-Joseph De Beyrouth

Ahmed, Muhammad Iqbal
Assistant Professor
MD, Jinnah Sindh Medical University, Pakistan

Aidi, Yasmina
Assistant Professor
PhD, Princeton University

Aidoo, Fallon S
Assistant Professor
PhD, Harvard University

Akingbola, Olugbenga A
Professor
MD, University in Ibadan, Nigeria

Al-Huq, Rafed A
Visiting Lecturer
ABD, University of Missouri-Kansas City

Alai, Hamid R
Assistant Professor
MD, Johns Hopkins University

Alam, Md Ashad
Instructor
PhD, Graduate University for Advanced Studies, Japan

Albert, Julie
Associate Professor
PhD, University of Delaware

Albrecht, Thomas
Professor
PhD, University of California-Irvine

Alcina, Kristi B
Instructor
MSN, Loyola University New Orleans

Alday Sanz, Ignacio N
Dean
MARCH, Polytechnic University of Catalonia, Spain

Alencar, Allan Kardec N
Postdoc Fellow

Alexander, Marie V
Instructor
MAST-Other, University of Alabama at Birmingham

Alexander, Samuel
Assistant Professor
MD, Louisiana State University

Alghamdi, Norah
Assistant Professor
PhD, Cleveland State University

Alhassan, Solomon Oguche
Postdoc Fellow

Ali, Gholam H
Associate Professor
MD, University in Baghdad, Iraq

Ali, Syed O
Visiting Assistant Professor
MARCH, University of Michigan

Allison, Mead A
Professor
PhD, SUNY at Stony Brook

Alper, Arnold Brent Jr.
Associate Professor
MD, Tulane University

Alsaad, Ali A
Assistant Professor
MD, Nahrain University, College of Medicine, Iraq

Alvarado, Flor E
Assistant Professor
MD, Louisiana State University

Alvarez, Julie Anne
Senior Professor of Practice
PhD, Emory University

Ambrose, Christopher A
Postdoc Fellow

Amdeberhan, Tewodros
Senior Professor of Practice
PhD, Temple University

Anadkat, Samir N
Professor of Practice
MD, Baroda Medical College

Anagnost, Adrian
Associate Professor
PhD, University of Chicago

Anbalagan, Muralidharan
Assistant Professor
PhD, University of Madras, India

Anderson, Amanda H
Associate Professor
PhD, Tulane University

Anderson, Andrew C
Assistant Professor
PhD, University of Maryland, College Park

Anderson, Margot Harris
Assistant Professor
MD, University of Connecticut

Anderson, Ronald C
Associate Professor
PhD, Tulane University

Andersson, Hans C
Professor
MD, Tulane University

Andre-Johnson, Cory-Alice
Postdoc Fellow

Andrews-Smith, Belinda
Visiting Assistant Professor
DMA, The Ohio State University

Andrinopoulos, Katherine M
Associate Professor
PhD, Johns Hopkins University

Annaiah, Cariappa
Assistant Professor
MD, University of Madras, India

Antohe, Diana
Visiting Assistant Professor
MFA, Virginia Commonwealth University

Anwar, Asif H
Associate Professor
MD, University of Geneva - Switzerland

Anwar, Nimet
Visiting Assistant Professor
MARCH, Rice University

Apple, Andrew E
Assistant Professor
MD, Tulane University

Arcari, Christine M
Clinical Professor
PhD, Johns Hopkins University

Arce, Moises
Professor
PhD, The University of New Mexico

Armelie, Aaron
Assistant Professor
PhD, Kent State University

Arnett, Zachary M
Assistant Professor and Veterinarian
DO, Lincoln Memorial University

Arnold, Paulina D
Instructor
JD, Harvard Law School

Arruda, Caroline T
Associate Professor
PhD, State University of New York

Artavanis, Nikolaos
Visiting Assistant Professor
PhD, Virginia Polytech Institute & State University

Artecona, Jose F
Assistant Professor
MD, University of Puerto Rico

Ashbaugh, Henry Snyder
Professor
PhD, University of Delaware

Ashburn, Amanda J (Jane)
Research Assistant Professor
MS, College of Charleston

Ashton, Ruth
Research Associate Professor
PhD, London School of Hygiene & Tropical Medicine, United Kingdom

Askar, Sereen
Instructor
MSN, Southeastern Louisiana University

Aslam, Rizwan
Associate Professor
DO, Lake Erie College

Atencio, Rebecca
Associate Professor
PhD, University of Wisconsin-Madison

Atkinson, Evan M
Assistant Professor
MD, Louisiana State University

Avelar, Idelber Vasconcelos
Professor
PhD, Duke University

Avilala, Janardhan
Postdoc Fellow

Aw, Tiong Gim
Assistant Professor
PhD, Nanyang Technical University, Singapore

Aye, Pyone Pyone
Associate Professor
PhD, The Ohio State University

Aysenne, Aimee
Associate Professor
MD, Tulane University

B

Baab, Anthony Donald
Senior Professor of Practice
MFA, Cornell University

Babich, Adam
Professor
JD, Yale University

Baghian, Ali
Clinical Instructor
MD, Louisiana State University

Bailes, Melissa Rebecca
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Bailey, Benjamin David
Assistant Professor
MD, University of Kentucky

Bailey, Letia O
Assistant Professor
MSW, Tulane University

Baker, Courtney Noette
Associate Professor
PhD, University of Massachusetts-Amherst

Baker, John W
Assistant Professor
MD, Louisiana State University

Baker, Kate C
Professor
PhD, University of Michigan

Baldwin, Kathryn A
Professor
PhD, Yale University

Balee, William L
Professor
PhD, Columbia University

Balides, Constance Joan
Associate Professor
PhD, University of Wisconsin-Milwaukee

Bankston, Carl L
Professor
PhD, Louisiana State University

Bao, Hongcun
Postdoc Fellow

Barbieri, Stefano
Professor
PhD, University of Pennsylvania

Barbiero, Lisa M
Assistant Professor
MD, University of Connecticut

Bardon de Tena, Andrea
Research Assistant Professor
MARCH, Technical University of Madrid

Barrios, Edgar L Antonio
Clinical Assistant Professor
MD, University of San Carlos - Phillipines

Barrios, Matthew (Matt)

Senior Professor of Practice
PhD, Florida State University

Bart, Henry L Jr.
Professor
PhD, University of Oklahoma

Bartram, Robin
Assistant Professor
PhD, Northwestern University

Basha, Sreenivasulu
Postdoc Fellow

Bass, Jennifer
Assistant Professor
MD, University of Michigan

Basseches, Joshua
Assistant Professor
PhD, Northwestern University

Bateman, Kristin M
Assistant Professor
MD, Thomas Jefferson University

Batey, David S
Associate Professor
PhD, University of Alabama

Battle, Alicia L
Clinical Assistant Professor
PhD, Southern Illinois University

Batuman, Vecihi
Professor
MD, Hacettepe University, Turkey

Baudy, Adrian Joseph IV
Associate Professor
MD, Wright State University

Baumgarten, Mara
Professor of Practice
MBA, Northwestern University

Bayer, Carolyn
Associate Professor
PhD, University of Texas at Austin

Bazzano, Alessandra
Associate Professor
PhD, London School of Hygiene & Tropical Medicine, United Kingdom

Bazzano, Lydia A
Professor
PhD, Tulane University

Beasley, Candice Carrie
Clinical Assistant Professor
MSW, University of Oklahoma

Beck, Casey
Professor of Practice
MFA, San Francisco State University

Beckwith, Olivia D
Assistant Professor
PhD, Emory University

Becnel, David
Assistant Professor
MD, Louisiana State University

Beddingfield, Brandon Joel
Post Doc

Beech, Scott Legrant
Associate Professor
MD, Louisiana State University

Begalieva, Maya
Clinical Associate Professor
PhD, Kyrgyz State Medical Institute, Krygyzstan

Beit Halahmi, Mery
Professor of Practice
MA, Hebrew University of Jerusalem

Bell, Caryn N
Assistant Professor
PhD

Beller, Thomas
Associate Professor
MFA, Columbia University

Bennett, Benjamin
Assistant Professor
PhD, Arizona State University

Bennett, James T
Professor
MD, Tulane University

Bergman, Jr, Brian J
Assistant Professor
PhD, Indiana University-Bloomington

Bergstrom, Katy
Assistant Professor
PhD, Stanford University

Bernhard, Scott D
Associate Professor
MARCH, Rice University

Bernstein, Daniel I
Assistant Professor
PhD, North Carolina State University-Raleigh

Berryhill, Hannah C
Lecturer
MARCH, Tulane University

Bertrand, Jane
Professor
PhD, University of Chicago

Bhan, Hyung Sup
Assistant Professor
PhD, Northwestern University

Bhansali, Siddharth k
Professor of Practice
MD, Lokmanya Tilak Municipal Medical College, Taiwan

Bhardwaj, Abhishek
Assistant Professor
PhD, New York University

Bhargava, Rhea
Assistant Professor
MD, Armed Forces Medical College

Bhatia, Kiran V
Assistant Professor
PhD, University of Wisconsin-Madison

Bhatnagar, Deepa
Associate Professor
MD, Louisiana State University

Bidima, Jean G
Professor
PhD, University of Paris, France

Billings, Charles R
Assistant Professor
MD, University of Arkansas

Billingsley Jr, William J
Visiting Assistant Professor
PhD, University of Miami

Biose, Ifechukwude Joachim
Postdoc Fellow

Birdsill, Alex C
Assistant Professor
PhD, University of Texas at Austin

Bitar, Carole
Assistant Professor
MD, University of Balamand

Bitoun, Jacob Philip
Assistant Professor
PhD, Louisiana State University

Bix, Gregory J
Professor
MD, Baylor College of Medicine

Black, Katelyn Laine
Professor of Practice
PhD, Tulane University

Blacksher Ranier, Mary Lucia
Senior Professor of Practice
JD, Loyola University New Orleans

Blair, Robert Vaughn
Associate Professor
DVM, Louisiana State University

Blanton, Ronald
Professor
MD, Case Western Reserve University

Blask, David E
Professor
PhD, University of Texas at Austin

Blazek, Michelle L
Instructor
MSN, Southern University A&M College

Bliss, James
Visiting Assistant Professor
PhD, University of California-Irvine

Bock, Jeremy W
Associate Professor
JD, University of California, Berkeley

Boehm, Ryan A
Associate Professor
PhD, University of California, Berkeley

Boh, Erin
Professor
MD, Tulane University

Bohm, Rudolf P Jr. (Skip)
Professor
DVM, Louisiana State University

Bojanic, Antonio Nicolas
Senior Professor of Practice
PhD, Auburn University

Bojanowski, Christine M
Assistant Professor
MD, George Washington University

Bol, Jasmijn
Professor
PhD, University of Navarra, Spain

Bond, Nell Gardner
Postdoc Fellow

Bondar, Denys I
Assistant Professor
PhD, University of Waterloo - Canada

Bonin, Edward C
Instructor
MSN, Louisiana State University

Boniske, Tania M
Assistant Professor
MD, Sackler School of Medicine - Israel

Borchardt, Jeffrey Andrew
Assistant Professor

MD, Tulane University

Bordenave, Franklin John II
Assistant Professor
MD, Louisiana State University

Bordnick, Patrick S
Dean
PhD, University of Georgia

Borkar, Chandrashekhar D
Postdoc Fellow

Borrillo, Jennifer Lynne
Instructor
MBA, Tulane University

Borzik, David Michael
Assistant Professor
MD, University of Mississippi

Boudaba, Khedidja R
Professor of Practice
PhD, Tulane University

Boudreaux, Tina M
Senior Professor of Practice
JD, Tulane University

Boutin, Michele
Instructor
MSN, Loyola University New Orleans

Boyden, James M
Associate Professor
PhD, University of Texas at Austin

Boyles, Andrea S
Associate Professor
PhD, Kansas State University

Bradfield, Donny
Visiting Assistant Professor
BIS, University of Missouri

Bradshaw, William B II
Visiting Associate Professor
PhD, Massachusetts Institute of Technology

Brady, Daniel C
Instructor
MD, SUNY-Downstate Medical Center

Brancaforte, Elio Christoph
Associate Professor
PhD, Harvard University

Brandao, Samuel Thomas (Sam)
Clinical Assistant Professor
JD, Tulane University

Brandt, Mary L
Professor
MD, Baylor College of Medicine

Braun, Stephen
Assistant Professor
PhD, University of Minnesota-Twin Cities

Bravata-Bauer, Dawn Marie
Instructor
DNP, University of Louisiana at Lafayette

Breckenridge, Angela Dawn
Clinical Assistant Professor
PhD, Fielding Graduate University

Brooks, Andrew (AJ)
Lecturer
MBA, Tulane University

Brooks, Heddwen L
Professor
PhD, Imperial College of Science, Technology and Medicine, London

Broussard, Crystal S
Clinical Assistant Professor
PhD, University of Alabama

Broussard, Danielle L
Research Assistant Professor
PhD, University of Miami

Brower, Bruce W
Associate Professor
PhD, University of Pittsburgh

Brown, Jonathon Quincy
Associate Professor
PhD, Louisiana Tech University

Browne, Luke M
Research Assistant Professor
PhD, Tulane University

Brox, Brian J
Associate Professor
PhD, University of Texas at Austin

Brumbaugh, Michael E.
Associate Professor
PhD, University of California (UCLA)

Brumfield, William
Professor
PhD, University of California, Berkeley

Bruno, Myrlene
Professor of Practice
PhD, University of Louisiana at Lafayette

Bryan, Courtney
Associate Professor
DMA, Columbia University

Bubenzer, Virginia E.
Instructor
MPH, Tulane University

Buckley, Jon Christopher
Assistant Professor
MD, University of South Alabama

Buekens, Pierre M
Professor
MD, Free University of Brussels, Belgium

Bullard, Rebekah
Postdoc Fellow

Bundy, Joshua David
Assistant Professor
PhD, Tulane University

Burger, Ronna C
Professor
PhD, The New School, New York City, New York

Burgos-Garcia, Shayra
Instructor
PhD, Tulane University

Burin, Alexander L
Professor
PhD, Moscow Institute for Physics and Engineering, Russia

Burk, Graham
Instructor
MA, Royal Scottish Academy of Music & Drama - Scotland

Burke, Michael J
Professor
PhD, Illinois Institute of Technology

Burns, Patricia Mary
Senior Professor of Practice
PhD, University of Texas at Austin

Burnston, Daniel Charles
Associate Professor
PhD, University of California-San Diego

Burow, Matthew E
Associate Professor
PhD, Tulane University

Burr, Christian A
Professor of Practice
PhD, University of North Carolina-Chapel Hill

Busija, David W
Professor
PhD, University of Kansas

Busschaert, Nathalie
Assistant Professor
PhD, University of Southampton - England

Butler, Patrick J
Visiting Assistant Professor
PhD, University of Connecticut

Buttell, Frederick P
Professor
PhD, University of Alabama

Button, Patrick James Harold
Associate Professor
PhD, University of California-Irvine

Buvoli, Tommaso
Assistant Professor
PhD, University of Washington

Byers, Larry D
Professor
PhD, Princeton University

Byram, Robert Keith
Instructor
MSN, Mississippi University for Women

Byrne, Abigail Nettie
Instructor
MD, Tulane University

C

Cabalfin, Edson
Professor of Practice
PhD, Cornell University

Caballero, Isabel C
Senior Professor of Practice
PhD, University of North Carolina-Chapel Hill

Caglar, Musa
Professor of Practice
PhD, Middle East Technical University, Turkey

Caldwell, Delmar R
Professor
MD, University of Oklahoma

Callison, Kevin
Assistant Professor
PhD, University of Illinois at Chicago

Campanella, Richard
Senior Professor of Practice
MS, Louisiana State University

Campbell, Kenneth
Clinical Assistant Professor
PhD, Loyola University Chicago

Camuti, Elizabeth
Visiting Assistant Professor
MARCH, University of Virginia

Can, Mahir Bilen
Professor
PhD, University of Pennsylvania

Cannon, Michaela Lynn
Senior Professor of Practice
MFA, University of Utah

Canuto, Marcello A
Professor
PhD, University of Pennsylvania

Cardin, Derrick L
Postdoc Fellow

Carr, Rebecca Boehm
Professor of Practice
MFA, Savannah College of Art & Design

Carver, Marshall
Visiting Lecturer
MBA, Tulane University

Cassidy, Mark Mccreary
Professor
MD, Tulane University

Castillo, Claire S
Postdoc Fellow

Castle, Erik P
Professor
MD, University of Texas-Southwestern Medical Center

Castorena-Gonzalez, Jorge
Assistant Professor
PhD, University of Missouri - Columbia

