

**School of  
Medicine  
Catalog  
2024–2025**



**Tulane University**  
**SCHOOL OF MEDICINE**

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# 2023-2024 UNIVERSITY CATALOG

This version of the catalog was published in May 2024 and takes precedence over any previously printed or online catalog. The University Catalog is not intended to nor does it contain all regulations that relate to students. Students are held individually responsible for meeting all requirements as determined by Tulane University. Failure to read and comply with policies, regulations, and procedures will not exempt a student from being governed by and accountable to them.

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

Academic Calendars ([https://registrar.tulane.edu/Academic\\_Calendar/](https://registrar.tulane.edu/Academic_Calendar/))  
Financial Aid (<https://financialaid.tulane.edu/>)  
Newcomb-Tulane College (<https://college.tulane.edu/>)  
Office of Institutional Equity (<https://equity.tulane.edu/about-oie/>)  
FERPA Annual Notice (p. 3)  
Gibson Online (<https://gibson.tulane.edu/>)  
Office of Graduate and Postdoctoral Studies (<https://ogps.tulane.edu/>)  
Office of the University Registrar (<https://registrar.tulane.edu/>)

## Catalog Production Information

The 2024-2025 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.

## FERPA Annual Notice

May 1, 2024

Dear Tulane University Students:

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

1. The right to inspect and review the student's education record within 45 days of the day Tulane University receives a request for access.
2. The right to request an amendment to the education record that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before Tulane University discloses personally identifiable information from the student's

education record, except to that extent that FERPA authorizes disclosure without consent.

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

### Directory Information

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

#### Tulane has designated the following as directory information:

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

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

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

#### Learn more about your records and privacy (<https://registrar.tulane.edu/student-data/records-privacy/>)

Questions concerning FERPA may be referred through email to the Office of the Registrar at [registrar@tulane.edu](mailto:registrar@tulane.edu).

Thank you,

Colette Raphael

University Registrar



## THE UNIVERSITY

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### Mission Statement

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

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

### History

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

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

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

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead

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

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

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

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

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

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

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

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

The plan had at its center:

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

In July 2014, Michael Fitts became the 15<sup>th</sup> 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](http://www.sacscoc.org)).

## University Administration

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## Academic Policies

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## Address Changes

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

## Behavior Norms

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

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

## Code of Student Conduct

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

## Course Retake

### Courses Repeatable for Credit

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

### Courses Not Designated as "Repeatable for Credit"

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

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

## Grades for Courses Not Repeatable for Credit

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

## Exceptions to Repeat Course Policy

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

## Credit-Hour

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

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

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

## Curriculum Effective Date

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



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

## Degree Revocation

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

## Discipline

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

## Dual Enrollment

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

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

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

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

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

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

## Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Tulane University: Code of Student Conduct (<https://conduct.tulane.edu/resources/code-student-conduct/>), (<https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/>) Newcomb-Tulane College Students: Code of Academic Conduct (<https://college.tulane.edu/academic-integrity/>), Graduate Students: Unified Code of Graduate Student Academic Conduct (p. 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/academic-integrity/>). When a violation of the Code of Academic Conduct is suspected, it is the duty of every member of the academic community who has evidence to take action following the procedures outlined in the appropriate Code of Academic Conduct. Students should under no circumstances tolerate any form of academic dishonesty.

## General Policies

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

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

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

Tulane University has implemented grievance procedures for faculty, staff, and students concerning cases of alleged discrimination, including those of alleged sexual harassment. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated. Complaints or confidential inquiries may be referred to the Office of Human Resources & Institutional Equity ([https://cm.maxient.com/reportingform.php?TulaneUniv&layout\\_id=0](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](mailto:ferpa.complaints@ed.gov)) concerning alleged failures by the institution to comply with the Act. Information concerning the rights and protection under the Act, the types and locations of education records maintained, and the procedure to be used by the institution for compliance with the provisions of the Act can be obtained from the following offices: Vice President for Student Affairs/Dean of Student Services (<https://studentaffairs.tulane.edu/contact-us/>) and Registrar's Office (<https://registrar.tulane.edu/contact-us/>). Tulane University's FERPA policy may be found here (<https://registrar.tulane.edu/privacy-policies-forms/>). Grievances or confidential inquiries concerning the Act may be referred to the Office of Human Resources & Institutional Equity (<https://equity.tulane.edu/>).

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

## Grade Change

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

## Military Benefits

### Veterans and Family Members

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

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

*Newcomb-Tulane College - Undergraduate & Graduate, SoPA - Undergraduate/Graduate, Law, School of Social Work, School of Medicine (non-MD), and School of Business*  
Office of the University Registrar  
110 Gibson Hall  
6823 St. Charles Avenue  
New Orleans, LA 70118  
(504) 865-5231  
[veterans@tulane.edu](mailto: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) (<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/](https://registrar.tulane.edu/Academic_Calendar/)) on the University Registrar's webpage for important registration and refund deadlines. Failure to

heed the dates set forth in the official academic calendar could result in academic or financial penalty.

## Religious Observation

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

## Residency

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

## Transfer Credit Acceptance After Matriculation

- Transfer credit must be from an institution accredited by one of the following institutional accrediting agencies\*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC).
- Courses evaluated for transfer must be evaluated based on course content and suitability for the discipline.
- Once accepted for transfer, articulations are valid for three years, regardless of when or how often Tulane offers a course.

*\*Referred to as "regional accreditors" prior to 2020.*



# GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

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

Office of Graduate and Postdoctoral Studies (p. 13)

Graduate Programs (p. 29)

Academic Policies (p. 13)

Master's Programs Requirements (p. 22)

Ph.D. Program Requirements (p. 25)

## Office of Graduate and Postdoctoral Studies

### Overview

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

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

### Academic Policies

- Code of Student Conduct
- Childbirth and Planned Educational Leave Policies
  - Graduate/Professional Student Childbirth & Family Leave Policy (p. 13)
  - Accommodations Applying to Those Taking Both Childbirth and Family Leaves (p. 14)
  - Childbirth and Family Leave Policy FAQs (p. 14)
  - Planned Educational Leave Program (p. 16)
- Financial Assistance

- Financial Obligation to the University
- General Policies, Guidelines, and Schedules
  - Guidelines and Policies for Graduate Assistants (p. 17)
  - Theses and Dissertations Digital Repository Policy (p. 19)
  - Graduate Student Health Insurance Subsidy (p. 19)
- Graduate Council
- Graduate Student Grading Policy
- Graduate Studies Student Association
- Incomplete Grades
- Professional Codes of Academic Conduct and Professionalism
- Rules and Regulations
- Tuition and Fees
- Unified Code of Graduate Student Academic Conduct

### Code of Student Conduct

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

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

### Childbirth and Planned Educational Leave Policies

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

### Graduate/Professional Student Childbirth & Family Leave Policy

Tulane University recognizes the importance of balancing the family and educational needs of new parents and those expecting a baby or the adoption of a child. We are committed to supporting all of our



graduate and professional students during their academic careers and to finding ways to accommodate these life events.