Castro, Araceli
Associate Professor
PhD, University of Barcelona, Spain

Celic, Ivana
Assistant Professor
PhD, Johns Hopkins University

Cely Santos, Sandra Marcela
Postdoc Fellow

Chae, Hui Woong (David)
Associate Professor
SCD, Harvard University

Chaffee, Amy E
Associate Professor
MFA, University of San Diego

Chaffin, Abigail E
Associate Professor
MD, Wayne State University

Chakraborti, Chayan
Professor
MD, Tulane University

Chambers, Jonathan (Jon)
Professor of Practice
MFA, University of Illinois at Chicago

Chandarana, Maanasi H.
Clinical Assistant Professor
DO, Nova Southeastern University

Chandra, Partha K
Assistant Professor
PhD, University of Calcutta, India

Chandra, Sutapa
Postdoc Fellow

Chang, Suzanne
Assistant Professor
PhD, New York University

Chaparro Lanfranco, Maria Pia
Assistant Professor
PhD, University of California (UCLA)

Charles, John D
Associate Professor
PhD, Yale University

Chaturvedi, Tuhin
Assistant Professor
PhD, University of Pittsburgh

Chaudhry, Serena
Assistant Professor
DSW, Tulane University

Chavez-Arguelles, Claudia
Assistant Professor
PhD, University of Texas at Austin

Chen, Chung-Shiuan
Lecturer
MS, Mississippi State University

Chen, Fei
Assistant Professor
DO, Lake Erie College

Chen, Hongfei
Postdoc Fellow

Chen, Hongwei
Assistant Professor
PhD, University of Minnesota-Twin Cities

Chen, Huaizhong
Professor of Practice
PhD, West Virginia University

Chen, Jing
Professor
MD, Jiangxi Medical College, China

Chen, Victor H
Visiting Assistant Professor
ABD, University of North Texas

Chen, Wei
Professor
MD, Kunming Medical University, China

Chen, Weina
Postdoc Fellow

Chen, Wenzhou
Instructor
PhD, University of Arizona

Chen, Xiaojin
Associate Professor
PhD, Iowa State University

Chen, Xueqin
Postdoc Fellow

Chen, Yiping
Professor
PhD, University of Iowa

Cheng, Fang
Assistant Professor
PhD, University of Toronto - Canada

Cheng, Susan
Clinical Associate Professor
PhD, University of California-San Diego

Cheruiyot, Dorothy Jelagat (Jelagat)
Professor of Practice
PhD, Auburn University

Childress, Steven Alan
Professor
PhD, University of California, Berkeley

Choi, Goeun
Visiting Assistant Professor
PhD, Arizona State University

Chrisey, Douglas Brian
Professor
PhD, University of Virginia

Christian, Natalie
Assistant Professor
MD, Medical University of South Carolina

Christopher, Michelle S
Assistant Professor
MD, University of Washington

Clark, Emily Jane
Professor
PhD, Tulane University

Clark, Sara M
Professor of Practice
PhD, Tulane University

Clarke, John
Professor of Practice
PhD, University of Leeds - England

Clarkson, Craig W
Professor
PhD, Northwestern University

Clay, Keith A
Professor
PhD, Duke University

Cleary, Krystal L
Professor of Practice
PhD, Indiana University-Bloomington

Clisham, P R
Professor
MD, Louisiana State University

Clum, Gretchen A
Associate Professor
PhD, University of Georgia

Cohen, Michael R
Professor
PhD, Brandeis University

Cole, Teresa
Professor
MFA, Cranbrook Academy of Art

Colella, Adrienne J
Professor
PhD, The Ohio State University

Coleman, Marcus A
Visiting Assistant Professor
PhD, Louisiana State University

Collier, Aaron Richard
Associate Professor
MFA, Tulane University

Collins-Burow, Bridgette M
Associate Professor
MD, Tulane University

Colombo, Paul Joseph
Associate Professor
PhD, University of California, Berkeley

Conard, Craig J
Assistant Professor
MD, Tulane University

Cong, Fei
Postdoc Fellow

Connaughton, Charles E
Visiting Assistant Professor
ABD, University of Washington

Conner, Pierre E III
Professor of Practice
MBA, Tulane University

Contractor, Sunil H
Visiting Assistant Professor
PhD, University of Georgia

Cook, Charles J
Associate Professor

PhD, Louisiana State University

Cook, Emily
Assistant Professor
PhD, University of Virginia

Cooke, Amanda Gayle
Clinical Assistant Professor
MD, University of Texas Health Science Center

Corey, David M
Senior Professor of Practice
PhD, Tulane University

Cormier, Allison
Assistant Professor
MD, Louisiana State University-Shreveport

Cornu, Olivia L
Instructor
MSN, University of Cincinnati

Corsetti, Ralph L
Professor
MD, Boston University

Cortez, Ricardo
Professor
PhD, University of California, Berkeley

Cosentino, Olivia C
Postdoc Fellow

Cossich, Sarah J
Assistant Professor
MD, Tulane University

Courseault, Jacques
Assistant Professor
MD, Tulane University

Cox, Katherine Stammen
Assistant Professor
MD, Louisiana State University-Shreveport

Crabtree, Elizabeth
Associate Professor
MD, Tulane University

Craciun, Mariana
Assistant Professor
PhD, University of Michigan

Craft, Lisa Dawn
Instructor
MSN, The University of Southern Mississippi

Craig, Ryan
Assistant Professor
MD, Louisiana State University

Crisp, Benjamin G
Instructor
MD, University of North Carolina-Chapel Hill

Crivelly, Kea Spencer
Instructor
MS, Bastyr University

Crochet, Denise M
Visiting Assistant Professor
MLA, Tulane University

Cronin, James Lawrence
Senior Professor of Practice
PhD, Tulane University

Cropley, Lorelei Beleta
Clinical Associate Professor
PhD, Tulane University

Crosby, Michael Kent
Associate Professor
MARCH, University of California (UCLA)

Crosslin, David R
Associate Professor
PhD, Duke University

Cruz, Felipe Fernandes
Assistant Professor
PhD, University of Texas at Austin

Culotta, Alexis
Professor of Practice
PhD, University of Washington

Culotta, Aron
Associate Professor
PhD, University of Massachusetts-Amherst

Cummings, Kelsey
Visiting Assistant Professor
PhD, University of Pittsburgh

Cummings, Terry L
Clinical Associate Professor
MD, Tulane University

Cunningham, Michael
Professor
PhD, Emory University

Cupsa, Maria
Associate Professor
PhD, Caragiale Academy of Theatrical Arts and Cinematography, Romania

Cyriac, Mathew
Assistant Professor
MD, Albany Medical College

Czarny-Ratajczak, Malwina
Assistant Professor
PhD, University of Medical Sciences, Poland

D

Da Conceicao Dos Santos, Raoni

Postdoc Fellow

Dabon, Anita J
Instructor
MSN, Louisiana State University

Daddam, Jayasimharayalu
Postdoc Fellow

Daemmrich, Robert C
Visiting Assistant Professor
MARCH, Tulane University

Dahleh, Marie D
Senior Professor of Practice
PhD, Princeton University

Dai, Guixiang
Instructor
PhD, Texas A&M University

Dajko, Nathalie Genevieve
Associate Professor
PhD, Tulane University

Dal Corso, Mark
Clinical Associate Professor
MD, Universidad De Monterrey - Mexico

Dallapiazza, Robert F
Assistant Professor
MD, University of Iowa

Dancisak, Michael Joseph
Senior Professor of Practice
PhD, University of Minnesota-Twin Cities

Dang, Audrey T
Assistant Professor
MD, Tulane University

Dangendorf, Soenke
Assistant Professor
PhD

Dangler, C. Jean
Professor
PhD, Emory University

Daniel, Jill
Professor
PhD, Tulane University

Daniele, Elena
Senior Professor of Practice
PhD, Brown University

Dash, Srikanta
Professor
PhD, Utkal University, India

Datta, Prasun K
Associate Professor
PhD, University of Calcutta, India

Davies, Martin J
Professor
LLM, Harvard Law School

Davies, Susan L
Professor
PhD, University of Alabama at Birmingham

Davila, Roxanne
Senior Professor of Practice
PhD, Yale University

Davis, Brandon R
Assistant Professor
PhD, University of Alabama

Davis, Kathleen E
Associate Professor
PhD, University of California, Berkeley

Davis, Mark S
Research Professor
LLM, Georgetown University

Dawers, Nancye H
Associate Professor
PhD, Columbia University

De Anda-Duran, Ileana
Postdoc Fellow

De Franco, Gaetano (Gus)
Professor
PhD, University of Pennsylvania

de Lanzac, Kraig S
Assistant Professor
MD, Louisiana State University

De Lima, Diogo
Senior Professor of Practice
MFA, Conservatory Maestro Juliano, Brazil

De Oliveira Leite, Ana Paula
Postdoc Fellow

DeBord, Jessica M
Assistant Professor
MD, Tulane University

DeCelles, Naomi
Visiting Assistant Professor
PhD, University of California-Santa Barbara

Deen, Benjamin M
Assistant Professor
PhD, Massachusetts Institute of Technology

DeFraites, Joseph A
Instructor
MSN, Southeastern Louisiana University

Deininger, Prescott L
Professor

PhD, University of California-Davis

Delafontaine, Patrice
Professor
MD

Deland, Sarah Marie
Assistant Professor
MD, University of Louisville

DeLarge, Alyssa F
Postdoc Fellow

Delashaw, Johnny B
Professor
MD, University of Washington

Delima-Mujica, Bruna
Instructor
MAST-Other, Southeastern Louisiana University

Demare, Brian James
Professor
PhD, University of California (UCLA)

Demare, Nina Wen
Instructor
MS, Suny at Albany

Demosthenidy, Mollye M
Clinical Professor
JD, Tulane University

Deng, Hong-Wen
Professor
PhD, University of Oregon

Deng, Wu-Min
Professor
PhD, University of Edinburgh - Scotland

Denham, Alison Edwina
Associate Professor
PhD, Oxford Graduate School

Denisi, Angelo S
Professor
PhD, Purdue University

Dennard, Edwin W
Assistant Professor
MD, Louisiana State University

Denson, Joshua L
Assistant Professor
MD, Tulane University

Dent, Jerome P
Assistant Professor
PhD, University of Rochester

Denteh, Augustine
Assistant Professor
PhD, Georgia State University

DePauw, William David
Senior Professor of Practice
MFA, Tulane University

Derbenev, Andrei Viltorovich
Associate Professor
PhD, Pavlov Institute of Physiology, Russian Academy of Sciences, St. Petersburg, Russia

Deskin, Brian J
Instructor
PhD, Tulane University

Desmoulins, Lucie
Postdoc Fellow

Dhand, Monica
Clinical Assistant Professor
MD, Temple University

Diana, Mark Leonard
Professor
PhD, Virginia Commonwealth University

diBenedetto, Robert N
Assistant Professor
MD, Tulane University

Didier, Gustavo
Associate Professor
PhD, University of North Carolina-Chapel Hill

Didier, Peter J
Professor
PhD, University of Illinois at Urbana-Champaign

Dietrich, Monika Leah
Assistant Professor
MD, Michigan State University

Dimitrov, Martin Kostadinov
Professor
PhD, Stanford University

Dinerstein, Joel Norman
Professor
PhD, University of Texas at Austin

Ding, Zhengming
Assistant Professor
PhD, Northeastern University

Diniz, Fabiola C
Postdoc Fellow

Dise, Theresa Lynn
Associate Professor
MD, University of Texas at Austin

Do, Mai P
Associate Professor
PhD, Johns Hopkins University

Dobek, Georgina Lynn

Assistant Professor
DVM

Dodaro, Lauren
Visiting Assistant Professor
PhD, Tulane University

Dodds, William C
Assistant Professor
PhD, Stanford University

Dola, Phuong Chi
Professor
MD, Tulane University

Dombalagian, Onnig H
Professor
JD, Harvard Law School

Donahue, James P
Professor
PhD, Harvard University

Donald, Chancellor E
Assistant Professor
MD, University of Miami

Donelon, Erin Ann
Senior Professor of Practice
JD, Loyola University New Orleans

Dong, Caroline M
Postdoc Fellow

Dong, Yan
Professor
PhD, SUNY at Buffalo

Donnellan, Eoin
Assistant Professor
MD, National University of Ireland

Dorans, Kirsten S
Assistant Professor
SCD, Harvard University

Dornier, Lelaine
Senior Professor of Practice
PhD, Auburn University

Dotson, Robert Steven
Senior Professor of Practice
PhD, Tulane University

Doukas, David J
Professor
MD, Georgetown University

Downey, Margaret Mary B
Assistant Professor
PhD, University of California, Berkeley

Doyle-Meyers, Lara A
Associate Professor and Veterinarian
DVM, Louisiana State University

Dr Mukhtar, Maryam
Postdoc Fellow

Drouin, Arnaud
Assistant Professor
MD, Faculte De Medecine Pierre

Drury, Stacy
Professor
PhD, Louisiana State University

Duchesne, Juan C
Professor
MD, Ponce School of Medicine and Health Science

Dufour, Jason P
Associate Professor and Veterinarian
DVM, Louisiana State University

Duggan, James E
Associate Professor
JD, University of Mississippi

Duitch, Suri
Dean
PhD, CUNY Graduate Center

Dulaney, Edward M
Associate Professor
PhD, Brandeis University

Dumont, Aaron Sean
Professor
MD, University at Calgary - Canada

Dumonteil, Eric Olivier
Associate Professor
PhD, University of North Carolina-Chapel Hill

Dunaway, Lauren E
Professor of Practice
PhD, Tulane University

Dunn, Christopher J
Professor
PhD, Brown University

Dupre, Maurice J
Associate Professor
PhD, University of Pennsylvania

Duthu, Stacie
Instructor
MSN, Southeastern University

Dvorak, Christopher T
Clinical Instructor
MS, Northwestern University

Dwyer, John Lawson Delaveau
Assistant Professor
DO, Philadelphia Clg Osteopathic Medicine

E

Eagleton, Bernard
Assistant Professor
MD, Southern Illinois University

Ebinger, Cynthia J
Professor
PhD, Massachusetts Institute of Technology

Ebrahim, Sherif A
Professor of Practice
PhD, Oklahoma State University

Edwards, Brian T
Dean
PhD, Yale University

Edwards, John H
Associate Professor
PhD, University of Maryland, College Park

Edwards, Maura Kathryn Elizabeth (Kathryn)
Associate Professor
PhD, University of Toronto - Canada

Eftekhari, Saeede
Assistant Professor
PhD, SUNY at Buffalo

Egan, Patrick J.W.
Associate Professor
MFA, University of North Carolina-Chapel Hill

Ehrlich, Melanie
Professor
PhD, SUNY at Stony Brook

Eisele, Thomas
Professor
PhD, Tulane University

El-Dahr, Samir S
Professor
MD, University of Aleppo, Syria

Ellis, George S Jr
Clinical Professor
MD, Tulane University

Eloueini, Ammar
Professor
MAST-Other, Columbia University

Elzamly, Kareem
Assistant Professor
MD, Ain Shams University, Cairo

Emerenini, Uzodinma C
Assistant Professor
MD, University of Rochester

Emin, Mustafa
Visiting Assistant Professor
PhD, University of Florida

Emmerson, Allison Lucille
Associate Professor
PhD, University of Cincinnati

Engel, Astrid M
Associate Professor
PhD, Louisiana State University

Engler-Chiurazzi, Elizabeth B
Assistant Professor
PhD, Arizona State University

Epstein, Jacqueline
Professor of Practice
MLS, University of Alabama

Erickson, AnnieLaurie
Associate Professor
MFA, School of Art Institute of Chicago