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

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

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

### **Childbirth Leave**

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

A Childbirth Leave covers pre-term labor (as specified by a healthcare provider), late-stage pregnancy, childbirth, and post-natal recuperation. A Leave lasts eight weeks from the qualifying event and extends academic milestones, including candidacy requirements (including qualifying exams, dissertation, thesis, and coursework), by one academic semester. It also assures that, if the person giving birth is receiving financial support, that support will be maintained through the period of the modification(s).

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

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

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

## **Accommodations Applying to Those Taking Both Childbirth and Family Leaves**

### **Maintaining Full-Time Status**

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

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

### **University Stipends and Funding**

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

### **External Funding**

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

## **Childbirth and Family Leave Policy FAQs**

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

Disclaimer: We have attempted to address all issues within the Childbirth and Family Leave Policy and the FAQs. However, we are aware that we cannot cover every situation in these documents. Please stay in contact with Case Management and Victim Support Services

throughout the course of your pregnancy and leave so that we can attempt to accommodate any special circumstances that may arise.

**Q: I recently found out that I am pregnant and my due date is during the academic semester. Do I have to drop out or take some kind of leave of absence?**

A: No, you do not have to drop out. You may choose to stay enrolled as a full-time student during the semester that you give birth. You are entitled to eight weeks of leave during that semester. If you are enrolled in coursework, arrangements will need to be made individually.

**Q: Do I need to become a part-time student?**

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

**Q: I am also working as an RA (or TA) as part of my PhD program. What happens with that funding during my leave?**

A: During your leave, you will continue to receive the same pay that you were receiving prior to your leave, regardless of the specific source of that funding. If there are questions about this, your department – probably the director of graduate studies and/or department chair – will work with the Office of Academic Affairs on the mechanisms of the financial details.

**Q. Will my leave impact my progress toward the completion of my degree?**

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

**Q. What happens if I'm due to give birth in the summer?**

A: Typically, this policy only guarantees funding during the period of your stipend from Tulane (roughly nine months running from mid-August to mid-May for most graduate students receiving stipends). Summer employment is not guaranteed for most students. However, the eight-week period will begin whenever you give birth, so it is possible that some part of the end of the spring or beginning of the fall would be covered by the Childbirth and Family Leave. For example, if you had a baby on August 1 and your stipend were scheduled to begin August 15, you would be eligible to receive six weeks of leave, as well as six weeks of your stipend.

**Q. What happens if my funding comes from a non-Tulane source?**

A: For students who are funded from sources outside the university (e.g. Ford, NSF, etc.), that agency's policies apply to you. If there is no policy, then this Tulane policy applies to you.

**Q: Who at the university should I talk to first about my pregnancy?**

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

**Q: When I meet with someone in Case Management and Victim Support Services, is my confidentiality maintained?**

A: Yes, but only up to a point. Your confidentiality is maintained until the case manager establishes communication with your department to discuss arrangements for your leave. At that time, in order to formulate a plan for your leave, they will need to disclose your identity to your department. However, even then, information will only be shared on a "need to know" basis.

**Q: What information will I need to share with Case Management and Victim Support Services?**

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

**Q: I know that I need to tell my PI/advisor that I'm pregnant. When should I do this?**

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

**Q: I'm worried about having this conversation -- how do I talk with my PI or advisor about my pregnancy?**

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

**Q: Does this mean I can keep my student health insurance while on leave?**

A: Yes. Whatever your current arrangements are with your program for covering your health insurance will continue for the eight weeks.

**Q: What if I have complications during my pregnancy, or I go into pre-term labor?**

A: The Childbirth and Family Leave Policy covers last-stage pregnancy, childbirth, and the care of a newborn. Therefore, your leave period might need to start earlier than expected. Also, you should talk to Case Management and Victim Support Services and your healthcare provider about possible eligibility for short-term accommodations.

**Q: What happens if I am not ready to come back to school after eight weeks?**

A: You should let your PI or advisor know this as early as possible so that other arrangements can be made and so that you can discuss possible impacts on your academic progress. If you are also employed

as part of your graduate program, your leave after eight weeks would be unpaid.

**Q: I'm pretty sure that I will need to take off more than eight weeks. Can I do that?**

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

**Q: If I use the Planned Educational Leave, am I no longer a graduate student at Tulane?**

A: You do retain your student status during a Planned Educational Leave. However, there are many restrictions while on this kind of leave – for example, financial aid and grants are suspended, you are not eligible to receive fellowship funds, and you would have to pay out-of-pocket if you wanted to keep your student health insurance.

**Q: How are the details of this policy affected if I'm an international student?**

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

**Q: All of this applies to the person giving birth. What kind of leave applies when it is my partner who is giving birth?**

A: Regardless of your gender, as an expectant parent, all of the terms of this policy apply. You should observe the same timeline for contacting Case Management and Victim Support Services so that we can work out the details of what a leave will entail in your particular situation.

**Q: What if both my partner and I are graduate students? Are we both eligible?**

A: Yes, you are both eligible to take the Childbirth and Family Leave. In addition, the Planned Educational Leave is available if either or both of you want to consider a semester or year off to care for your child.

**Q: Do these leave policies apply to me if I am fostering and/or adopting a child?**

A: Yes, they do.

**Q: If I or my partner is having a baby (or fostering or adopting), am I required to take the Childbirth and Family Leave?**

A: No, you do not have to take leave. However, Tulane University seeks to be supportive of graduate student-parents and, as such, we encourage you to utilize these policies.

## Planned Educational Leave Program

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

## Eligibility

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

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

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

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

## Restrictions While On PELP

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

## Availability of University Services

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

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

### Application Process

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

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

The PELP request form must include the following information:

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

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

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

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

### PELP Extension Requests

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

## Financial Assistance

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

## Financial Obligation to the University

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

## General Policies, Guidelines, and Schedules

### Guidelines and Policies for Graduate Assistants

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

#### ARTICLE 1: DEFINITIONS

"Graduate Student" means all persons enrolled at Tulane University pursuing post-baccalaureate studies on either a "for credit" or on an "audit" basis, and on either a full-time or part-time basis, including Research Dissertation and Masters. This includes, but is not limited to, students pursuing 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 appointed by the Dean. The Chair shall vote only in case of a tie vote.
6. In all cases, the committee will report its findings and recommendations to the Dean for appropriate action.