Ernest dit Alban, Edmond
Assistant Professor
PhD, Concordia University - Sir George W - Canada

Errami, Youssef
Assistant Professor
PhD, Louisiana State University

Escarra, Matthew D
Associate Professor
PhD, Princeton University

Escher, Alice Pascal
Associate Professor
MFA, Temple University

Estrada-Belli, Francisco Guillerno
Research Assistant Professor
PhD, Boston University

Evers, Patrice B
Assistant Professor Clinical Pediatrics
MD, University of Wisconsin-Madison

Ezell, Mary B
Assistant Professor
MD, Louisiana State University

F

Fadok, Jonathan
Assistant Professor
PhD, University of Washington

Falaky, Faycal
Associate Professor
PhD, New York University

Fan, Jia
Assistant Professor
PhD, Jilin University, China

Fang, Jennifer S

Assistant Professor
PhD, University of Arizona

Farah, Abdullahi M
Visiting Assistant Professor
MFA, Tulane University

Farajbakhsh Mamaghani, Fariba (Fariba)
Visiting Assistant Professor
PhD, University of Texas at Dallas

Farge, Justin
Assistant Professor
MD, Louisiana State University

Farrer, Emily C
Assistant Professor
PhD, University of Michigan

Fauci, Lisa J
Professor
PhD, New York University

Faul, Timothy D
Assistant Professor
MD, Louisiana State University

Favre, Hayley H
Instructor
MD, Louisiana State University

Favret, Anne
Instructor
MSN, Louisiana State University

Febry, Ricardo
Assistant Professor
MD, University of Puerto Rico

Fedtke, Joerg Michael
Professor
PhD, University of Hamburg

Fee, C. Edward IV
Professor
PhD, Florida State University

Feibelman, Adam
Professor
JD, Yale University

Feldman, Gabriel A
Professor
JD, Duke University

Feoli, Ludovico
Research Professor
PhD, Tulane University

Ferdinand, Keith Copelin
Professor
MD, Howard University

Fernandez Alonso, Camilo
Assistant Professor
MD, William C. Gorgas School of Health Sciences

Fernandez Ugidos, Irene
Postdoc Fellow

Ferreira, Regardt J
Associate Professor
PhD, University of Louisville

Ferris, Kathleen G
Assistant Professor
PhD, Duke University

Fertel, Rien T
Visiting Assistant Professor
PhD, Tulane University

Fettweis, Christopher J
Professor
PhD, University of Maryland, College Park

Figley, Charles R
Professor
PhD, Penn State University

Finelli, Julianna M
Assistant Professor
MD, Tulane University

Finger, Julie Laurence
Assistant Professor Clinical Pediatrics
MD, University of Texas at Austin

Fink, Mark J
Professor
PhD, University of Wisconsin-Madison

Fischer, Tracy
Associate Professor
PhD, Temple University

Fitts, Michael Andrew
President
JD, Yale University

FitzGibbons, Jennifer
Instructor
MSN, Yale University

Flanagan, Craig
Professor of Practice
PhD, University of Miami

Fleckman, Julia M.
Assistant Professor
PhD, Tulane University

Flemington, Erik K
Professor
PhD, Louisiana State University

Flora, Holly (Holly)
Professor

PhD, New York University

Flowers, George C
Associate Professor
PhD, University of California, Berkeley

Foa, Michelle A
Associate Professor
PhD, Princeton University

Foldes, Peter J
Associate Professor
MD, Drexel University

Fonseca, Vivian A
Professor
MD, University of Bombay (University of Mumbai, India)

Force, Robert
Professor
LLM, New York University

Ford, Elizabeth Fucich
Professor of Practice
PhD, Texas Health and Science University

Foreman, John Sanders III
Lecturer
MBA, Louisiana State University

Forman, Robin
Senior Vice President
PhD, Harvard University

Forstall, Jennifer
Instructor
MSN, University of South Alabama

Fortenberry, Brent R
Associate Professor
PhD, Boston University

Foster, Kimberly L
Dean
PhD, Cornell University

Fotino, Alina Domnica
Assistant Professor
MD, Albert Einstein Medical Center

Foust, Karen M
Senior Professor of Practice
PhD, Tulane University

Fowler, Brittnie
Assistant Professor
MD, Ibero-American University, Mexico City, Mexico

Francavilla, Thomas
Assistant Professor
MD, Tufts University

Francois, Samantha
Assistant Professor
PhD, Tulane University

Frank, Hannah K
Assistant Professor
PhD, Stanford University

Franklin, David Scott
Professor of Practice
PhD, Louisiana State University

Frasch, Elmer Thomas III
Lecturer
BS, Colgate University

Frazel, Thomas Dooley
Associate Professor
PhD, University of California (UCLA)

Freiberg, John
Assistant Professor
MD, Tulane University

Freiberg, Mary K
Instructor
MS, University of Pennsylvania

Frey, Wesley D
Postdoc Fellow

Freytag, Lucia C
Associate Professor
PhD, Tulane University

Friedenberg, Netanel
Postdoc Fellow

Friedlander, Paul L
Professor
MD, Louisiana State University

Fritzsche, Christopher Fraser
Assistant Professor
MD, Tulane University

Fumurescu, Alin
Visiting Research Professor
PhD, Indiana University-Bloomington

Fusco, Dahlene
Assistant Professor
MD, Albert Einstein Medical Center

Fuselier, Joseph A
Assistant Professor
MBA, Tulane University

Fuster, Melissa
Associate Professor
PhD, Tufts University

G

Gadir, Bouchaib
Senior Professor of Practice

PhD, University of Louisiana at Lafayette

Gage, Anastasia J
Professor
PhD, University of Pennsylvania

Gaines, Jason
Professor of Practice
PhD, Brandeis University

Gajda, Amy
Professor
JD, Wayne State University

Galagan, Robert
Assistant Professor
MD, Saint Louis University

Galazo, Maria J
Assistant Professor
PhD, Autonoma University of Madrid, Spain

Galeas Pena, Trilce Michelle (Michelle)
Postdoc Fellow
PhD, University of New Orleans

Gallagher, Amanda
Assistant Professor
PhD, Florida State University

Galvani, Carlos A
Professor
MD, Facultad De Medicina Universidad Nacional De Cordoba

Gama de Cossio, Borja
Professor of Practice
PhD, University of Massachusetts-Amherst

Gambala, Cecilia Tolo
Assistant Professor
MD, Tulane University

Garcia, Amanda R
Professor of Practice
PhD, Texas A&M University-Corpus Christi

Garcia, Guadalupe
Associate Professor
PhD, University of North Carolina-Chapel Hill

Garcia, Ruben
Assistant Professor
PhD, Roma Tre University (Italy)

Gard, Wayne Ronald
Professor of Practice
PhD, University of Arizona

Garner, Sarah
Instructor
MS, Tulane University

Garrett, Daniel Kristian
Assistant Professor
MD, University of Texas at Austin

Garry, Robert F
Professor
PhD, University of Texas at Austin

Gasparini, Nicole M
Associate Professor
PhD, Massachusetts Institute of Technology

Gaver, Donald P III
Professor
PhD, Northwestern University

Ge, Dongxia
Assistant Professor
MD, Sichuan University

Geddes, Leslie Ann
Assistant Professor
PhD, Princeton University

Gelfand, Ryan M
Professor of Practice
PhD, Northwestern University

Geng, Xianjun
Professor
PhD, University of Texas at Austin

George, Amy
Senior Professor of Practice
PhD, Tulane University

Gerson, Merissa
Visiting Assistant Professor
MFA, Naropa University

Ghimire, Jenisha
Postdoc Fellow

Ghinea, Vlad
Senior Professor of Practice
MFA, Tulane University

Ghosh, Abhishek
Visiting Assistant Professor
PhD, Northwestern University

Gibb, Bruce
Professor
PhD, Robert Gordon University - Scotland

Gibson, Jennifer W
Associate Professor
PhD, University of New Orleans

Gilbert, William
Assistant Professor
MD, University of Mississippi

Gillis, Heather J
Clinical Assistant Professor
PhD, Tulane University

Gilpin, Robert B
Associate Professor
PhD, Yale University

Gin, Steven
Professor of Practice
PhD, University of Hawaii at Manoa

Giri, Kuldeep
Postdoc Fellow

Gistand, Constance M
Assistant Professor
MD, University of Iowa

Gladden, Paul B
Associate Professor Clinical Orthopedics
MD, Columbia University

Glass, Marcia H
Associate Professor
MD, Georgetown University

Glasser, Ryan Thomas
Associate Professor
PhD, Louisiana State University

Glatt-Holtz, Nathan Edward
Associate Professor
PhD, University of Southern California

Glavan, Mary
Instructor
PhD, Carnegie Mellon University

Gleason, Shekinah
Instructor
MSN, Louisiana State University

Gleckler, Elisabeth A
Clinical Associate Professor
PhD, Tulane University

Glibetic, Natalija
Postdoc Fellow

Gneid, Hassan
Postdoc Fellow

Godbey, W T
Associate Professor
PhD, Rice University

Godebo, Tewodros R
Assistant Professor
PhD, Ferrara University, Italy

Godshall, Lauren E
Clinical Assistant Professor
JD, New York University

Goes, Paulo B
Dean
PhD, University of Rochester

Goldsmith, Jay P
Professor
MD, Albert Einstein Medical Center

Goldvarg-Abud, Inna
Instructor
MSN, Frontier Nursing Unversity

Gomez, Antonio Daniel
Associate Professor
PhD, University of Pittsburgh

Gonzales, Melissa
Professor
PhD, University of California, Berkeley

Gonzalez, Mauricio
Professor of Practice
PhD, Tulane University

Goodenough, Amelia Chisolm
Assistant Professor
MD, Drexel University

Goodwin, Bruce M
Associate Professor
MARCH, University of California (UCLA)

Gordley, James R
Professor
JD, Harvard Law School

Gordon-Garofalo, Valerie L
Clinical Assistant Professor
PhD, University of Texas at Austin

Gotham, Kevin F
Professor
PhD, University of Kansas

Graber, Jessica
Senior Professor of Practice
PhD, Tulane University

Grace, Amy Nicole
Assistant Professor
MD, University of Alabama at Birmingham

Gragert, Loren
Assistant Professor
PhD, University of Minnesota-Twin Cities

Graham, Caroline S
Instructor
MAST-Other, Louisiana State University

Gramates, Peggy
Assistant Professor
MD, Washington University

Grant, Brooke
Senior Professor of Practice
PhD, SUNY at Buffalo

Grant, Kelly A
Professor of Practice
MA, University of New Orleans

Grasperge, Brooke F
Associate Professor
DVM, Louisiana State University

Gray, Cathy L
Professor of Practice
MAST-Other, University of Mississippi

Gray, Sarah
Associate Professor
PhD, University of Massachusetts-Boston

Grayson, Scott M
Professor
PhD, University of California, Berkeley

Gredil, Oleg
Associate Professor
PhD, University of North Carolina-Chapel Hill

Gregorian, Tamar Grace
Professor of Practice
MAST-Other, Louisiana State University

Gremillion, Chad
Assistant Professor
MD, Louisiana State University-Shreveport

Grewal, Himmat
Assistant Professor
MD, Kasturba Medical College, India

Griffin, Matthew
Instructor
MFA, University of Iowa

Griffin, Stephen M
Professor
LLM, New York University

Groome, Sanda Beacit
Senior Professor of Practice
JD, Louisiana State University

Grossmann, Francoise
Clinical Assistant Professor
MPH, Tulane University

Gu, Cong
Postdoc Fellow

Gugel, Jonathan M
Clinical Assistant Professor
MD, Tulane University

Guider,Jr., Benjamin Alfred
Clinical Assistant Professor
MD, Tulane University

Guidry, Benjamin
Clinical Assistant Professor
MD, Louisiana State University

Guidry, Chrissy
Assistant Professor
DO, Des Moines University

Gularte, Louis R
Visiting Assistant Professor
PhD, Brown University

Gunderson, Alexander
Assistant Professor
PhD, Duke University

Gunshol, Jeffrey
Senior Professor of Practice
MFA, University of Utah

Gupta, Neel D
Assistant Professor
MD, Tulane University

Gustat, Jeanette
Clinical Associate Professor
PhD, Tulane University

Guy, Megan H
Professor of Practice
JD, Tulane University

Guzman, Eduardo
Lecturer
PhD, Tulane University

H

Ha, Tai H
Professor
PhD, Queen's University at Kingston - Canada

Hai, Hang (Audrey)
Assistant Professor
PhD, University of Texas at Austin

Halat, Shams K
Associate Professor
MD, American University of Beirut - Lebanon

Haley, Chanell
Postdoc Fellow

Halverson, Nathan
Professor of Practice
MFA, Virginia Commonwealth University

Hamm, Jihae Wee (Sophia)
Assistant Professor
PhD, The Ohio State University

Hamm, Jihun
Associate Professor
PhD, University of Pennsylvania

Hamm, Lotuce Lee (Lee)

Professor
MD, University of Alabama at Birmingham

Hammack, Amanda Y
Research Assistant Professor
PhD, Louisiana State University

Hammer, Rachel R
Assistant Professor
MD, Mayo Clinic, College of Medicine

Han, Benjamin
Assistant Professor
PhD, New York University

Han, Jeffrey
Associate Professor
MD, Johns Hopkins University

Han, Manjong
Senior Professor of Practice
PhD, Sogang University, South Korea

Hancock, Catherine P
Professor
SJD, University of Chicago

Handl, Gunther
Professor
JD, Yale University

Hanemann, Cynthia Webre
Professor
MD, Louisiana State University

Hansel, Tonya C
Associate Professor
PhD, Tulane University

Hanson, Stephen S
Associate Professor
PhD, Georgetown University

Harris, Charles T
Assistant Professor
MD, George Washington University

Harris, Douglas Norman
Professor
PhD, Michigan State University

Harris, Emily H
Clinical Instructor
MPH, Tulane University

Harris, Kendra M
Associate Professor
MD, Johns Hopkins University

Harris, Ronna S
Associate Professor
MFA, University of California-Santa Barbara

Harrison, Laura M
Research Assistant Professor
PhD, Tulane University

Harville, Emily
Associate Professor
PhD, University of North Carolina-Chapel Hill

Hasan, Md Mehedi
Postdoc Fellow

Hassig, Susan Elizabeth
Clinical Associate Professor
DPH, Tulane University

Hastings, Waylon J
Postdoc Fellow

Hauck, Margaret J
Assistant Professor
PhD, University of Connecticut

Haugeberg, Karissa Ann
Associate Professor
PhD, University of Iowa

Hawkins, Jamar
Visiting Assistant Professor
MFA, New York University

Hawkins, Marshall
Clinical Instructor
DNL, Louisiana State University

Hayes, Deidre Denise
Professor of Practice
MSW, Tulane University

Hayley, Barbara
Professor
MFA, New York University

Haynes, Gary
Professor
MD, Case Western Reserve University

He, Fenglei
Associate Professor
PhD, Tulane University

He, Hua
Associate Professor
PhD, University of Rochester

He, Jiang
Professor
MD, Johns Hopkins University

He, Yumei
Assistant Professor
PhD

Healey, John Joseph
Assistant Professor
PhD, University of Maryland, College Park

Heard, Wendell Malcolm Rogan
Associate Professor
MD, Tulane University

Hearne, Elizabeth
Postdoc Fellow

Hebert, Thomas Joseph
Senior Professor of Practice
PhD, Tulane University

Hegde, Yatish
Lecturer
MS, Syracuse University

Heianza, Yoriko
Research Assistant Professor
PhD, University of Tsukuba - Japan

Heinrich, Stephen Douglas
Professor
MD, University of Arizona

Heitz, Amanda
Assistant Professor
PhD, University of Minnesota-Twin Cities

Heller, Sherryl S
Associate Professor
PhD, University of New Orleans

Hellstrom, Wayne J
Professor
MD, Mcgill University - Canada

Helmcke, Frederick R
Associate Professor
MD, Universidad Popular Autonoma Del Estado De Puebla, Mexico

Hendel, Robert C
Professor
MD, George Washington University

Hengl, Lauri Frances
Instructor
MAST-Other, Loyola University Chicago

Henry, Donata
Senior Professor of Practice
PhD, Tulane University

Henry, Marissa A
Visiting Assistant Professor
PhD, University of California, Berkeley

Herhuth, Eric
Assistant Professor
PhD, University of Wisconsin-Milwaukee

Hering-Smith, Kathleen S
Associate Professor
PhD, Tulane University

Herman, Michael
Professor
PhD, University of Chicago

Hernandez, Julie H
Associate Professor
PhD, University of Paris, France

Herrera, Claudia Patricia
Assistant Professor
PhD, Universidad De Los Andes, Colombia

Herrera, Eduardo
Associate Professor
MD, University of Costa Rica

Heumann, Allyson J
Professor of Practice
MAST-Other, University of Scranton

Hextrum, Shannon
Assistant Professor
MD, Loyola University Chicago

Hidarilak, Neda
Assistant Professor
MD, University of Tehran, Iran

Higashi, Yusuke
Associate Professor
PhD, University of Tokyo

Hilands, Adele Coline Marion
Visiting Assistant Professor
MA, Tulane University

Hill, Amanda Kruger
Professor of Practice
EdD, Johns Hopkins University

Hill, Steven M
Professor
PhD, University of Arizona

Hinkle, David M
Professor
MD, West Virginia State University

Hinshaw-Fuselier, Sarah S
Assistant Professor
PhD, University of Texas at Austin

Hlass, Laila Laurice
Clinical Professor
LLM, Georgetown University

Ho, Lindsey A
Clinical Assistant Professor
PhD, University of North Carolina-Chapel Hill

Hoeffel, Janet C
Professor
JD, Stanford University

Hoerger, Michael P

Associate Professor
PhD, Central Michigan University

Hoff, Clarissa Jo Beutler (Clare)
Assistant Professor
MD, Creighton University

Hoffman, Aaron E
Clinical Assistant Professor
PhD, Yale University

Hoffmann, Andrew R
Postdoc Fellow

Hoffmann, Joseph P
Postdoc Fellow

Hogg, Michael H
Senior Professor of Practice
JD, Tulane University

Holliday, Trenton Webster
Professor
PhD, The University of New Mexico

Holman, Mirya
Associate Professor
PhD, Claremont Graduate University

Holtcamp, Victor R
Associate Professor
PhD, University of Washington

Honer Zu Bentrup, Kerstin
Associate Professor
PhD, University of Osnabrück - Germany

Hoover, Gary A
Executive Director
PhD, Washington University

Hoover, Robert S
Professor
MD, University of California (UCLA)

Horowitz, Brian J
Professor
PhD, University of California, Berkeley

Horwitz, Ilana
Assistant Professor
PhD, Stanford University

Hossain, Md Istiak
Postdoc Fellow

Hotchkiss, David (David)
Professor
PhD, University of North Carolina-Chapel Hill

Howard, Harry D
Associate Professor
PhD, Cornell University

Howell, Meghan Parrott
Assistant Professor
MD, Tulane University

Hu, Kelin
Research Assistant Professor
PhD, East China Normal University

Hu, Ye Y
Professor
PhD, University of Texas at Austin

Hua, Fang
Postdoc Fellow

Huang, Chiung-Kuei
Assistant Professor
PhD, University of Rochester

Huang, Hai
Associate Professor
PhD, Chinese Academy of Sciences

Huck, James D Jr.
Administrative Associate Professor
PhD, Tulane University

Huddleston, Joshua Corben
Instructor
MD, Louisiana State University

Humphreys, Laura-Zoe
Assistant Professor
PhD, University of Chicago

Huntwork, John
Clinical Assistant Professor
MD, University of Chicago

Huntwork, Margaret Prat
Assistant Professor
MD, Tulane University

Huppi, John Waldron
Lecturer
MSRED, Tulane University

Hutchinson, Paul L
Professor
PhD, University of North Carolina-Chapel Hill

I

Iberico, Mariano Matias
Assistant Professor
MD, Wright State University

Ice, Robyn Elizabeth
Senior Professor of Practice
JD, Georgia State University

Imma, Zetoile
Assistant Professor
PhD, University of Virginia

Induru, Jayachandra

Assistant Professor
MD, Kurnool Medical College, India

Intapad, Suttira
Assistant Professor
PhD, Mahidol University, Thailand

Irimpen, Anand
Professor
MD, Grant Medical College and Sir Jamshedjee Jeejeebhoy Group of Hospitals, India

Isaac, Elliott W
Assistant Professor
PhD, University of Virginia

Isaacson, Walter
University Professor
MA, Oxford Graduate School

Isasi Gutierrez, Blas
Visiting Assistant Professor
MFA, Tulane University

Ismael, Saifudeen
Instructor
PhD, Sree Chitra Tirunal Institute for Medical Sciences & Technology

Ivester, Sukari
Professor of Practice
PhD, University of Chicago

Iwanaga, Jo
Associate Professor
PhD, Kurume University, Japan

Izadpanah, Reza
Assistant Professor
DVM, University of Tehran, Iran

J

Jack, Katharine M
Professor
PhD, The University of Alberta

Jackson, Colin
Assistant Professor
PhD, Brown University

Jackson, James
Associate Professor
PhD, University of Texas at Austin

Jackson, Jennifer
Assistant Professor
PhD, Brown University

Jackson, Neal M
Assistant Professor
MD, University of Texas at San Antonio

Jackson-Weaver, Olan
Assistant Professor
PhD, The University of New Mexico

Jacob, Leah
Assistant Professor
MD, Louisiana State University

Jacobsen, Heiko
Senior Professor of Practice
PhD, University at Calgary - Canada

Jameson, Samuel B
Postdoc Fellow

Janbain, Maissaa
Associate Professor
MD, Lebanese American University - Lebanon

Jang, Hongseok
Assistant Professor
PhD, University of Florida

Japa, Shanker
Associate Professor
PhD, Jawaharlal Nehru University, India

Jaramillo, Arley G
Clinical Assistant Professor
MD, Ponce School of Medicine and Health Science

Jaubert, Lisa M
Assistant Professor
MD, Louisiana State University

Jayawickramarajah, Janarthanan
Professor
PhD, University of Texas at Austin

Jazwinski, Barbara Maria
Professor
PhD, City University - England

Jazwinski, Stanislaw M
Professor
PhD, Stanford University

Jensen, Joan F
Senior Professor of Practice
MFA, Tulane University

Jeon, Hoonbae
Professor
MD, Seoul College of Medicine

Jeong, Hyoju
Visiting Assistant Professor
PhD, University of Minnesota-Twin Cities

Jernegan, Jeremy H
Professor
MFA, San Jose State University

Ji, Junyuan
Professor
PhD, University of Washington

Ji, Xiang
Assistant Professor
PhD, North Carolina State University-Raleigh

Jiang, Han
Assistant Professor
PhD, Arizona State University

Jiang, Xin
Assistant Professor
PhD, The Ohio State University

Jiang, Yinghua
Postdoc Fellow

Jin, Xuanyi
Postdoc Fellow

John, Vijay T
Professor
PhD, Columbia University

Johnson, Brian
Associate Vice President
EdD, Drexel University

Johnson, Colleen J
Associate Professor
MD, Johns Hopkins University

Johnson, Janet E
Associate Professor
MD, University of Missouri - Columbia

Johnson, Katherine
Associate Professor
PhD, Penn State University

Johnson, Kendrick D
Assistant Professor
MD, Louisiana State University-Shreveport

Johnson, Thomas R
Professor
PhD, University of Louisville

Jones, Charles D
Visiting Assistant Professor
BARCH, Louisiana State University

Jones, Jacey Christina
Assistant Professor
MD, Baylor College of Medicine

Jones, Kevin Henry
Professor
MFA, Yale University

Jones, Michael
Visiting Assistant Professor
PhD, Tulane University

Jones, Steven D
Assistant Professor
MD, Tulane University

Jones, Tiffanie V
Clinical Assistant Professor
PhD, Howard University

Jordan, Lisa W
Clinical Professor
LLM, Tulane University

Joslyn, John
Assistant Professor
MD, University of Virginia

Jover Biboum, Margarita
Professor
MARCH, Polytechnic University of Catalonia, Spain

Joyce, Michael O
Senior Professor of Practice
PhD, Brown University

Juan Lozano, Carlos
Professor of Practice
PhD, University of Valencia - Spain

K

Kahn, Margie A
Associate Professor
MD, Tulane University

Kala, Margaret HS
Assistant Professor
MD, University of Tennessee

Kalos-Kaplan, Elizabeth Anne
Professor of Practice
PhD, Tulane University

Kamat, Rahul V
Assistant Professor
MD, St. George's University, School of Medicine - Grenada

Kandil, Emad
Professor
MD, Cairo University, Egypt

Kapadia, Nishad
Associate Professor
PhD, University of North Carolina-Chapel Hill

Kaplan, Lev
Professor
PhD, Harvard University

Kappeler, Erin J
Assistant Professor
PhD, Tufts University

Kareem, Keena M
Professor of Practice
PhD, Louisiana State University

Karubian, Jordan Oliver

Professor
PhD, University of Chicago

Kastl, Peter Robert
Professor
MD, Tulane University

Katakam, Prasad V
Associate Professor
PhD, University of Georgia

Katin, Nicole Marie
Professor of Practice
PhD, Tulane University

Katner, David R
Clinical Professor
JD, Tulane University

Kaur, Amitinder
Professor
PhD, University of Madras, India

Kawasaki, Lumie
Associate Professor
MD, University of Pittsburgh

Kazan, Osman
Professor of Practice
PhD, University of Texas at Dallas

Kearney-Bagneris, Amanda Leonard (Mia)
Associate Professor
PhD, Harvard University

Keating, Joseph A
Professor
PhD, Tulane University

Keenan, Jesse M
Associate Professor
PhD, Delft University of Technology

Kehoe, Dennis P
Professor
PhD, University of Michigan

Keil, Irene
Senior Professor of Practice
MARCH, University of California (UCLA)

Kelley, Anna
Assistant Professor
PSYD, University of Denver

Kelly Hopfenblatt, Alejandro
Postdoc Fellow

Kelly, Dennis Clayton Jr.
Associate Professor
MD, University of Arkansas

Kelly, Elizabeth
Assistant Professor
MD, Tulane University

Kemsley, Deen
Associate Professor
PhD, University of North Carolina-Chapel Hill

Kendall, Carl
Professor
PhD, University of Rochester

Kennedy, Brittany Powell
Senior Professor of Practice
PhD, University of South Carolina

Kenney, Sally J
Professor
PhD, Princeton University

Keyes, Angela W
Associate Professor
PhD, University of New Orleans

Khambu, Bilon
Assistant Professor
PhD, Kyoto University

Khan, Pervez A
Assistant Professor
MD, University of Mississippi

Khan, Yasin
Assistant Professor
MD, Saba University School of Medicine

Khanna, Rajat
Assistant Professor
PhD, University of North Carolina-Chapel Hill

KHATUN, MST SHAMIMA
Postdoc Fellow

Khirfan, Diala
Assistant Professor
MD, Jordan University of Science and Technology

Khismatullin, Damir B
Associate Professor
PhD, Bashkir State University, Russia

Khunkhun, Vininder Singh
Assistant Professor
MD, Ross Medical Education Center

Kiel, Christina
Senior Professor of Practice
PhD, University of New Orleans

Killackey, Mary
Professor
MD, Columbia University

Kim, Irang
Assistant Professor
PhD, University of Georgia

Kim, Sangkyu
Assistant Professor
PhD, University of Iowa

Kinnard, Judith A
Professor
BARCH, Cornell University

Kinzie, Amy S
Instructor
MSN, Louisiana State University

Kirwin, Paul D
Professor
MD, University of Rochester

Kissinger, Patricia
Professor
PhD, Tulane University

Kleinpeter, Myra A
Associate Professor
MD, Tulane University

Kleiss, Barbara A
Research Professor
PhD, Louisiana State University

Klingler, Thomas A
Associate Professor
PhD, Indiana University-Bloomington

Klingsberg, Ross C
Associate Professor
MD, Tulane University

Koehl, Kristen
Instructor
MSN, University of South Alabama

Kohler, Michelle Delila
Associate Professor
PhD, University of Oregon

Kokkiou, Chara
Visiting Assistant Professor
PhD

Koksal, Ali Riza
Postdoc Fellow

Kolls, Jay K
Professor
MD, University of Maryland, Baltimore

Komendarczyk, Rafal
Associate Professor
PhD, Georgia Institute of Technology

Kondkar, Becki T
Clinical Professor
JD, University of North Carolina-Chapel Hill

Koplitz, Brent Douglas
Professor
PhD, Princeton University

Koss, Eugene H
Professor
MFA, Temple University

Kostner, Pia Ursula
Professor of Practice
MA, University of New Orleans

Kraker, Jessica Brand
Assistant Professor
MD, Temple University

Krane, Louis S
Assistant Professor
MD, Tulane University

Krane, N Kevin
Professor
MD, Tulane University

Kreidieh, Omar
Assistant Professor
MD, American University of Beirut - Lebanon

Kreisman, Norman R
Professor
PhD, Drexel University

Kronlund, Mathias J
Assistant Professor
PhD, University of Chicago

Krousel-Wood, Marie A
Professor
MD, Louisiana State University

Krueger, Evan A
Assistant Professor
PhD, University of California (UCLA)

Krupa, Jake J
Assistant Professor
PhD, University of Miami

Ku, Timothy
Assistant Professor
MD, Northwestern University

Kuban, Scott
Assistant Professor
PhD, Texas A&M University

Kuczynski, Michael P
Professor
PhD, University of North Carolina-Chapel Hill

Kumar, Prerna
Assistant Professor
PhD, Jawaharlal Nehru University, India

Kunze, Peter C

Visiting Assistant Professor
PhD, University of Texas at Austin

Kurdia, Anastasia
Senior Professor of Practice
PhD, University of Texas at Dallas

Kwaske, Ilianna
Professor of Practice
PhD, Illinois Institute of Technology

Kyomuhangi, Irene
Postdoc Fellow

L

Labbe, Andre
Instructor
MS, Ola Grimsby Institute

Lacey, michelle R
Associate Professor
PhD, Yale University

Lackey, Jeffrey
Assistant Professor
MD, Uniformed Services University

Lafaye, Kristina Mathews
Assistant Professor
MD, Tulane University

Lai, Chun-Ming
Postdoc Fellow

Lalka, Robert T
Professor of Practice
MAST-Other, Duke University

Landry, Michael D
Associate Professor
MD, Tulane University

Landry, Samuel J
Professor
PhD, Louisiana State University

Lane, Kris Eugene
Professor
PhD, University of Minnesota-Twin Cities

Lang, Julia Schneider
Professor of Practice
MS, Oregon State University

Lara Reyes, Mabel
Instructor
BA

Larrieu, Julie A
Professor
PhD, Purdue University

Larson, Herbert Victor
Senior Professor of Practice
JD, Loyola University New Orleans

Lasky, Joseph A
Professor
MD, University of Minnesota-Twin Cities

LaVeist, Thomas A
Dean
PhD, University of Michigan

LaViers, Lisa
Assistant Professor
PhD, Emory University

Laviolette, Cynthia
Instructor
MAST-Other, University of Colorado-Denver

Lawson, Adam B
Assistant Professor
PhD, University of Colorado-Denver

Lawson, Louise B
Assistant Professor
PhD, Tulane University

Lay, Jennifer Celeste (Celeste)
Professor
PhD, University of Maryland, College Park

Layton, Jodi
Assistant Professor
MD, University of Texas at Austin

Lazar, Zachary Lane
Professor
MFA, University of Iowa

Le Jemtel, Thierry
Professor
MD, University of Rouen - France

Leak, Halima
Professor of Practice
PhD, New York University

LeBar, Mark
Visiting Research Professor
PhD, University of Arizona

Leber, Andrew M
Assistant Professor
PhD, Harvard University

Ledet, Elisa Marie
Instructor
PhD, Louisiana State University

LeDoux, Elma Ireland
Professor
MD, Tulane University

Lee, Hyemin
Postdoc Fellow

Lee, Jean-Pyo
Assistant Professor
PhD, University of Chicago

Lee, Katharine
Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Lee, Sean Bong
Associate Professor
PhD, SUNY-Downstate Medical Center