#### ARTICLE VIII: TUTORING

1. Graduate students are allowed to supplement their stipends by tutoring undergraduate students in courses in which they have no direct responsibility at the time. Students with tuition waivers and stipends are subject to permission from their department chair or program director.
2. A graduate student who is teaching a class or lab of a multi-section course that uses a common syllabus and common exams may not tutor any student in any section of that course.
3. A graduate student may use their office for tutoring or may ask departmental permission to use a classroom or other appropriate university facility.
4. The graduate advisor or department chair may require a graduate student to limit their tutoring activity if, in the view of the department,

such activity is impeding the graduate student's academic progress or keeping them from fulfilling responsibilities within the department.

5. Graduate students, like any other member of the teaching faculty, may offer review sessions for their students to which they may invite students from other sections of the same course. The graduate student arranging such a session may not, under any circumstances, take money from the students in attendance.
6. A graduate student receiving a tuition waiver must have prior approval from the chair or advisor to work outside the department or program, because such activities might impede progress toward degree.

### Theses and Dissertations Digital Repository Policy

All students who prepare a thesis in partial fulfillment for a graduate degree (PhD, MS, MA, MFA, MLA, MProS) must submit a digital copy of their approved thesis or dissertation, complete with committee signatures, to the Howard Tilton Memorial Library Theses and Dissertations Archive ([https://digitallibrary.tulane.edu/theses\\_and\\_dissertations/](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<sup>†</sup>. This subsidy is distributed equally between the fall and spring terms. Coverage will continue during the summer months, provided the student continues in good standing and pays his or her share of the insurance costs. The university's subsidy cost is to be borne by the student's school, department or program, or advisor's grant account, as determined by the appropriate school dean.

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

Example

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

**BASIC**

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

**CONTINUATION\*\***

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

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

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

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

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

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

## Graduate Council

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

## Graduate Student Grading Policy

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

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

### GRADES

Grades for graduate students are reported as follows:

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

Clarification on certain grades that a graduate student could receive:

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

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

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

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

## ACADEMIC PERFORMANCE STANDARDS

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

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

## GRADE CHANGE POLICY

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

## THE APPEAL PROCESS

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

## Graduate Studies Student Association

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

## Incomplete Grades

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

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

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

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

## Professional Codes of Academic Conduct and Professionalism

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

- Law School (<https://catalog.tulane.edu/law/#academicpoliciestext>)
- School of Medicine (p. 36)
- 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 dissertation fees, are established by the individual schools or programs. Students who have assistantships are often granted tuition waivers, but fees are the responsibility of the student. Consult the graduate adviser of the appropriate school for more information on tuition and fees.

## Unified Code of Graduate Student Academic Conduct

Tulane University expects students to conduct their academic endeavors with honesty and integrity. As part of the University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Any student behavior that has the effect of interfering with the education, pursuit of knowledge, and/or a fair evaluation of the student's performance is considered a violation of the proscribed academic conduct, as set forth in the Unified Code of Graduate Student

Academic Conduct ([https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%20\(1\).pdf](https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%20(1).pdf)). The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of University or departmental research and/or ethics committees. Programs and schools may have additional codes of conduct related to ethics or professional conduct with which students should familiarize themselves. Questions concerning jurisdiction should be addressed to the dean of the respective school.

Unified Code of Graduate Student Academic Conduct ([https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%20\(1\).pdf](https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%20(1).pdf))

## Master's Programs Requirements

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

- 4+1 Master's Programs
- Additional Requirements
- Admission to Degree Programs
- Conferring of Degrees
- Change of Courses
- Change of Departmental Program
- Dual Degree Programs
- Grades
- Master's Degree Minimum Degree Requirements
  - Minimum Credit Hour Requirements (p. 24)
  - Continuous Registration Requirements (p. 24)
  - Full-Time Status (p. 24)
  - Part-Time Status (p. 24)
  - Transfer Credit (p. 24)
  - Tenure for Degree Students (p. 24)
  - Dual Degree Programs (p. 24)
- Medical Excuses
- Registration Policies and Procedures

- Required Withdrawal and Denial of Enrollment
- Thesis Requirements
  - Thesis Committees (p. 25)
  - Thesis Guidelines (p. 25)

## 4+1 Master's Programs

In some programs, undergraduate students have the option of obtaining a master's degree with one additional year of study beyond the bachelor's degree (4+1). Program requirements vary with graded thesis/comprehensive requirements. In programs without a six-credit graded thesis/comprehensive exam requirement, 30 credit hours of additional coursework beyond the bachelor's level are required. Those programs that offer a six-credit graded thesis/comprehensive-based 4+1 option require 24 credit hours of coursework beyond the bachelor's level. In some cases, a modified undergraduate curriculum is required to complete the 4+1 program; e.g., enrollment during the senior year in 6000-level courses that can be applied to both the bachelor's and master's degrees. Because this may be the case, interested students are advised to consult with their program's graduate advisor prior to their junior year to obtain specific instructions for participation in the 4+1 program. Tuition for the fifth year of the 4+1 program is set by the appropriate school or program.

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

### GRADUATE COURSES TAKEN BEFORE THE BACCALAUREATE DEGREE IS CONFERRED

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

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

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

## Additional Requirements

Schools and graduate programs may have additional requirements for completion of the master's degree. Students are advised to consult

with the appropriate departmental graduate adviser or dean for this information.

## Admission to Degree Programs

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

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

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

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

## Conferring of Degrees

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

## Change of Courses

Students wishing to add or drop courses should consult the Schedule of Classes for instructions, as well as the official Academic Calendar ([https://registrar.tulane.edu/Academic\\_Calendar/](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.
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In some departments grades for certain courses are reported as follows:

Grade	Description
S	Satisfactory
U	Unsatisfactory

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

## Master's Degree Minimum Degree Requirements

### Minimum Credit Hour Requirements

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

### Continuous Registration Requirements

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

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

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

## Full-Time Status

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

## Part-Time Status

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

## Transfer Credit

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned, or by the dean of the appropriate school. In general, no more than 50% of all credits for a graduate degree may be transferred from another university or program. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs. Please see the Graduate Credit Transfer Policy ([https://ogps.tulane.edu/sites/default/files/Graduate%20Credit%20Transfer%20Policy\\_0.pdf](https://ogps.tulane.edu/sites/default/files/Graduate%20Credit%20Transfer%20Policy_0.pdf)) for more details.

## Tenure for Degree Students

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

## Dual Degree Programs

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

## Medical Excuses

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

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

Service except in instances of illnesses or injuries that involve hospitalization.

## Registration Policies and Procedures

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

## Required Withdrawal and Denial of Enrollment

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

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

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

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

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

## Thesis Requirements

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

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

## Thesis Committees

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

## Thesis Guidelines

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

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

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

## Ph.D. Program Requirements

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

## Degree of Doctor of Philosophy

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

- Admission to Degree Programs
- PhD Minimum Degree Requirements
- Minimum Credit Hour Requirements
- Continuous Registration Requirement
- Residency
- Full-Time Registration Status
- Part-Time Registration Status
- Transfer Credit
- Tenure for Degree Students

- Dual Degree Programs
  - Dual and Joint Degree Programs and Credit Sharing Requirements (p. 27)
- Dissertation Committees
- Admission to Candidacy
- The Prospectus
- The Dissertation
- Additional Requirements
- Registration Policies and Procedures
- Change of Courses
- Change of Departmental Program
- Grades
- Medical Excuses
- Required Withdrawal and Denial of Enrollment
- Conferring of Degrees

## Admission to Degree Programs

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

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

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

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

## Ph.D. Minimum Degree Requirements

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

## Minimum Credit Hour Requirements

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

## Continuous Registration Requirement

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

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

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

## Residency

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

## Full-Time Registration Status

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

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

## Part-Time Registration Status

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

## Transfer Credit

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

### GENERAL TRANSFER CREDIT GUIDELINES

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

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

### TRANSFER CREDITS FROM QUARTER-BASED SYSTEMS

Credits completed at an institution that uses a quarter credit system rather than a semester credit system will be accepted at two-thirds ( $\frac{2}{3}$ ) the number of hours on the transcript. For instance, a three-credit hour course from an institution that uses quarter credits will transfer to Tulane University as two hours of credit, if the course is accepted.

### GRADUATE CREDIT EARNED BEFORE THE BACHELOR'S DEGREE IS CONFERRED

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

## Tenure for Degree Students

Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane. Tenure for the Ph.D. degree is seven years. Tenure is not affected by registration status. Under certain circumstances, upon the recommendation of the chairperson of a student's department or program committee, the dean of the school

may extend tenure, but a student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work. Tenure regulations are applicable to all degree students, regardless of date of first registration. A registration block will be imposed by the school dean for those students who are beyond their time of tenure. The registration block can only be removed with permission from the school's dean.

## Dual Degree Programs

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

## Dual and Joint Degree Programs and Credit Sharing Requirements

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

## Dissertation Committees

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

## Admission to Candidacy

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

## The Prospectus

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

## The Dissertation

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

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

digitallibrary.tulane.edu/theses\_and\_dissertations ([https://digitallibrary.tulane.edu/theses\\_and\\_dissertations/](https://digitallibrary.tulane.edu/theses_and_dissertations/)). Schools may require students to submit a paper copy of their dissertation.

## Additional Requirements

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

## Registration Policies and Procedures

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

## Change of Courses

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

## Change of Departmental Program

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

## Grades

Grades are reported as follows:

Grade	Description
A	
A-	
B+	
B	
B-	
C+	A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.
C	
C-	
D+	
D	
D-	
F	

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

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

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

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

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

Grade	Description
S	Satisfactory
U	Unsatisfactory

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

## Medical Excuses

Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester. Students who find it



necessary to miss class must assume responsibility for making up the work covered during that session, including quizzes, examinations, and other exercises; they also are responsible for obtaining notes on material covered in lectures or other class sessions.

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

## Required Withdrawal and Denial of Enrollment

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

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

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

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

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

## Conferring of Degrees

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

## Graduate Programs

Tulane offers research-oriented graduate programs leading to PhD, MA, MFA, and MS degrees through the Schools of Architecture,

Business, Law, Liberal Arts, Medicine, Professional Advancement, Public Health & Tropical Medicine, Science & Engineering, and Social Work. Professional degrees are available at both the master's and doctoral levels in the Schools of Architecture, Business, Law, Medicine, Public Health & Tropical Medicine, and Social Work. The School of Professional Advancement, the university's continuing education division, sponsors a Master of Liberal Arts, a Master of Professional Studies, and a Master of Public Administration. Joint degrees are available in several fields.

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

- School of Architecture (<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. 36)
- 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 (<https://catalog.tulane.edu/science-engineering/>)

## 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/>)
- 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/>)
- 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/>)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (<https://catalog.tulane.edu/business/finance/international-finance-mfn/>)
- Master of Global Management with Xiamen, MGM (<https://catalog.tulane.edu/business/global-management/global-management-mgm/>)
- Master of Management in Energy with UCASS (<https://catalog.tulane.edu/business/energy/business-international-mme/>)
- Master of Management in Energy, MME (<https://catalog.tulane.edu/business/energy/energy-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

- Africana Studies and Art History, MA (<https://catalog.tulane.edu/liberal-arts/art/africana-studies-and-art-history-ma/>)
- 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/computational-linguistics-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/Francophone Studies, MA (<https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-ma/>)
- French/Francophone 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/>)
- Joint Degree in Studio Art and Africana Studies, MFA/MA (<https://catalog.tulane.edu/liberal-arts/art/studio-art-africana-studies-mfa-ma/>)
- 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/>)
- Studio Art with a concentration in Africana Studies, MFA (<https://catalog.tulane.edu/liberal-arts/art/studio-art-concentration-africana-studies-mfa/>)
- 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. 113)

### Combined Degrees

- MD/MBA (p. 104)
- MD/MPH (p. 105)
- MD/MS in Bioethics (p. 106)
- MD/PhD (p. 107)

### Graduate Medical Education

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

- Residency & Fellowship Programs (p. 61)

### Graduate Program in Biomedical Sciences

1430 Tulane Avenue  
New Orleans, LA 70112  
tel 504-988-5226  
fax 504-988-3779

### Graduate Program

- Aging Studies, PhD (p. 79)
- Anatomic Pathology, MS (p. 63)
- Anatomy Research, MS (p. 64)
- Anatomy, MS (p. 64)

- Biochemistry and Applied Bioinformatics, MS (p. 65)
- Biochemistry, MS (p. 66)
- Bioethics and Medical Humanities, MS (p. 66)
- Biomedical Informatics, MS (p. 67)
- Biomedical Sciences, PhD (p. 68)
- Clinical Anatomy, MS (p. 70)
- Clinical Research Methods, MS (p. 71)
- Clinical Research, MS (p. 71)
- MD/MBA (p. 104)
- MD/MPH (p. 105)
- MD/MS in Bioethics (p. 106)
- MD/PhD (p. 107)
- Medical Genetics and Genomics, MS (p. 71)
- Microbiology and Immunology, MS (p. 72)
- Molecular Medicine and Health Sciences, MS (p. 73)
- Pharmacology, MS (p. 74)
- Physiology, MS (p. 75)

**Tulane Center for Aging**

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

- Aging Studies, PhD (p. 79)