Lee, Seoungwoo
Assistant Professor
PhD, University of Maryland, College Park

Lefante, John J Jr.
Professor
PhD, University of Alabama at Birmingham

Legshe, Ngawang
Clinical Assistant Professor
MSW, Tulane University

Leguizamon, Amalia
Associate Professor
PhD, City University - England

Lei, Ming
Visiting Assistant Professor
PhD, Purdue University

Leissinger, Cindy A
Professor
MD, Tulane University

Lepingwell, Carlotta
Clinical Assistant Professor
JD, University of Ottawa - Canada

Leslie, Camilo A
Assistant Professor
PhD, University of Michigan

Lesmond, David Anthony
Associate Professor
PhD, Buffalo State College (SUNY)

Leung, Wai Lun (Eugina)
Assistant Professor
PhD, Erasmus University, The Netherlands

Levy, Laura S
Professor
PhD, University of California-Irvine

Levy, Maxwell H
Assistant Professor
MD, Tulane University

Levy, Rachel K
Visiting Assistant Professor
MFA, California Institute of the Arts

Levy, Shauna
Assistant Professor
MD, University of Texas at Austin

Lewis, Brian E
Assistant Professor
MD, Tulane University

Lewis, Joshua
Research Associate Professor
PhD, Stockholm University, Stockholm, Sweden

Lewis, Marva Leatrice
Associate Professor
PhD, University of Colorado-Boulder

Lewis, Nghana T
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Ley, Sylvia H
Assistant Professor
PhD, University of Toronto - Canada

Li, Changwei
Assistant Professor
PhD, Tulane University

Li, Chenzhong
Professor
PhD, Kumamoto University

Li, Jian
Associate Professor
PhD, North Carolina State University-Raleigh

Li, Ming
Associate Professor
PhD, Shanghai Jiaotong University, China

Li, Shitao
Associate Professor
PhD, Wuhan University

Li, Simin
Assistant Professor
PhD, Northwestern University

Li, Xiang
Postdoc Fellow

Li, Xiao
Associate Professor
MD, Guangxi Medical University

Li, Yiping
Professor
PhD, Shanghai Institution of Biochemistry

Li, Yuanyuan
Postdoc Fellow

Li, Yuwen
Assistant Professor

PhD, Tulane University

Lim, Chan
Visiting Assistant Professor
PhD, Purdue University

Limbaugh, Robert Stone
Assistant Professor
MD, University of South Alabama

Lin, Dong
Instructor
PhD, Peking University, China

Lin, Tiffany
Associate Professor
MARCH, Harvard University

Lin, Yilu
Research Assistant Professor
PhD, Tulane University

Lin, Zhen
Associate Professor
MD, University of Iowa

Linden, Callie A
Assistant Professor
MD, University of Louisville

Lindsey, Sarah H
Associate Professor
PhD, Louisiana State University

Lipman, Jana Kate
Professor
PhD, Yale University

Lipton, Ann Meredith
Associate Professor
JD, Harvard Law School

Liu, Gang
Postdoc Fellow

Liu, Hong
Associate Professor
PhD, Hong Kong Polytechnic, China

Liu, Hongbing
Assistant Professor
PhD, Hong Kong Polytechnic, China

Liu, Jiao
Assistant Professor
MD, Jianghan University, China

Liu, Mengmeng
Postdoc Fellow

Liu, Nianli
Postdoc Fellow

Liu, Ning
Assistant Professor
PhD, Hunan Normal University, China

Liu, Xiaowen (Kevin)
Professor
PhD, City University of Hong Kong

Liu, Yaozhong
Associate Professor
PhD, Creighton University

Lockman, Jeffrey J
Professor
PhD, University of Minnesota-Twin Cities

Loeffler, Maarten
Visiting Assistant Professor
PhD, Utrecht University

Londono-Renteria, Berlin L
Assistant Professor
PhD, Tulane University

Long, Wei
Associate Professor
PhD, Texas A&M University

Longmire, Natalie H
Assistant Professor
PhD, University of Texas at Austin

Longo, Michele T
Assistant Professor
MD, Tulane University

Loomis, Ilia D
Visiting Assistant Professor
BFA, New York University

Lopez, Ana M
Professor
PhD, University of Iowa

Lopreore, Courtney Lynn
Professor of Practice
PhD, University of Texas at Austin

Love, Mary Casey
Senior Professor of Practice
PhD, Tulane University

Lovelace, Bruce
Assistant Professor
MD, Louisiana State University-Shreveport

Loveless, Megwen May
Senior Professor of Practice
PhD, Harvard University

Lovre, Dragana
Associate Professor
MD, St. Matthew's University, Cayman Islands

Lowell, Devin A
Clinical Assistant Professor

JD, Tulane University

Lowenburg, Benjamin Mauldin
Assistant Professor
MD, Tulane University

Lu, Hua
Professor
PhD, Rutgers, The State University of NJ

Lu, Xin
Assistant Professor
PhD, Nanyang Technological University

Lu, You
Postdoc Fellow

Lu, Yue (Zoe)
Assistant Professor
PhD, University of Wisconsin-Madison

Luk, Alfred
Assistant Professor
MD, Tulane University

Lukacs, Katalin
Professor of Practice
DMA, University of California-San Diego

Lukkarila, Lauren P
Senior Professor of Practice
PhD, Georgia State University

Luo, Dan
Visiting Assistant Professor
PhD, Temple University

Luongo, Francis Thomas
Associate Professor
PhD, University of Notre Dame

Lushtak, Faina
Professor
MS, Moscow Tchaikowsky Conservatory, Russia

Lusnia, Susann Sowers
Associate Professor
PhD, University of Cincinnati

Lustig, Arthur J
Professor
PhD, University of Chicago

Lustig, Nora
Professor
PhD, University of California, Berkeley

Lyon, Christopher J
Assistant Professor
PhD, University of California

M

Ma, Anyi
Assistant Professor
PhD, Duke University

Ma, Wenbo
Postdoc Fellow

Machado, Heather L
Associate Professor
PhD, Tulane University

Machio Gomez De Tejada, Marta
Instructor
MA, Southeastern Louisiana University

Maclean, Andrew
Associate Professor
PhD, University of Glasgow - Scotland

Magué, Joel T
Professor
PhD, Massachusetts Institute of Technology

Mai, Anh V
Assistant Professor
MD, University of Missouri-Kansas City

Maity, Sudipa
Postdoc Fellow

Majid, Dewan
Professor
PhD, University of Leeds - England

Malhotra, Sonia
Associate Professor
MD, Ross University - Medical School

Malone, Missy
Professor of Practice
PhD, Louisiana State University

Mandage, Rajendra H (Rajendra)
Postdoc Fellow

Maness, Nicholas J
Associate Professor
PhD, University of Wisconsin-Madison

Manguno-Mire, Gina M
Associate Professor
PhD, Louisiana State University

Manuzak, Jennifer A
Assistant Professor
PhD, University of Colorado-Denver

Maraganore, Demetrius
Professor
MD, Northwestern University

Markant, Julie Christina
Assistant Professor
PhD, University of Minnesota-Twin Cities

Marks, Laura
Professor of Practice

PhD, Louisiana State University

Marksbury, Richard A
Associate Professor
PhD, Tulane University

Maroteaux, Matthieu J
Research Assistant Professor
PhD, Pierre And Marie Curie University, Paris, France

Marrouche, Nassir
Professor
MD, Heidelberg University

Marshall, Richard H
Assistant Professor
MD, Tulane University

MARTIN III, EDWARD J
Clinical Associate Professor
MD, Tulane University

Martin, Murphy P
Assistant Professor
MD, Louisiana State University

Martinez Lege, Alejandra N
Assistant Professor
PhD, Oswaldo Cruz Foundation

Marx, Preston A Jr.
Professor
PhD, Louisiana State University

Masquelier, Adeline M
Professor
PhD, University of Chicago

Matambanadzo, Sarudzayi M
Associate Professor
PhD, University of California (UCLA)

Matsunaga, Yasuka
Postdoc Fellow

Mattei, Nicholas
Assistant Professor
PhD, University of Kentucky

Matter, Michelle L
Professor
MD, Louisiana State University

Mattes, Katherine M
Clinical Professor
JD, University of San Diego

Mauldin, Brandon
Assistant Professor
MD, Florida State University

Maulucci, Christopher Michael
Associate Professor
MD, New York College of Health Professions

Maus, Aaron P
Professor of Practice
PhD, University of New Orleans

Mauvais-Jarvis, Franck
Professor
PhD, University of Paris Sud - France

Maveety, Nancy
Professor
PhD, Johns Hopkins University

Maxwell, Judith M
Professor
PhD, University of Chicago

May, Jonathan Horace
Assistant Professor
MD, University of Arkansas

Mayer, Vicki A
Professor
PhD, University of California-San Diego

Maylin, Marlowe M
Assistant Professor
MD, Louisiana State University

Mays, Dana C
Clinical Assistant Professor
MD, Louisiana State University

Mazza, Anthony P
Instructor
MS, Louisiana State University

Mcbride, Jesse B
Senior Professor of Practice
BACH-Other, Tulane University

McBride, Ryan Kenneth
Senior Professor of Practice
PhD, Marquette University

McCall, Grant S
Associate Professor
PhD, University of Iowa

McCarden, Khrista
Associate Professor
JD, Harvard Law School

Mccarren, Felicia
Professor
PhD, Stanford University

McCaul, Gerard
Postdoc Fellow

McClure, Brian Patrick
Assistant Professor
MD, Louisiana State University

McClure, Kelly A

Professor of Practice
EdD, Boston University

McCombs, Janet E
Assistant Professor
PhD, University of Colorado-Boulder

McConnell, Matthew
Postdoc Fellow

McConville, James Brad
Assistant Professor
MD, University of Iowa

McCoy-Torres, Sabia
Assistant Professor
PhD, Cornell University

McDowell, Andrew J
Assistant Professor
PhD, Harvard University

McDuffie, Roberta H
Instructor
MSN, University of South Alabama

McEvoy, Timothy Graham
Clinical Assistant Professor
JD, American University

McFadden, Bernice L
Assistant Professor
MFA, Saint Joseph's College

Mcginness, Clifton L
Associate Professor
MD, Tulane University

McGraw, Kathleen Oqueli (Kathy)
Clinical Assistant Professor
PhD, Tulane University

McGrew, Patrick R
Assistant Professor
MD, Louisiana State University

McKeown, Adam
Professor
PhD, New York University

McKinley, Catherine E
Associate Professor
PhD, University of Iowa

McKinley, Scott Alister
Associate Professor
PhD, The Ohio State University

McKinney, Laura A
Associate Professor
PhD, North Carolina State University-Raleigh

Mclachlan, James B
Associate Professor
PhD, Duke University

Mclachlan, John A
Professor
PhD, George Washington University

McLaughlin, Kenneth D
Professor
PhD, New York University

McLean, Timothy Irvin
Senior Professor of Practice
PhD, University of North Carolina-Chapel Hill

McLennan, Kay L
Senior Professor of Practice
PhD, University of Nebraska-Lincoln

Mcmahon, Elisabeth Mary
Associate Professor
PhD, Indiana University-Bloomington

McNamara, Brian K
Professor of Practice
LLM, Tulane University

McSkimming, Alexander J
Assistant Professor
PhD, University of New South Whales, Australia

Meadows, Stryder
Associate Professor
PhD, University of Arizona

Medvedev, Gleb
Assistant Professor
MD, Tulane University

Meekers, Dominique A
Professor
PhD, University of Pennsylvania

Melnik, Lilia
Postdoc Fellow

Melton, Pamela A
Professor of Practice
DSW, Tulane University

Menard, Geraldine Elizabeth
Associate Professor
MD, Northwestern University

Mercein, Jennifer
Associate Professor
MFA, University of Washington

Meselhe, Ehab
Professor
PhD, University of Iowa

Mettu, Ramgopal
Associate Professor
PhD, University of Texas at Austin

Metzinger, Rebecca C.
Associate Professor
MD, University of Michigan

Meyer, David D
Dean
JD, University of Michigan

Michaels, Sarah R
Clinical Assistant Professor
PhD, Tulane University

Michalewicz, Leszek
Assistant Professor
MD, Jagiellonian University

Middleton, Melissa A
Assistant Professor
PhD, University of Central Florida

Mignot, Charles
Senior Professor of Practice
PhD, University of Texas at Austin

Mihans II, Richard John
Senior Professor of Practice
PhD, University of North Carolina-Greensboro

Mikolajewski, Amy Jeanette
Assistant Professor
PhD, Florida State University

Miles, Corey J
Assistant Professor
PhD, Virginia Polytech Institute & State University

Miletello, Sarah E
Assistant Professor
MD, Baylor University

Miller, Bruce
Visiting Assistant Professor
PhD, Murdoch University - Australia

Miller, Charles Albert III
Professor
PhD, New York University

Miller, Marilyn Grace
Professor
PhD, University of Oregon

Mills, Katherine Teresa
Associate Professor
PhD, Tulane University

Mincheva, Kalina
Assistant Professor
PhD, Johns Hopkins University

Mirzoy, Silai
Clinical Assistant Professor
MD, Indiana University

Mishra, Anil
Professor
PhD, Chhatrapati Shahu Ji Maharaj University, India

Mitchell, Brian S
Professor
PhD, University of Wisconsin-Madison

Mitchell, Kenneth D
Professor
PhD, University of Edinburgh - Scotland

Mitchell, Tyra
Professor of Practice
DPT, Emory University

Mochon, Daniel
Associate Professor
PhD, Massachusetts Institute of Technology

Mock, Nancy B
Associate Professor
DPH, Tulane University

Moehlen, Martin William
Associate Professor
MD, Tulane University

Molini, Annalisa
Associate Professor
PhD

Molix, Lisa A
Associate Professor
PhD, University of Missouri - Columbia

Moll, Victor H
Professor
PhD, New York University

Monaco Caterine, Mallory A
Senior Professor of Practice
PhD, Princeton University

Mondrinos, Mark
Assistant Professor
PhD, Drexel University

Montanari, Christian
Research Assistant Professor
PhD, Sapienza University of Rome

Montemore, Matthew
Assistant Professor
PhD, University of Colorado-Boulder

Moore, Jonathan A
Visiting Assistant Professor
PhD, Tulane University

Moore, Michael James
Professor
PhD, Mayo Clinic, College of Medicine

Morici, Lisa A
Professor
PhD, University of California, Berkeley

Morici-Embers, Monica E
Associate Professor
PhD, Penn State University

Moroz, Krzysztof
Professor
MD, Academy of Medicine, Poland

Moroz, Stanislav
Clinical Assistant Professor
JD, New York University

Morrell, Kelli C
Instructor
MSN, Loyola University New Orleans

Morris, Cindy A
Professor
PhD, Emory University

Morris, Gilbert F
Associate Professor
PhD, Florida State University

Morris, Kevin Michael
Associate Professor
PhD, Brown University

Morrison, Vivianne E
Postdoc Fellow

Morrow, Nathan
Research Associate Professor
MA, Boston University

Morshed, Adnan
Postdoc Fellow

Morton, Jonathan
Associate Professor
PhD, Oxford Graduate School

Moses, Lina M
Clinical Associate Professor
PhD, Tulane University

Moskowitz, Golan
Assistant Professor
PhD, Brandeis University

Moss, Lolita T
Research Assistant Professor
PhD, University of Michigan

Mostany, Ricardo
Associate Professor
PhD, University of Leon, Spain

Moududee, Sayed
Postdoc Fellow

Moustafa, Ahmed
Postdoc Fellow

Mouton, Byron J
Senior Professor of Practice
MARCH, Harvard University

Mudd, Joseph
Assistant Professor
PhD, Case Western Reserve University

Mukerjee, Kimberly A
Assistant Professor
MD, University of Washington

Mulcahey, Mary K
Associate Professor
MD, University of Rochester

Mullin, David A
Associate Professor
PhD, University of Texas at Austin

Mund, Joshua R (Josh)
Visiting Assistant Professor
PhD, University of Wisconsin-Madison

Mundy, Barbara E
Professor
PhD, Yale University

Murdock-Hinrichs, Isa
Professor of Practice
PhD, University of California-San Diego