- 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/education/master-of-education-med/>)
- Master of Public Administration with Concentration in Emergency Management, MPA (<https://catalog.tulane.edu/professional-advancement/john-lewis-public-administration-program/public-administration-concentration-emergency-management-mpa/>)
- Master of Public Administration with Concentration in Public Health, MPA (<https://catalog.tulane.edu/professional-advancement/john-lewis-public-administration-program/public-administration-concentration-public-health-mpa/>)
- Master of Public Administration, MPA (<https://catalog.tulane.edu/professional-advancement/john-lewis-public-administration-program/public-administration-mpa/>)
- Secondary Education, MAT (<https://catalog.tulane.edu/professional-advancement/education/secondary-education-mat/>)
- Sport Studies, Master of Science (<https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/>)

**Certificates**

- Advanced Emergency Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-emergency-management-certificate-graduate/>)
- 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/john-lewis-public-administration-program/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/john-lewis-public-administration-program/environmental-management-resilience-cert/>)
- Equity-Centered Education Leadership Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/education/equity-centered-education-leadership-certificate/>)
- 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/>)

## 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/education/early-childhood-education-mat/>)
- Elementary Education, MAT (<https://catalog.tulane.edu/professional-advancement/education/elementary-education-mat/>)
- Emergency Management, Master of Professional Studies (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-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/john-lewis-public-administration-program/public-administration-mpa-msred/>)

- Learner Experience Design Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/education/learning-experience-design-certificate/>)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/john-lewis-public-administration-program/nonprofit-strategic-philanthropy-management-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/>)
- Special Education Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/education/special-education-certificate/>)
- 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/>)
- Teaching English Learners Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/education/teaching-english-learners-certificate/>)
- Technology Architecture Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/technology-architecture-cer/>)
- Clinical Investigation, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-phd/>)
- 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-msph/>)
- 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-msph/>)
- 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/>)

## 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-msph/>)
- Biostatistics, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/>)
- BS/MHA Accelerated Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/>)
- BS/MPH, MSPH or MPH&TM Accelerated Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mph-msph-mphtm/>)
- BSPH/MPH or MSPH or MPHTM or MHA Accelerated Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mp-mphtm-mha/>)
- Clinical Investigation, MS (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/>)



- Maternal and Child Health, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/maternal-child-health-mp/>)
- 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-mp-mpsph-mphtm/>)
- Nutrition, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/nutrition-mp/>)
- Nutrition, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/nutrition-mpsph/>)
- 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-mp/>)
- 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/>)
- 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/>)
- Computational Science, MS (<https://catalog.tulane.edu/science-engineering/center-for-computational-science/computational-science-ms/>)
- 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/>)

## 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/>)

- 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/>

*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.

### Program of Nursing Policies

A full description of academic policies for nursing students can be found in the Program of Nursing (p. 81) page accessible through the Academic Department tab of the School of Medicine page.

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## School of Medicine Policies

### Graduate Student Policies

#### Requirement to Stay Informed

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

it is a good idea to have your Tulane email automatically forwarded to the email address you use.

## Enrollment Requirements

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

## Processes

### Absences

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

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

## Change of Name/Address

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

## Course Audits

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

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

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

## Course Changes

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



not be given for courses in which the student was not registered.

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

### Course Registration

Students register using Gibson Online (<https://gibson.tulane.edu/tulane/jsp/login.html>). Class schedules are found on the University Registrar's website at [www.registrar.tulane.edu](http://www.registrar.tulane.edu). (<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](mailto:enrollmentverify@studentclearinghouse.org)

Web: [www.studentclearinghouse.org](http://www.studentclearinghouse.org) (<http://www.studentclearinghouse.org/>)

### Professional/Environment of Learning Program

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

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

### Transferring Credits

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

Committee through the BMS Office, who will review the transfer request and make a recommendation for approval.

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

### Updating Grade of Incomplete

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

### Withdrawals

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

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

on the Case Management and Victim Support Services Website: <https://cmvss.tulane.edu/content/medical-withdrawal-leave-return> (<https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/>). **Students must notify the BMS Office of their intent to request a medical withdrawal or leave prior to beginning the process.**

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

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

## General Policies

### Academic Standards

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

If a student receives one B- grade, the student is immediately considered for probation. If a student receives two grades of B-, or one grade less than B- during his/her tenure in the BMS program, the student is placed on probation and considered for dismissal by the Assistant Dean or Co-Director, in consultation with the Steering Committee. The student's advisor will be consulted and will submit information to the Steering

Committee on the student's academic progress and research work. The student will be recommended to be removed from probation if they receive no further grades of B- or less in the following semester, as long as the student maintains a grade point average of 3.0 or better in BMS studies.

Grades in BMS are reported as shown below.

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

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

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

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

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

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

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

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

### Class Attendance

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

### Code of Academic Conduct

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

### Policy on Intellectual Property

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

### Student Employment

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

### Technical Standards

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

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

The following technical skills are required of the successful student:

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

required for experimentation within the chosen discipline. Those individuals with physical challenges are encouraged to contact the appropriate administration to determine their educational options within the chosen discipline.

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

### The Tulane University Code

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

## Medical Students

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

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

**DISCLAIMER** : Please note that School of Medicine (SOM) policies for the MD program may change after publication of the Tulane University catalog. For the

most current policies, please check the SOM Student Handbook and LCME Policies, available at the following link: <https://medicine.tulane.edu/student-affairs> (<https://medicine.tulane.edu/student-affairs/>)

## Non-Curricular Academic Policies

### School of Medicine Academic Calendars

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

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

### Promotion and Graduation Policy

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

Students must pass USMLE Step 1 prior to August 15th of their fourth year

During Year 3 and Year 4, students are required to complete 20.5 months of educational activity.

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

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

## Essential Functions/Technical Standards

### Purpose

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

### Overview

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

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

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

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

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

### DEFINITIONS

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

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

### POLICY GUIDELINES

#### General Requirements

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Approved by SOM Executive Faculty April 2021.)*

**Exemption of Basic Medical Science Courses**

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

**Clinical Rotation Requirements**

During the third and fourth years of medical school, students are required to complete 20.5 months of educational activity. Clinical clerkships are assigned according to a predetermined order ("the donut"). Students receive detailed information about clinical scheduling and registration generally in mid to late October, a few months before each annual registration period begins. (In rare

cases, curricular exceptions/changes for entire classes may be made, for example in the wake of pandemics or natural disasters. Students are required to monitor their Tulane emails daily to learn of critical curriculum updates.)