Murina, Andrea T
Associate Professor
MD, Louisiana State University

Murphy, Devi
Associate Professor
PhD, Tulane University

Murphy, Laura L
Clinical Associate Professor
PhD, University of North Carolina-Chapel Hill

Murphy, Stephen A
Assistant Professor
PhD, Tulane University

Murray, Damian
Associate Professor
PhD, University of British Columbia - Canada

Mushatt, David M
Professor
MD, Harvard University

Muthukrishnan, Pradeep
Assistant Professor
PhD, Cornell University

Myers, Adam K

Assistant Professor and Veterinarian
DVM, Western University of Health Sciences

Myers, Sheila Carol
Clinical Assistant Professor
JD, Tulane University

Myint, Myo Thwin
Associate Professor
MD, Virginia Commonwealth University

N

Naguib, Michael
Assistant Professor
PhD, Drexel University

Nakhoul, Nazih L
Associate Professor
PhD, American University of Beirut - Lebanon

Narayanamoorthy, Ganapathi S
Professor
PhD, University of Rochester

Naresh, Amber
Associate Professor
MD, Tulane University

Naruse, Cheryl Narumi
Assistant Professor
PhD, University of Hawaii at Manoa

Nash, Nicole
Assistant Professor
MD, University of Arkansas

Nastasi, Bonnie Kaul
Professor
PhD, Kent State University

Navar, Luis G
Professor
PhD, University of Mississippi

Navarro, Wendy
Instructor
MSN, Southern University A&M College

Neighbors, Harold W
Research Professor
PhD, University of Michigan

Nelson, Ashley Keller
Senior Professor of Practice
MBA, Tulane University

Nelson, Douglas R
Professor
PhD, University of North Carolina-Chapel Hill

Nery Mora, Aroldo
Visiting Assistant Professor
PhD, Tulane University

Nesbitt, Jason Sean
Associate Professor
PhD, Yale University

Newby, Celeste
Assistant Professor
MD, Tulane University

Nguyen, Dinh Truong
Postdoc Fellow

Nguyen, Jeremy Binh
Professor
MD, University of Texas at Austin

Nguyen, Trung L
Professor of Practice
PhD, Penn State University

Nicholl, Jeffrey S
Associate Professor
MD, Georgetown University

Nicosia, Roberto
Senior Professor of Practice
PhD, Rutgers, The State University of NJ

Ning, Bo
Assistant Professor
PhD, Peking University, China

Ning, Jinliang
Research Assistant Professor
PhD

Nisar, Muhammad Azhar (Azhar)
Postdoc Fellow

Niu, Tianhua
Assistant Professor
SCD, Harvard University

Niyogi, Anjali
Associate Professor
MD, Tulane University

Noh, Grace Stuhrman
Instructor
MS, Georgia State University

Nolan, Scott
Professor of Practice
MA, University of New Orleans

Norton, Elizabeth B
Associate Professor
PhD, Tulane University

Noverr, Mairi C
Professor
PhD, University of Michigan

Nunnery, Katie C
Visiting Assistant Professor

PhD, University of Connecticut

Nuss, Leah S
Assistant Professor
MD, Tulane University

O

O'Brien, Laurie T
Professor
PhD, University of Kansas

O'Malley, Keelia M
Clinical Assistant Professor
PhD, Tulane University

O'Neill, Patrick
Professor
MD, Creighton University

Oatley, Thomas H
Professor
PhD, Emory University

Oberhelman, Richard A
Professor
MD, University of Texas-Southwestern Medical Center

OBrien, David
Assistant Professor
PhD, University of Wisconsin-Madison

OBrien, Michael J
Professor
MD, Tulane University

Ocasio, Manuel A
Assistant Professor Clinical Pediatrics
PhD, University of Miami

Ochoa, Ana M
Professor
PhD, Indiana University-Bloomington

Oconnor, Kim C
Professor
PhD, California Institute of Technology

Oddo, Emilia
Assistant Professor
PhD, University of Cincinnati

Ofengenden, Ari
Professor of Practice
PhD, University of Haifa, Israel

OGrady, Christina M
Instructor
PhD, Tulane University

Oldenburg, Scott Keith
Professor
PhD, SUNY at Buffalo

Oliver, Christopher Scott
Senior Professor of Practice
PhD, Michigan State University

Oliveros, Virginia
Associate Professor
PhD, Columbia University

Olondo, Javier Adrian
Instructor
MA

Olson, Mary K
Associate Professor
PhD, Stanford University

Olson-Mayes, Liam C
Visiting Assistant Professor
PhD, Northwestern University

Omerbasic, Delila
Professor of Practice
PhD, University of Utah

Orie, Kenneth K
Clinical Assistant Professor
PhD, Mcgill University - Canada

Oruganti, Lokanatha
Postdoc Fellow

Osorno, Emmanuel A
Visiting Assistant Professor
MARCH, Princeton University

Ottaiano, Rebecca J
Postdoc Fellow

Otte, Marline Syeta
Associate Professor
PhD, University of Toronto - Canada

Otten, Rebecca M
Professor of Practice
MPH, Tulane University

Overstreet, Stacy
Professor
PhD, Tulane University

Owen, Graham Warwick
Associate Professor
MAST-Other, Harvard University

Owens, Jonathan
Assistant Professor
MD, Baylor College of Medicine

Ozcan, Esra
Senior Professor of Practice
PhD, Jacobs University Bremen, Germany, Germany

P

Page, John R
Associate Professor

PhD, Tulane University

Palani, Surya
Postdoc Fellow

Palhares Acacio, Igor Daniel
Postdoc Fellow

Palmer, Vernon V
Professor
PhD, University of Oxford - England

Palomino, Jaime
Associate Professor
MD, University of Valle - Colombia

Pan, Yang
Assistant Professor
PhD, University of Maryland, College Park

Pandey, Amitabh C
Assistant Professor
MD, Tulane University

Pandey, Kailash N
Professor
PhD, University of Kentucky

Panganiban, Antonito T
Professor
PhD, University of Washington

Panner Selvam, Manesh Kumar
Instructor
PhD, Tamil Nadu Veterinary and Animal Sciences University

Papadopoulos, Dimitri
Visiting Assistant Professor
MA, Tulane University

Papadopoulos, K
Professor
PhD, Columbia University

Parada, Nereida A
Associate Professor
MD, Columbia University

Paramesh, Anil S
Professor
MD, Kasturba Medical College, India

Pariguana, Marco
Postdoc Fellow

Park, Han (John)
Visiting Assistant Professor
PhD, Texas A&M University

Park, Heewon
Associate Professor
PhD, University of Texas at Austin

Park, Hyun
Visiting Assistant Professor
PhD, University of Kansas

Parker, Ashlin M
Professor of Practice
MAST-Other, University of New Orleans

Parker, Hazel S
Professor of Practice
PhD, University of New Orleans

Parker, Leah
Instructor
MSN, Herzing University

Parker, Teresa Carol
Visiting Assistant Professor
PhD, Tulane University

Parquet, Reginald Anthony
Clinical Associate Professor
PhD, Tulane University

Parthasarathy, Geetha
Assistant Professor
PhD, Michigan State University

Parvatiyar, Kislay
Assistant Professor
PhD, University of Miami

Pascal, Robert Anthony Jr.
Professor
PhD, Rice University

Patruno, Luigi
Visiting Assistant Professor
PhD, Harvard University

Pavel, Carmen E
Visiting Research Professor
PhD, Brown University

Pavlovic, Tatjana
Professor
PhD, University of Washington

Payne, Monica A
Assistant Professor
MFA, University of California (UCLA)

Paz Soldan, Valerie A
Associate Professor
PhD, University of North Carolina-Chapel Hill

Peacock, Erin Marjorie
Assistant Professor
PhD, Tulane University

Pealer, Casius Henry
Professor of Practice
JD, University of Michigan

Pearson, Benjamin
Visiting Assistant Professor

PhD, University of Michigan

Pearson, Kristen E
Assistant Professor
PhD, Duquesne University

Pearson, Leslie R
Visiting Assistant Professor
MAST-Other, College of Charleston

Pejic, Rade Nicholas
Associate Professor
MD, Tulane University

Peng, Lu
Professor
PhD, University of Florida

Peng, Peisong
Postdoc Fellow

Perdios, Chrysostomos (Chrys)
Postdoc Fellow

Perepelitsa, Victoria P
Associate Professor
PhD, Tulane University

Perez, Sarah R
Assistant Professor
MD, Louisiana State University

Perro, Ebony
Professor of Practice
PhD, Clark Atlanta University

Pesika, Noshir Sheriar
Associate Professor
PhD, Johns Hopkins University

Petchampai, Natthida
Postdoc Fellow

Peterson, Tim Gerard
Clinical Assistant Professor
MD, Louisiana State University

Pfister, Blair A
Assistant Professor
MS, Franciscan Missionaries of Our Lady of the Lake

Pfrimmer, Amy Elizabeth
Associate Professor
MAST-Other, Loyola University New Orleans

Pham, Lam Ngoc
Instructor
MD, University of South Alabama

Phillips, Elizabeth M
Clinical Associate Professor
MD, Escuela Latinoamericana De Medicina, Cuba

Pi, Liya
Assistant Professor
PhD, University of Florida

Piacun, Marsha Emerman
Clinical Assistant Professor
MBA, Loyola University New Orleans

Piedimonte, Giovanni
Vice President
MD, La Sapienza School of Medicine

Pierce, Lindsey L
Postdoc Fellow

Pierre, Nakeisha Landry
Associate Professor
MD, Louisiana State University

Pinder, Jolene B
Visiting Assistant Professor
MA, University of Florida

Plante, Michael
Associate Professor
PhD, Brown University

Plessy, Kasia
Assistant Professor
PhD, Louisiana State University

Pletsch, Gayle R
Assistant Professor
MD, Tulane University

Pociask, Derek
Assistant Professor
PhD, Louisiana State University

Podewell, Jessica
Senior Professor of Practice
MFA, The Ohio State University

Pollard, Kevin James
Research Assistant Professor
PhD, Tulane University

Pollock, Linda A
Professor
PhD, University of Saint Andrews - Scotland

Pope, Helen E
Instructor
MD, University of Iowa

Porras, Stephanie
Professor
PhD, Courtauld Institute of Art, United Kingdom

Porretta, Constance P
Instructor
BS, James Madison University

Porter, Norma S
Instructor
DNP, University of Alabama at Birmingham

Porto, Mauro P
Associate Professor
PhD, University of California-San Diego

Potash, Mordecai N
Associate Professor
MD, New York Medical College

Powers, Mark D
Professor of Practice
JD, Southern Methodist University

Prasad, Ambika
Lecturer
PhD, University of North Texas

Prasad, Smita R
Assistant Professor
MD

Prefume, Duane J
Professor of Practice
BA, Loyola University New Orleans

Price, Karisma
Assistant Professor
MFA, New York University

Pridjian, Gabriella
Professor
MD, Medical College of Wisconsin

Prieto, Minolfa C
Associate Professor
PhD, Tulane University

Prilmeier, Robert
Associate Professor
PhD, The Ohio State University

Priore, Richard J
Clinical Associate Professor
SCD, Tulane University

Pritchett, Jonathan B
Professor
PhD, University of Chicago

Proctor, III, John F. Rayfield
Assistant Professor
PhD, University of Wisconsin-Madison

Prowse, Gwen
Assistant Professor
PhD, Yale University

Puett, Catherine
Instructor
MSW, Tulane University

Punshon-Smith, Samuel
Assistant Professor
PhD, University of Maryland, College Park

Punthasee, Puminan
Visiting Professor
PhD, University of Missouri - Columbia

Pursell, Zachary F
Associate Professor
PhD, University of California, Berkeley

Q

Qadir, Mirza Muhammad Fahd
Postdoc Fellow

Qi, Lu
Professor
PhD, Tufts University

Qin, Xuebin
Professor
MD

Qiu, Chuan
Assistant Professor
PhD, Tulane University

Quinn, Kelly H
Instructor
MS, University of Alabama at Birmingham

R

Rabito, Felicia A
Professor
PhD, Tulane University

Rabon, Justin M
Instructor
MD, Georgetown University

Rae, Guenevere
Associate Professor
PhD, Louisiana State University

Rafail, Patrick
Associate Professor
PhD, Penn State University

Rafique, Amina
Assistant Professor
MD, King Edward Medical University

Rajan, Latha
Clinical Associate Professor
MD, All India Institute of Medical Sciences, India

Rajan, Romy
Visiting Assistant Professor
ABD, University of Florida

Rallabandi, Kalyan C
Visiting Assistant Professor
PhD, University of California (UCLA)

Ramasamy, Chandramohan

Postdoc Fellow

Ramer, Samuel C (Sam)
Associate Professor
PhD, Columbia University

Ramirez, Angela M
Visiting Lecturer
LLM, Tulane University

Ramirez, Shokufeh M
Clinical Assistant Professor
PhD, Tulane University

Rando, Roy J
Professor
SCD, Tulane University

Rappaport, Jay
Director
PhD, University of Pennsylvania

Ratchford, Mark
Professor of Practice
PhD, University of Colorado-Boulder

Ray, Laurie C
Instructor
MSN, Louisiana State University

Rayapati, Pratibha
Assistant Professor
MD, Georgia Regents University

Raybon, Curtis L Jr.
Associate Professor
DMA, Louisiana State University

Raymond, Katherine Kleinpeter
Senior Professor of Practice
PhD, Tulane University

Recile, Georgiana P
Instructor
MAST-Other, Louisiana State University

Redfield, Wendeline Harriet
Associate Professor
MARCH, University of Virginia

Reed, Linnette F
Senior Professor of Practice
PhD, Tulane University

Reed, Wayne F
Professor
PhD, Clarkson University

Reese, Carol Mcmichael
Professor
PhD, University of Texas at Austin

Reese, Thomas F
Executive Director
PhD, Yale University

Reese, William Arthur Jr.
Professor of Practice
PhD, University of Arizona

Regenstein, Fredric Gary
Professor
MD, Washington University

Reily, Robert E
Assistant Professor
MD, Tulane University

Remer, Gary
Professor
PhD, University of California (UCLA)

Remer, Karen Weissbecker
Associate Professor
PhD, Virginia Commonwealth University

Resmini, Fabio
Postdoc Fellow

Reuber, Alexandra Maria
Senior Professor of Practice
PhD, Louisiana State University

Reyes, Aurelio N
Assistant Professor
MD, Universidad Autonoma De Centro America

Reynaud, Peter
Clinical Assistant Professor
MD, Louisiana State University

Rials, William Theodore
Professor of Practice
PhD, Jackson State University

Ribeiro, Renata D
Senior Professor of Practice
PhD, University of Missouri-St. Louis

Ricchiuti, Peter Francis
Senior Professor of Practice
MBA, University of New Orleans

Richards, Robert J
Associate Professor
MD, New York Medical College

Richardson, Sally
Professor
JD, Louisiana State University

Ridley-Davis, Cabrina
Instructor
BSN, Louisiana Technical College

Riedel, Norbert
Associate Professor
PhD, Technische Universität München, Germany

Righi, Shannon Esher
Postdoc Fellow

Riley, Jonathan M
Professor
PhD, University of Oxford - England

Rincon, Lourdes Y
Instructor
PhD, New Orleans Baptist Theological Seminary

Rink, John
Instructor
BS, University of Alabama at Birmingham

Rioja, Felix
Professor
PhD, Arizona State University

Rivera Diaz, Fernando Cesar
Associate Professor
PhD, Princeton University

Rivero Bryant, Inga D
Lecturer
MS, Tulane University

Roberts, John E III
Assistant Professor
MD, Tulane University

Roberts, Madhur
Assistant Professor
MD, St. George's University, School of Medicine - Grenada

Robinson, David
Professor of Practice
MFA, Tulane University

Robinson, Dean Edward
Associate Professor
MD, Louisiana State University

Robinson, James E
Professor
MD, Tulane University

Robinson, Martha M
Assistant Professor
MD, University of Kentucky

Rodning, Christopher Bernard
Professor
PhD, University of North Carolina-Chapel Hill

Rodriguez, Raoul P
Professor
MD, Tulane University

Romero, Maybell
Associate Professor
JD, University of California, Berkeley

Rose, Donald (Diego)
Professor
PhD, University of California, Berkeley

Roser, Cordula
Professor of Practice
BARCH, Technical University of Berlin

Rossi, Mary Alice
Assistant Professor
MD, University of Texas-Southwestern Medical Center

Rothwell, William B
Assistant Professor
MD, Tulane University

Rotzer, Simon
Visiting Assistant Professor
PhD, University of Tennessee

Rouse, Jeffrey Christopher
Assistant Professor
MD, Georgetown University

Rouse, Rebecca
Professor of Practice
PhD, Colorado Technical University

Rout, Namita
Assistant Professor
PhD, Anna University, Chennai Area, India

Rowalt, William Z
Instructor
MSN, University of Alabama at Birmingham

Rowan, Brian G
Associate Professor
PhD, SUNY at Buffalo

Roy, Alphonse K (Ken)
Associate Professor
MD, Tulane University

Roy, Chad J
Professor
PhD, University of Iowa

Rozenbaum, Zach
Assistant Professor
MD, Semmelweis Medical University, Budapest

Rubtsov, Igor V
Professor
PhD, Russian Academy, Russia

Rugile, Timothy P
Assistant Professor
MD, Tulane University

Ruiz, Christopher
Visiting Assistant Professor
PhD, Baylor University

Rupley, Daniel

Clinical Associate Professor
MD, Louisiana State University

Ruscher, Janet Beth
Professor
PhD, University of Massachusetts-Amherst

Russell, Katie
Senior Professor of Practice
PhD, Tulane University

Russell-Lodrigue, Kasi
Associate Professor
DVM, Louisiana State University

Russo, Ralph R.
Professor of Practice
MAST-Other, University of Phoenix

Rutherford, Holly
Assistant Professor
MD, Tulane University

Rutkai, Ibolya
Assistant Professor
PhD, University of Debrecen, Hungary

S

Saas, Meghan J
Visiting Assistant Professor
MFA, Louisiana State University

Saas, William
Professor of Practice
PhD, Penn State University

Saba, Nakhle
Associate Professor
MD, Lebanese American University - Lebanon

Sabharwal, Nitin
Assistant Professor
MBBS, NKP Salve Institute of Medical Sciences

Sabino-Santos, Gilberto Jr
Postdoc Fellow

Sabo, John L
Professor
PhD, University of California, Berkeley

Sabo, Oana Anca
Associate Professor
PhD, University of Southern California

Sabzehzar, Amin
Assistant Professor
PhD, Arizona State University

Sackey, Michael Andrew
Senior Professor of Practice
JD, Washington & Lee University

Safah, Hana
Clinical Professor
MD, American University of Beirut - Lebanon

Saied, Ahmad
Associate Professor
PhD, Louisiana State University

Saito, Shigeki
Assistant Professor
MD, University of Tokyo, Japan

Sakakeeny, Matt K
Associate Professor
PhD, Columbia University

Sakamuri, Siva Sankara Vara Prasad
Instructor
PhD, Osmania University

Salbador, Debra
Visiting Lecturer
PhD, University of South Carolina

Salerian, Justin A
Assistant Professor
MD, Tulane University

Saltzman, Leia Y
Assistant Professor
PhD, Boston College

Salvaggio, Mark (Marko)
Visiting Assistant Professor
PhD, University of Nevada-Las Vegas

Salyers, Jeffrey M
Visiting Lecturer
MBA, The Ohio State University

Samarov, Maxim
Senior Professor of Practice
DMA, Michigan State University

Sammarco, Mimi C
Assistant Professor
PhD, Louisiana State University

Sanchez Rojo, Ana P
Assistant Professor
PhD, University of Chicago

Sanchez, Fernando L
Professor
MD, Instituto De Ciencias De La Salud

Sanchez, Michelle Hewlett
Senior Professor of Practice
PhD, Stanford University

Sander, Gary Edward
Clinical Professor
PhD, Tulane University

Sanders, Sarah

Assistant Professor
MD, Louisiana State University

Sandoval, Antony F
Professor
MFA, University of Delaware

Sandoval, Nicholas Richard
Assistant Professor
PhD, University of Colorado-Boulder

Sangeeta, FNU
Postdoc Fellow

Sanks, Kelly M
Postdoc Fellow

Santos, Tatiane
Assistant Professor
PhD, University of Colorado-Boulder

Sartor, Alton O
Professor
MD, Tulane University

Sato, Ryosuke
Assistant Professor
PhD, Gifu University, Japan

Saunders, Richard J
Visiting Assistant Professor
MS, Florida State University

Savant, Adrienne P
Professor
MD, Eastern Virginia Medical School

Savkovic, Suzana
Associate Professor
PhD, University of Illinois at Chicago

Savoie, Felix H III
Professor
MD, Louisiana State University

Scalise, Ronald Joseph Jr.
Professor
LLM, University Cambridge - Trinity College - England

Scaraffia, Patricia Y
Associate Professor
PhD, National University of Cordoba, Argentina

Schieffelin, John S
Associate Professor
MD, Tulane University

Schippers, Mary Angela
Professor
PhD, University of Wisconsin-Madison

Schirmer, Christy Q
Visiting Assistant Professor
PhD, University of Texas at Austin

Schmehl, Russell
Professor
PhD, University of North Carolina-Chapel Hill

Schmid, Janet Lee
Associate Professor
MD, University of Minnesota-Twin Cities

Schmid, Karl T
Professor of Practice
PhD, Emory University

Schoellmann, Karis
Clinical Assistant Professor
MPH, Tulane University

Schrader-Kriek, Laura
Associate Professor
PhD, Tulane University

Schuech, Rudi
Postdoc Fellow

Schuetze, Andre
Professor of Practice
PhD, University of California (UCLA)

Schuler, Timothy Michael
Senior Professor of Practice
PhD, Tulane University

Schwartz, Kenneth A
Executive Director
MARCH, Cornell University

Schwartzmann, Katharine M
Professor of Practice
JD, Tulane University

Sciaudone, Michael
Assistant Professor
MD, Northwestern University

Scott, John W Jr.
Assistant Professor
MD, University of Oregon

Scott, Leslie A
Associate Professor
MFA, California Institute of the Arts

Seal, David W
Professor
PhD, The University of New Mexico

Seely, Bryan P
Instructor
MPA, University of Florida

Seicshnaydre, Stacy Elizabeth
Professor
JD, Tulane University

Selman Musalem, Javiera

Postdoc Fellow

Semiletova, Natalya
Instructor
PhD, Russian Academy of Science, Pushchino, Moscow Region, Russia

Senot, Claire
Associate Professor
PhD, The Ohio State University

Sensen, Oliver
Associate Professor
PhD, King'S College - University of Cambridge - England

Serou, Michael J
Assistant Professor
MD, Louisiana State University

Settles, Lisa D
Assistant Professor
PSYD, University of Indianapolis

Shaffer, Jeffrey George
Assistant Professor
PhD, Tulane University

Shah, Alveena F
Visiting Assistant Professor
JD, University of California (UCLA)

Shahinozzaman, Md
Postdoc Fellow

Shakov, Khazhgery Kh
Senior Professor of Practice
PhD, Tulane University

Shaliman, Dilibaerguli
Postdoc Fellow

Shama, Mohamed A
Assistant Professor
MD, Cairo University, Egypt

Shamburger, Christopher
Assistant Professor
MD, University of South Alabama

Shammas, Michael E
Instructor
JD, Harvard Law School

Shank, Jessica J
Assistant Professor
MD, Tulane University

Shankar, Arti
Clinical Professor
PhD, Indian Institute of Technology, India

Shantz, Daniel
Professor
PhD, University of Delaware

Sharma, Sulbha
Postdoc Fellow

Sharp, Daniel Benson
Associate Professor
PhD, University of Texas at Austin

Sharshir, Mohd A
Assistant Professor
MD, Odessa State Medical University, Ukraine

Sheffer, Marguerite L
Professor of Practice
EdD, Mills College

Sheldon, Nicole N
Assistant Professor
MD, University of Queensland - Australia

Shen, Hui
Associate Professor
PhD, Creighton University

Sherman, Kimberly
Senior Professor of Practice
PhD, University of Rhode Island

Sherman, William F
Associate Professor
MD, Louisiana State University

Sherry, Thomas W
Professor
PhD, University of California (UCLA)

Shi, Lizheng
Professor
PhD, University of Southern California

Shirvani Jouzdani, Ali Reza
Professor of Practice
PhD, University of Kentucky

Shkreli, Linda A
Visiting Assistant Professor
PhD, Louisiana State University

Shroyer, Monica N
Assistant Professor and Veterinarian
DVM, Texas A&M University

Shu, Qingbo
Postdoc Fellow

Shuger, Dale Rachel
Associate Professor
MFA, New York University

Shukla, Ira
Assistant Professor
MD, Grant Government Medical College, India

Shwayri, Sofia T
Visiting Assistant Professor
PhD, University of California, Berkeley

Sibrack, Jeffrey D
Assistant Professor
MD, Tulane University

Sides, Mark D
Assistant Professor
MD, Case Western Reserve University

Sihota, Aanu K
Clinical Assistant Professor
MD, Karnatak University, Darwhad, India

Sikka, Suresh C
Professor
PhD, Postgraduate Institute of Medical Education and Research, India

Silio, Margarita
Associate Professor Clinical Pediatrics
MD, Universidad Central Del Este, Dominican Republic

Silva Acuna, Martha
Research Assistant Professor
PhD, Tulane University

Silva, Gustavo Eduardo
Professor
PhD, University of California-San Diego

Silvestre, Eva
Clinical Associate Professor
PhD, Tulane University

Simison, Emilia
Postdoc Fellow

Simon, Eric Edward
Professor
MD, University of Chicago

Simonian, Yuri
Assistant Professor
MD, Institutul De Medicina Si Farmacie, Moldova

Simpson, Tina
Professor
MD, University of Alabama

Sims, Alexandra
Professor of Practice
PhD, Tulane University

Singaram, Vinod
Assistant Professor
MD, Case Western Reserve University

Singh, Anneliese A
Associate Provost
PhD, Georgia State University

Singletary, George B
Assistant Professor
MD, Creighton University

Singleton, Chelsea R
Assistant Professor
PhD, University of Alabama at Birmingham

Siodmak, Erin
Visiting Assistant Professor
PhD, CUNY Graduate Center

Skalak, Maradith L
Assistant Professor
MD, The Ohio State University

Skalak, Timothy J
Assistant Professor
MD, The Ohio State University

Skinner, Lee
Dean
PhD, Emory University

Sleptsov, Alexander
Lecturer
PhD, University of Michigan

Slipman, Ronald A
Assistant Professor
MD, Tulane University

Sloan, Dauphine Montlaur
Senior Professor of Practice
PhD, University of Paris, France

Smilde, David
Professor
PhD, University of Chicago

Smith, Christine P
Senior Professor of Practice
MBA, University of New Orleans

Smith, Eric N
Professor of Practice
MBA, Tulane University

Smith, Erica Lee
Professor of Practice
PhD, SUNY at Buffalo

Smith, Isis T
Assistant Professor
MD, University of Washington

Smith, Kiernan
Assistant Professor
MD, Royal College of Surgeons, Ireland

Smith, Matthew P
Instructor
PhD, University of Tennessee

Smith-Osborne, Lydia F
Postdoc Fellow

Snarski, Patricia
Postdoc Fellow

Snow, Anita Louise
Assistant Professor
MD, Louisiana State University

Snow, Richard Searcy
Senior Professor of Practice
PhD, University of California-San Diego

Sojic, Annette M
Senior Professor of Practice
PhD, Tulane University

Sommers, Tihara Richardson
Professor of Practice
MAST-Other, George Mason University

Song, Bohan
Visiting Assistant Professor
PhD, Tulane University

Sonn, Julia M
Visiting Assistant Professor
PhD, Tulane University

Sonnier, Loretta Ann
Assistant Professor
MD, Louisiana State University

Soong, Herman Chuan
Assistant Professor
MD, Tulane University

Sorapuru, Anjenette
Instructor
DNP, University of South Alabama

Sparks, Nicholas
Professor of Practice
PhD, Tulane University

Sparks, Randy J
Professor
PhD, Rice University

Spell, Tara D
Assistant Professor
MD, Medical College of Georgia

Spence, Jennifer E
Visiting Assistant Professor
PhD, The Ohio State University

Spencer, Marissa K
Instructor
MAST-Other, Rosalind Franklin University of Medicine

Spira-Cohen, Ezra S.
Visiting Assistant Professor
PhD, Tulane University

Spitzer, Nicholas R
Professor
PhD, University of Texas at Austin

Spruill, David
Assistant Professor
MD, Medical College of Georgia

Srivastav, Sudesh K
Professor
PhD, Old Dominion University

Srivastava, Akhilesh K
Postdoc Fellow

Stafa, Mentor
Professor of Practice
PhD, University of Rochester

Stanton, Erin M
Assistant Professor
MD, Northwestern University

Stanton, Gabrielle S.
Postdoc Fellow

Stark, Jennifer M
Clinical Instructor
DNP, Graceland University

Stark, Nicole A
Postdoc Fellow

Steele, Claude Henry III (Chad)
Professor
PhD, Louisiana State University

Steinhardt, Michelle C
Assistant Professor
MD, Louisiana State University

Stevens, Monica Leah
Assistant Professor
PhD, University of Florida

Stewart, Gregory W
Associate Professor
MD, UT Medical Branch at Galveston

Stock, Christian
Professor of Practice
MFA, Tulane University

Stoecker, Charles
Associate Professor
PhD, University of California-Davis

Stojanovski, Kristefer
Research Assistant Professor
PhD, University of Michigan

Stoll, Jill
Lecturer
MFA, Cranbrook Academy of Art

Stolow, Jeni A
Clinical Associate Professor
PhD, Tulane University

Stone, Kathryn Helen
Visiting Lecturer
MBA, Drexel University

Stow, Emily C
Postdoc Fellow

Stranova, Thomas J Jr.
Clinical Associate Professor
SCD, Tulane University

Straub, Kyle M
Professor
PhD, Massachusetts Institute of Technology

Stumpf, Brittany Oswald
Assistant Professor
MD, American University of the Caribbean

Suarez, Cecilia E
Clinical Associate Professor
PhD

Subramaniam, Venkata R
Associate Professor
PhD, University of Texas at Austin

Sujan, Harish
Professor
PhD, University of California (UCLA)

Sujan, Mita
Professor
PhD, University of California (UCLA)

Sukhanov, Sergiy
Associate Professor
PhD, Zaboolotny Microbiology Institute

Sulkes, Mark
Professor
PhD, Cornell University

Summa, Brian
Assistant Professor
PhD, University of Utah

Sumpter, Matthew
Instructor
PhD, Binghamton University (SUNY)

Sun, Jianwei
Associate Professor
PhD, Tulane University

Sun, Jie
Postdoc Fellow

Sun, Qiang
Postdoc Fellow

Sun, Shuhua
Associate Professor
PhD, National University of Singapore, Singapore

Sundholm, Benjamin T
Instructor
JD, Georgetown University

Sure, Venkata Naga Lakshmi Ramarao
Postdoc Fellow

Sus, Rachana N
Assistant Professor
MD, Medical College of Sulapur, India

Sweeney, Aaron
Assistant Professor
MD, Louisiana State University-Shreveport

Sweeten, Brook
Postdoc Fellow

Swetland, David V
Assistant Professor
MD, Louisiana State University

Swift, Douglas A
Clinical Associate Professor
MD, Louisiana State University

Swisher, Joseph Alan
Instructor
MD, University of South Carolina

Syrimis, Michael G
Associate Professor
PhD, University of Chicago

T

Taghavi, Sharven
Assistant Professor
MD, Tufts University

Tahboub, Mohammad Yahya Rebhi
Assistant Professor
MD, Jordan University of Science and Technology