Required rotations include the following:

**Required Core Clerkships (generally T3 year)**

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

**Required Rotations (generally T4 year)**

Rotations	Weeks
Community Medicine	2 Weeks
Radiology	2 Weeks*
Emergency Medicine	2 Weeks*
Acting Internship	4 Weeks*
Electives (may include MD/MPH rotation)	26 Weeks*

\*may be completed outside of Tulane University affiliated hospitals

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

**HIPAA (Health Information Portability and Accountability Act) Training**

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

**Universal Precautions Training**

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

### USMLE Requirements: Step 1 and Step 2

1. A passing score for USMLE step 1 must be recorded by NBME by August 15th in the fourth year. However, students are advised to complete Step 1 BEFORE third-year clerkships begin for the best possible fourth-year scheduling and Match outcomes. Students not passing Step 1 are required to take a leave of absence until a passing score on Step 1 is achieved. Students must allow 30 days after NBME records a passing score before they should expect to return to clerkships: this allows clerkship departments adequate time to place and credential students.

Please note the following scheduling considerations:

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

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

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

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

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

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

### Educational Site Requests

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

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

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

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

### Senior Scheduling Requirements

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

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

### Right to a Healthcare Provider not involved in Evaluation

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

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

### Grading Policy

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

### Grading Guidelines for Pre-Clinical and Clinical Courses

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

Following Hurricane Katrina, preclinical courses were graded on a Pass (P)/Fail (F) basis only. This policy was in effect for the 2005 – 2006 and 2006 – 2007 academic years. This policy was

approved by the Executive Faculty in 6/06 and renewed 6/07 with annual review thereafter.

### Grades for Clinical Rotations (T3 and T4 Years)

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

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

Grade	Description
H - Honors	Should be awarded to a student whose performance in all phases of the course surpassed the minimum standards required by the faculty and was clearly superior to that of the average student taking the course. In courses for which an overall final numerical grade is derived, "Honors" might correspond to a grade of 94 (on a scale of 100) or higher.
HP - High Pass	Should be awarded to a student whose performance surpassed the minimum standards required by the faculty and was distinctly above average for students taking the course. In courses for which an overall final numerical grade is derived, "High Pass" might correspond to grades in the range 86 – 93 (ref. Subsection C. above). This grade may also be awarded in the case of a student whose performance was uneven in different phases of the course (e.g., a student who achieved high scores on objective examinations but whose ward or laboratory work was unremarkable).
P - Pass	Should be awarded to a student whose performance in the course met or surpassed the minimum standards required by the faculty. In courses for which an overall final numerical grade is derived, "Pass" generally corresponds to a grade in the range 70 – 85.

### C - Condition

In pre-clinical courses, "Condition" should be assigned to a student whose performance was marginal. In pre-clinical courses for which an overall final numerical grade is derived, "Condition" generally corresponds to a grade in the range 65 – 69. It may also be assigned to a student who failed to meet the minimum standards required in one or more sections of a course, despite an overall final passing average (e.g., a student who scored well on written examinations but who did not perform satisfactorily in the laboratory component). Invariably, this grade constitutes an academic deficiency requiring remedial work consisting of at least passing a repeat comprehensive final examination and possibly successful repetition of the course. In clinical clerkships, "Condition" is assigned to students whose performance on the wards or in other clinical aspects of the clerkship was satisfactory but who failed the final comprehensive examination. In such cases, the deficiency must be cleared by passing a repeat examination. NOTE: "Condition" grades are noted on the transcript with a "C." When the condition is cleared, the "C" is followed by a "P" ("C/P"). A student can only receive a "Condition/Pass" in clearing a deficiency by condition examination. A student must earn a 70 on the condition examination. If a student chooses to repeat the course rather than take the condition exam, the student must pass the course with a 75.

## F - Failure

Assigned to the student whose performance did not meet the minimum standards required by the faculty for this course. In pre-clinical courses or in clinical clerkships for which an overall final numerical grade is derived, "Failure" might correspond to grades below 65. In clinical clerkships, "Failure" should be assigned to students whose performance on the ward or in other clinical aspects of the clerkship was unsatisfactory irrespective of their having passed the final comprehensive examination. NOTE: When a student "fails," the "F" remains on the transcript. The course is listed again when the student passes, and the actual grade earned is recorded. Thus a student can "Honor" a course after failing it the first time. The student must make a minimum of 75 for the course to pass a course that is repeated.

## I - Incomplete

Assigned in cases where there is an unavoidable delay, caused by illness or other emergencies, in completion of course requirements. This grade will be assigned at the end of the course(s) when all but a minor portion of the course requirements have been completed. The "I" is a temporary grade and will be replaced on the transcript with the grade earned by the student. The student must satisfactorily complete the course requirements, thus earning at least a passing grade before being eligible for promotion to the succeeding year of study. All incompletes must be completed within six months of receiving the incomplete grade. After six months, incomplete grades are converted to failures. Grades of incomplete will be considered academic deficiencies for the purposes of advancement. Students with incomplete grades in pre-clinical courses must resolve the incompletes before they can advance to the next year. Students in the clinical curriculum who have two or more unresolved academic deficiencies (including any combination of incomplete grades, failures, or condition grades) must stop clinical rotations until all deficiencies are resolved. Students may not graduate with an incomplete on their transcript, even if they have completed all other graduation requirements. All incompletes must be resolved or converted to failures before a student is eligible to graduate. For example, if the student has earned an incomplete in an elective he or she does not need to meet graduation requirements, the incomplete must be converted to an F on the student's transcript if the student opts not to resolve the incomplete.



W - Withdrawn

Assigned for all courses currently being taken in cases where a student must be placed on leave-of-absence for a medical condition, as certified by a physician, or in cases where the student is suffering serious personal difficulties, as judged by the senior associate dean or his appointed delegate, and is thus unable to complete course requirements. Generally, a “W,” as opposed to an “I,” will be recorded on the transcript in cases where the student is forced to discontinue studies before completing approximately two-thirds of the course requirements. The “W” is also assigned in all courses currently being taken when the student voluntarily and permanently withdraws from the School of Medicine.

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

**Reporting of Grades**

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

**Extramural Reporting**

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

**Preclinical (T1 and T2) Elective Courses**

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

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

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

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

**Retention and Student Support**

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

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

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

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

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

**Academic Deficiencies, Resolving Deficiencies and Grounds for Dismissal**

A failing, or “Condition (C),” or incomplete grade in any course or clerkship constitutes an academic deficiency and requires review by the Student Professionalism and Promotion Committee which recommends to the Course Director or Clerkship Director how the deficiency is to be resolved, or if the student has more than one deficiency, what the student’s promotional status may be. C grades are not permanent and are converted to either Condition/Pass (C/P)

or Failing (F) grades. Incomplete grades are also temporary and must be converted within 6 months, or they will be converted to failures. Incomplete grades may be resolved by completing the outstanding work.

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

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

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

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

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

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

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

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

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

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

**Pre-Clinical Coursework (Phases 1 and 2):**

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

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

3. Failure in one pre-clinical course and a "C" in a second one in a single year requires repetition of the year.
4. Failure of two individual pre-clinical courses results in dismissal.
5. Any combination of three deficiencies (F or C) in phases 1 or 2 results in dismissal.
6. A student cannot proceed in the clinical curriculum until deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement to the clinical phase.
7. Students having difficulty in pre-clinical courses (as determined by course directors) are required to meet with course directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report
8. A student may be dismissed due to failure to follow the Tulane University Code of Student Conduct or the Code of Professional Excellence of the School of Medicine (see section below)
9. For details regarding the appeal process regarding grades or re-admissions, see section below.

**Clinical Clerkships (Phase 3):**

1. A student may only repeat a clerkship once.
2. When repeating a clerkship following a failure, the student must meet the parameters established by the particular department. Failure to meet these requirements results in a second failure of that clerkship and the student is dismissed, according to rule #1.
3. Failure of two individual clerkships results in dismissal.
4. Any combination of three deficiencies (F or C) in phases 3 results in dismissal.
5. A student who has 2 deficiencies (I, C, or F) cannot proceed in the clinical curriculum until these deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement.
6. Students having difficulty in clerkships (as determined by clerkship directors) are required to meet with clerkship directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report
7. A student can have a condition grade or fail a clerkship based on professionalism alone regardless of academic performance.
8. For details regarding the appeal process regarding grades or re-admissions, see appeal process.

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

## Appeal Process for Grades and MSPE

### General Policy Statement:

#### Appeal Process for Grades

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

#### Appeal Process for MSPE (Medical Student Performance Evaluation)

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

#### Appeal Process for Re-admission

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

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

#### Masters of Medical Sciences

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

#### Student Records

Tulane University complies with the provisions of FERPA, the Family Educational 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 Association/Association of American Medical Colleges, are generally given full and equal credit of all passing coursework completed for the first year or first two years of curriculum. In the very rare instances where a transfer student is considered, admission is at the prerogative of the Admissions Committee with approval by the Student Professionalism and Promotion Committee.

#### Absences and Leaves

##### Student Excused Absence Policy

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

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

The School of Medicine has the following rules concerning absences:

Preclinical (T1 and T2 years):

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

2. An excused absence does not obviate the need to make up work missed. Make-up processes are determined by course directors.
3. Students are also expected to notify their laboratory instructors and course directors of excused absences.
4. Any absence not excused will be considered unexcused.
5. Students should submit Excused Absence Request Forms in a timely fashion. Generally this is at least 30 days before a predicted life event, and within 24 hours following an illness or emergency.
6. In general, excused absences should be limited to a maximum of 2 per month.

#### **Clinical (T3 and T4 years):**

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

Students are required to attend the following activities:

Students are required to attend the following activities,

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

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

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

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

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

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

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

#### **Leave of Absence**

Students on LOA are not eligible for federal financial aid.

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

Leaves of absence will generally be granted for one year. Students may request one additional year of leave. Requests are to be made directly to the senior associate dean for Admissions and Student Affairs.

Leaves of absence will not be granted for additional time after two years have been granted. Students failing to report following a leave of absence will be dismissed. All reasonable attempts will be made to notify students that an approved leave of absence is nearing expiration.

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

#### **Financial Matters**

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

## **Tuition Refunds for Withdrawals**

### **GENERAL POLICY STATEMENT**

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

### **Accounts Receivable Billing Cycles**

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

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

### **Tuition Refunds for Withdrawals**

Tuition refund deadlines differ by pre-clinical (T1 and T2) and clinical (T3 and T4) curriculum. In general, students are responsible for all fees after the 100% refund deadline for both the pre-clinical and clinical curriculum. Students should see SOM's detailed Tuition Refunds policy (<https://medicine.tulane.edu/lcme-accreditation-policies/>). No refunds are issued after the 25% refund date.



## Off-Cycle and Leave of Absence Billing

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

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

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

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

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

## Billing for Repeated Coursework

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

## Other Refunds

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

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

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

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

## Student Conduct and Behavioral Expectations

### Code of Student Conduct (University Policy)

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

### Unified Code of Graduate Student Academic Conduct

Tulane University maintains a unified code of conduct that was passed by Graduate Council and GAPSAs and covers all graduate and

professional students, including MD students. The Unified Code of Graduate Student Academic Conduct does not replace professional or ethical codes specific to MD students regarding their training as medical professionals. The unified code may be found here ([https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final\\_0.pdf](https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final_0.pdf)).

### Medical Student Code of Professional Conduct (SOM)

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

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

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

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

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

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

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

*Approved by Executive Faculty (5/5/04)*

### Work hours

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

### Dress Code

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



inspires confidence among patients and helps to reinforce the doctor-patient bond.

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

### Email

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

### Policy on Social Media and Out-of-work Conduct

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

### Honor Code

#### Constitution

#### ARTICLE V: THE HONOR SYSTEM

##### Section 1.

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

##### Section 2.

#### General Violations

- I. It shall be a violation of this Honor Code for a student to cheat.
- II. It shall be a violation of this Honor Code for a student to knowingly circumvent any course requirement.
- III. It shall be a violation of this Honor Code for a student to steal.
- IV. It shall be a violation of this Honor Code for a student to purposely impair another student's educational opportunity.
- V. It shall be a violation to act in a manner which is detrimental to the moral and ethical standards of the medical profession.
- VI. It shall be a violation for a student to knowingly deceive another student, faculty member, or professional associate with the intent to gain advantage, academic or otherwise, for said student or for any other student.
- VII. It shall be a violation for any student to fail to report any infraction of the Honor System to an appropriate representative.

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

##### Section 3.

The Honor Board shall act as a jury to render a decision as to the innocence or guilt of the accused, and in the event of the latter shall

make recommendations for a penalty to be acted on by the Dean of the School of Medicine. The Honor Board shall have sole and final authority to judge the innocence or guilt of the accused.

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

#### Sanctions:

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

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

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

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

I. Permanent expulsion from the Medical School.

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

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

##### Section 4.

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

#### ARTICLE VI: BYLAWS AND AMENDMENTS

##### Section 1.

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

##### Section 2.

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

##### Section 3.

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

##### Section 4.

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

**ARTICLE VII: MISCELLANEOUS**Section 1.

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

Section 2.

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

*Effective: March 1935*

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

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

## Complaint

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

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

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

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

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

II. The alleged violation.

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

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

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

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

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

Section 2.

## Investigation

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

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

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

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

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

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

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

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

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

Section 3.

## Hearing Determination

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

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

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

Section 4.

## Notification of the Accused of the Hearing

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

- a. Shall state the name of the accused.
- b. Shall state the nature of the charges against the accused.
- c. Shall state the date, time, and location of the hearing on the alleged violation(s).
- d. Shall inform the accused of the right to request appearances of witnesses (including character witnesses) on his or her behalf.
- e. Shall inform the accused that the accused may bring an advisor of his/her choice selected from the students of Tulane Medical School to the hearing. Such an advisor at the hearing in no case shall be legal counsel. The advisor may not participate in the proceeding except to advise the accused.