Talbayev, Diyar
Professor
PhD, SUNY at Stony Brook

Talus, Kim P
Professor
PhD, University of Helsinki

Tamalet, Edwige
Associate Professor
PhD, University of California-San Diego

Tang, Wan
Clinical Professor
PhD, University of Rochester

Taqaddusi, Mariam
Visiting Lecturer
MS, Kabul University, Afghanistan

Taras, Raymond

Professor
PhD, University of Warsaw - Poland

Tasker, Jeffrey G (Jeff)
Professor
PhD, University of Bordeaux, France

Tate, Erica V
Assistant Professor
MD, University of California

Tatum, Danielle M
Assistant Professor
PhD, Louisiana State University

Taylor, Caroline M
Professor
PhD, University of California-Davis

Taylor, William A
Professor of Practice
MS, Columbia University

Tebbe, James T
Assistant Professor
MD, Louisiana State University

Teichgraeber, Richard F. III
Professor
PhD, Brandeis University

Teng, Zhen
Postdoc Fellow

Teran, Federico J
Assistant Professor
MD, Tulane University

Terre, Juan A
Assistant Professor
MD, Universidad Nacional De Rosario

Terrebonne, Taylor
Assistant Professor
PhD, Texas A&M University

Terrefe, Selamawit
Assistant Professor
PhD, University of California-Irvine

Terzis, Lauren
Clinical Assistant Professor
MSW, Saint Louis University

Testa, Patrick A
Assistant Professor
PhD, University of California-Irvine

Thakur, Akanksha S
Assistant Professor
MD, Case Western Reserve University

Thannickal, Victor J
Professor
MD, Oral Roberts University

Theall, Katherine P
Professor
PhD, Tulane University

Thomas, Raju
Professor
MD, University of Bombay (University of Mumbai, India)

Thompson, David
Professor of Practice
MBA, New York University

Thompson, John W Jr.
Professor
MD, University of Texas at Austin

Thompson, Martyn
Professor
PhD, London School of Economics, United Kingdom

Thornhill, Joseph M
Assistant Professor
MD, Louisiana State University

Thornton, Ryder W
Professor of Practice
MFA, Temple University

Thurman, Tonya R
Research Associate Professor
PhD, Tulane University

Tian, Aiguo
Assistant Professor
PhD, Chinese Academy of Sciences

Tian, Di
Associate Professor
PhD, Northwestern University

Tice, Sheri Teresa
Professor
PhD, Michigan State University

Tiemann, Dawn D
Assistant Professor
MD, Louisiana State University

Ting, Peng-sheng
Assistant Professor
MD, National Taiwan University

Tipler, Frank J
Professor
PhD, University of Maryland, College Park

Tirumalasetty, Saritha
Clinical Instructor
MD, Florida State University

Tolat, Nicholas Darshan
Instructor

MD, Baylor College of Medicine

Toledo Orozco, Zarai
Postdoc Fellow

Toraih, Eman
Assistant Professor
PhD, Suez Canal University, Egypt

Tornqvist, Torbjorn
Professor
PhD, Utrecht University, Netherlands

Torres Ortiz, Aldo
Assistant Professor
MD, University of Guadalajara

Tortelote, Giovane G
Assistant Professor
PhD, University of Mass Medical Center

Toups, Matthew A
Visiting Assistant Professor
MAST-Other, University of New Orleans

Townsend Gard, Elizabeth
Professor
PhD, University of California (UCLA)

Traina-Dorge, Vicki
Associate Professor
PhD, Tulane University

Trask, Beverly Ann
Associate Professor
MFA, The University of Southern Mississippi

Traviesa, Jonathan Daniel
Visiting Assistant Professor
MFA, Tulane University

Treadway-Hahn, Elsa E
Instructor
MAST-Other, Louisiana State University

Tregre, Kiana Andrew (Kiana)
Assistant Professor
MD, University of Illinois at Urbana-Champaign

Tremmel, Red V
Senior Professor of Practice
PhD, University of Chicago

Trevino, Christopher R
Assistant Professor
MD, Louisiana State University

Triche, Benjamin L
Assistant Professor
MD, Louisiana State University

Trigg, Allison Boothe
Associate Professor
PhD, University of Alabama

Truitt, Allison Jean
Professor
PhD, Cornell University

Tsai, Yu-shiou
Research Associate Professor
PhD, Tufts University

Tsubaki, Kentaro
Associate Professor
MARCH, Cranbrook Academy of Art

Tubbs, Richard S
Professor
PhD, University of Alabama at Birmingham

Turan, Caner
Visiting Assistant Professor
PhD, Tulane University

Turillo, Carmen (Carmelo)
Lecturer
PhD, Tulane University

Turner, Jacquelyn S
Professor
MD, University of Texas at Austin

Turner, Richard A
Assistant Professor
MD, Louisiana State University

Tuttrup, Gabriela
Assistant Professor
MD, The University of Texas Medical Branch at Galveston

Twiner, Emma
Instructor
MS, University of Alabama at Birmingham

Tynes, Lannis Lee
Professor
MD, Louisiana State University

U

Umar, Meenakshi
Postdoc Fellow

Ungerleider, Nathan Akes
Postdoc Fellow

Upadia, Jariya
Assistant Professor
MD, Khon Kaen University

Urbanek, Jennifer
Visiting Assistant Professor
PhD, University of Louisiana at Lafayette

V

Vaccari, Monica
Associate Professor

PhD, University of Milan, Italy

Vail, Krystal
Assistant Professor
DVM, Tuskegee University

Valentine, Erick g
Professor of Practice
PhD, University of Memphis

Valliant, Kristen
Clinical Assistant Professor
MD, Tulane University

Van Bael, Sunshine Autumn
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Van Opijnen, Roeland A
Assistant Professor
MD, Tulane University

Van Schoelandt, Chad Michael
Associate Professor
PhD, University of Arizona

Vander Velde, Nancy S
Associate Professor
MD, Wayne State University

Vanlandingham, Mark J
Professor
PhD, Princeton University

Vaughan, Amy E
Assistant Professor
MD, Tulane University

Vaughan, Lyndsi
Instructor
DVM, Oklahoma State University

Vazquez Lopez, Veronica A
Postdoc Fellow

Veazey, Ronald S
Professor
DVM, Oklahoma State University

Veeraraghavan, Lee
Visiting Assistant Professor
PhD, University of Pennsylvania

Veilleux, Jennifer C
Professor of Practice
PhD, Oregon State University

Vela, Sonsoles
Lecturer
MS, University of Extremadura, Spain

Velkley, Richard L
Professor
PhD, Penn State University

Vemulapalli, Krishna C
Assistant Professor
MD, University of Texas-Southwestern Medical Center

Verano, John W
Professor
PhD, University of California (UCLA)

Verhaal, Jeffrey C
Assistant Professor
PhD, University of Utah

Vijay, Adarsh
Assistant Professor
MD, Government Medical College, India

Vijayaraghavan, Meenakshi
Senior Professor of Practice
PhD, University of Madras, India

Vilda, Dovile
Assistant Professor
PhD, University of Dublin Trinity Colleg - Ireland

Villavaso, Chloe D
Instructor
MS, Louisiana State University

Visniauskas, Bruna
Instructor
PhD, Universidade Federal De Sao Paulo

Vyas, Sanket A
Assistant Professor
MD, Louisiana State University

W

Waddy, Jeffery J
Clinical Assistant Professor
DPH, University of Illinois at Chicago

Wade, Lisa D
Associate Professor
PhD, University of Wisconsin-Madison

Wajda-Johnston, Valerie
Assistant Professor
PhD, Saint Louis University

Walker, Brigham C
Assistant Professor
PhD, Tulane University

Wallace, Maeve E
Assistant Professor
PhD, Tulane University

Wallace, Michael Mitchell
Professor of Practice
EdD, University of Alabama

Waller, William
Assistant Professor

PhD, University of North Carolina-Chapel Hill

Wang, Alun R
Clinical Associate Professor
MD, China Medical University

Wang, Arthur
Assistant Professor
MD, Case Western Reserve University

Wang, Jieqiong
Postdoc Fellow

Wang, Ruixuan
Postdoc Fellow

Wang, Shu
Postdoc Fellow

Wang, Shusheng
Professor
PhD, Tulane University

Wang, Xianfeng
Instructor
PhD, Shandong Agricultural University

Wang, Xiaolei
Associate Professor
PhD, Kunming Institute of Zoology, China

Wang, Xiaoying
Professor
MD, Henan Medical University

Wang, Yu-Ping
Professor
PhD, Xi'An Jiaotong University - China

Wanna, Bassam G
Assistant Professor
MD, American University of Beirut - Lebanon

Ward, Amanda S
Instructor
MSN, Loyola University New Orleans

Ward, Andrew M
Visiting Assistant Professor
PhD, Tulane University

Ward, Jesmyn
Professor
MFA, University of Michigan

Wee, Beth E
Senior Professor of Practice
PhD, Michigan State University

Wei, Jiang
Associate Professor
PhD, University of Washington

Weidenhaft, Mandy C
Associate Professor
MD, Tulane University

Weigelt, Carmen B
Associate Professor
PhD, Duke University

Weimer, Stephen M
Associate Professor Clinical Pediatrics
MD, Louisiana State University

Weir, Ashley Kathleen
Assistant Professor
MSW, Louisiana State University

Weiss, Ashley
Assistant Professor
DO, Lake Erie College

Weiss, Betsy Anne
Visiting Assistant Professor
MFA, San Francisco State University

Weiss, Toni Lee
Senior Professor of Practice
MA, Tulane University

Weixler, Lindsay Hodges Bell
Research Assistant Professor
PhD, University of Michigan

Welty, Emilie Taylor
Professor of Practice
MARCH, Tulane University

Wenk, Carola
Professor
PhD, Free University of Berlin, Germany

Werthmann, Derek William
Postdoc Fellow

Wessman, Mark B
Professor
JD, Harvard Law School

Wesson, Dawn M
Associate Professor
PhD, University of Notre Dame

West, Timothy
Professor of Practice
PhD, University of Tennessee

Westley, Robert S
Professor
PhD, Yale University

Wheeler, Philip B
Assistant Professor
PhD, Indiana University-Bloomington

Whelton, Paul K
Clinical Professor
MD, University College Cork - Ireland

White, Edward David
Professor
PhD, Cornell University

White, Lara E
Professor of Practice
JD, Tulane University

White, Luann E
Professor
PhD, Tulane University

White, Michele E
Professor
PhD, City University - England

Wiedemann, Brannon E
Assistant Professor
MD, Louisiana State University

Wiese, Jeffrey G
Professor
MD, Johns Hopkins University

Wietfeldt, Fred Eberhardt
Professor
PhD, University of California, Berkeley

Wild, Laurianne G
Clinical Professor
MD, Tulane University

Wiley, Jose M
Professor
MD, Universidad Central Del Caribe

Williams, Laura C
Assistant Professor
MD, Louisiana State University

Wilson, Mark J
Assistant Professor
PhD, Tulane University

Wilson, Michael Stanley
Senior Professor of Practice
PhD, Louisiana State University

Wilson, Tiffany
Instructor
MAST-Other, The University of Southern Mississippi

Wimley, William C
Professor
PhD, University of Virginia

Wiser, Mark F
Associate Professor
PhD, University of Minnesota-Twin Cities

Wisniewski, Janna M.
Research Assistant Professor
PhD, Tulane University

Wolfe, Edith Angelica
Administrative Assistant Professor
PhD, University of Texas at Austin

Wolfe, Justin
Associate Professor
PhD, University of California (UCLA)

Wood, Anthony D
Lecturer
MBA, Tulane University

Woods, Thomas C
Associate Professor
PhD, University of Alabama at Birmingham

Woolridge, Noah M
Assistant Professor
MD, Louisiana State University

Worges, Matthew S
Postdoc Fellow

Wu, Hongju
Associate Professor
MD, University of Alabama at Birmingham

Wu, Huiyun
Postdoc Fellow

Wu, Tong
Professor
MD, Nantong University, China

Wu, Yakun
Postdoc Fellow

Wyland, Carrie Lynn
Senior Professor of Practice
PhD, Dartmouth College

X

Xia, Xiujin
Instructor
MD, Nankai University, China

Xiong, Xu
Associate Professor
MD, Shanghai Medical University, China

Xu, Huanbin
Associate Professor
PhD, Fudan University, Shanghai, China

Xu, Xiaojiang
Associate Professor
PhD, Chinese Academy of Sciences

Y

Yadavalli, Chandra Sekhar
Postdoc Fellow

Yamaguchi, Eiichiro

Research Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Yan, Shengmin
Instructor
PhD, Institute of Zoology, Cas

Yang, Dagang
Associate Professor
PhD, SUNY at Stony Brook

Yang, Lu
Postdoc Fellow

Yang, Song-Gui
Associate Professor Clinical Pediatrics
PhD, University at Calgary - Canada

Yanik, Mary C
Clinical Associate Professor
JD, Yale University

Yarvis, Jeffrey
Senior Professor of Practice
PhD, University of Georgia

Yatsuka-Jensen, Saeko
Professor of Practice
MA, Louisiana State University

Yest, Michael T
Senior Professor of Practice
PhD, Tulane University

Yilmaz, Ferruh
Associate Professor
PhD, University of California-San Diego

Yin, Qinyan
Assistant Professor
PhD, Chinese Academy of Sciences

Yin, Xiao-Ming
Professor
MD, Fudan University

Yoachim, Ann
Professor of Practice
MPH, Tulane University

Yoshida, Tadashi
Assistant Professor
PhD, University of Tokyo

Yoshida, Yilin
Assistant Professor
PhD, Louisiana State University

Yosypiv, Ihor V
Associate Professor
MD, Danylo Halytsky Lviv National Medical University, Ukraine

Yotsu, Rie
Associate Professor
PhD

You, Zongbing
Professor
PhD, West China University - China

Young, Monique M
Instructor
MSN, University of South Alabama

Young, Trevor M
Assistant Professor
PhD, London Business School - England

Yoxtheimer, Lorene
Assistant Professor
MD, University of Toledo

Yu, David C
Associate Professor
MD, Tulane University

Yukich, Joshua O
Associate Professor
PhD, University of Basel, Switzerland

Z

Zaabel, Tara B
Instructor
MSN, Southeastern University

Zanewicz, James Richard
Instructor
JD, University of Illinois at Urbana-Champaign

Zeanah, Charles H Jr.
Professor
MD, Tulane University

Zeleski, Carissa M
Assistant Professor
MD, Tulane University

Zender, Marc U
Associate Professor
PhD, University at Calgary - Canada

Zeng, Shelya
Professor
MD, Jiangxi Medical College, China

Zerfaoui, Mourad
Assistant Professor
PhD, University of Aix-Marseille, France

Zhang, Carol Younghui
Senior Professor of Practice
PhD, University of South Carolina

Zhang, Fan
Assistant Professor
PhD, New York University

Zhang, Haitao

Associate Professor
PhD, SUNY at Buffalo

Zhang, Jinqiang
Assistant Professor
PhD, Third Military Medical University, China

Zhang, Qian
Postdoc Fellow

Zhang, Qiuyang
Assistant Professor
PhD, Xi'An Jiaotong University - China

Zhang, Ruiqi
Postdoc Fellow

Zhang, Shengjie
Postdoc Fellow

Zhang, Yiwei
Assistant Professor
PhD, Central South University, Changsha, Hunan, China

Zhang, Yuchen
Assistant Professor
PhD, University of Colorado-Boulder

Zhang, Ze
Assistant Professor
MD, Yale University

Zhao, Kun
Associate Professor
PhD, Georgia Institute of Technology

Zheng, Crystal Y
Assistant Professor
MD, University of Pennsylvania

Zheng, Zizhan
Assistant Professor
PhD, The Ohio State University

Zhigunova, Lidia Saladinovna
Professor of Practice
PhD, Tulane University

Zhou, Qiaohui
Postdoc Fellow

Zhou, Wei
Visiting Assistant Professor
PhD, University of Maryland, College Park

Zhou, Youfang
Postdoc Fellow

Zhu, Lin
Professor of Practice
MA, Carnegie Mellon University

Zhuo, Jia L
Professor
PhD, University of Melbourne - Australia

Ziedan, Engy
Assistant Professor
PhD, University of Illinois at Chicago

Zifodya, Jerry S
Assistant Professor
MD, Tulane University

Zsombok, Andrea
Associate Professor
PhD, University of Pecs - Hungary

Zumhagen-Yekple, Karen
Associate Professor
PhD, University of California, Berkeley

Zwezdaryk, Kevin
Assistant Professor
PhD, Tulane University

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