#### Section 5.

##### Recusal

- a. Any Honor Board representative, whether elected or ad hoc, shall recuse himself or herself from investigating an alleged violation and/or sitting on a hearing panel when the representative feels any personal prejudice(s) may interfere with his or her objectivity. Such recusal shall be requested at the earliest possible point and shall be granted by the Chief Administrator.
- b. Any Honor Board representative, hearing panel member, and/or the accused may request that the hearing panel recuse any of its members before proceeding with a hearing. The accused will be supplied with a list of possible hearing panel members prior to the hearing. Such request, setting forth the reason for recusal, shall be made prior to the commencement of the hearing and a majority vote of the other hearing panel members, including the Chief Administrator, shall suffice to recuse a member.
- c. In the event of any removal, recusal, or other inability of an Honor Board representative to perform his or her duties with the Honor Board, the Chief Administrator shall select an Honor Board representative as a replacement for the recused.
- d. In the event of any removal or recusal of an Honor Board representative from a hearing panel, that Honor Board representative shall not be allowed to attend further hearings on that case unless called as a witness for either accused or complainant.
- e. Where the recused representative is the Chief Administrator, his or her duties shall immediately pass to the delegated Assistant Administrator for the duration of that case.

#### **ARTICLE V: HEARING**

##### Section 1.

##### Timing

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

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

##### Section 2.

##### Hearing Panel

For each hearing based on an alleged Honor Code violation, there shall be one hearing panel which shall determine whether the accused has violated this Honor Code and, if so, what sanction(s) shall be recommended. In the event the accused has admitted guilt prior to the hearing panel, the hearing panel will still proceed in the same manner in order for panel members to hear full disclosure of information prior to deciding upon sanctions. The panel shall consist of a minimum of six members representing each class (T1-T4) of the medical school. The chief administrator is not to be counted in this number.

- a. The Chief Administrator shall preside over the hearing, but shall not vote as to whether a violation has occurred or as to recommend sanction(s).
- b. No Honor Board member shall sit on a hearing panel when he or she has investigated the alleged violation.
- c. Should there be an insufficient number of Honor Board representatives to sit on a hearing panel due to recusal, illness, or any other reason, the Vice-President, Secretary, or Treasurer, in that order, shall be appointed by the Chief Administrator, as a temporary replacement from the same class as the absent representative.

##### Section 3.

##### Hearing Procedure

- a. General.
  - I. The Chief Administrator shall preside over the hearing and shall be present during the deliberations.
  - II. No person shall be present in the hearing room unless he or she has been called by the hearing panel.
  - III. The accused may address the hearing panel and may question witnesses.
  - IV. The advisor of the accused shall not address the hearing panel and shall not question witnesses.
  - V. The accused and the accused's representative or advisor shall be given the opportunity to be present at the hearing except during the deliberations of the hearing panel.
  - VI. Hearing panel members may recall investigators, complainants, the accused, and/or witnesses, but the accused must always be present when testimony is given.
  - VII. The Chief Administrator may prohibit any question if the question compromises the rights of the accused and/or does not significantly contribute to determining whether the accused has violated this Honor Code.
  - VIII. The hearing shall be recorded by audio means. These recordings shall be used for the sole purpose of recalling information during the hearing procedure by the hearing

panel. All recordings shall be destroyed after deliberations have been made.

#### b. Testimony.

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

##### I. The Investigators

- a. Each investigator shall report his or her findings to the hearing panel.
- b. Each investigator shall surrender any tangible evidence to the hearing panel.
- c. After each investigator has testified, the hearing panel shall question the investigator. The accused may then question the investigator. The hearing panel may then question the investigator again.

##### II. The Complainant.

- a. The complainant shall make a statement to the hearing panel.
- b. The hearing panel shall then question the complainant.
- c. The accused may question the complainant.
- d. The hearing panel may question the complainant again.

##### III. The Accused.

- a. The accused may make a statement to the hearing panel.
- b. The hearing panel shall question the accused.
- c. The complainant may question the accused.
- d. The hearing panel may question the complainant again.

##### IV. The Witnesses.

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

- a. The witness shall make a brief statement to the hearing panel relevant to the facts of the event in question.
- b. The hearing panel may question the witness.
- c. The complainant may question the witness.
- d. The accused may question the witness.
- e. The hearing panel may question the witness again.

##### V. Closing Statement

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

#### Section 4.

##### Deliberation

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

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

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

b. If the hearing panel finds that the accused has violated this Honor Code, then the accused may make a statement to the hearing panel relating to which sanction(s) the hearing panel should recommend to the Dean.

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

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

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

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

#### Section 5.

##### Submission of findings to the Dean

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

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

#### Section 6.

##### Appeal

a. The accused may appeal the finding that the accused has violated this Honor Code and/or the recommended sanction(s)

to the Medical School Dean or the Dean's designee, within seven days after the hearing's conclusion. The Dean or the Dean's designee shall determine the method of hearing an appeal. On any appeal to the Dean, the Dean must meet with both the accused and the Chief Administrator or a member of the Honor Board designated by the Chief Administrator.

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

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

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

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

## **ARTICLE VI: REVIEW OF FACULTY OR ADMINISTRATOR ACTION**

### Section 1.

#### Standard

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

### Section 2.

#### Review by the Honor Board

##### a. Investigation.

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

##### b. Hearing.

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

II. If the hearing panel finds that the conduct violated this Honor Code, the hearing panel shall, pursuant to Article V,

section 4, recommend the appropriate sanction(s) (which may be greater than the reduced grade by the faculty member or the penalty assessed by the Administrator) to the Dean or the Dean's designee.

### Section 3.

#### Review by the Dean

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

b. If the hearing panel finds that the alleged conduct did not occur or, if it did occur, that it did not violate this Honor Code, the Honor Board shall so inform the faculty member or administrator involved. The faculty member or administrator shall have five days to increase the grade or reduce the penalty. If the faculty member or administrator refuses to increase the grade or refuses to reduce the penalty, or if the increase or reduction is not satisfactory to the student, the Dean, or the Dean's designee, shall decide the appropriate grade to be given or penalty to be assessed.

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

## **ARTICLE VII: HONOR BOARD FILE**

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

## **ARTICLE VIII: SELECTION OF HONOR BOARD REPRESENTATIVES**

### Section 1.

#### Composition

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

### Section 2.

#### Chief Administrator

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

### Section 3.

#### Assistant Administrator



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

#### Section 4.

##### Duration of term

- a. The term of the first year representatives shall begin immediately upon posting of the Fall semester election results and shall end immediately upon the posting of the Spring semester election results of the following year.
- b. The term of the second year representative shall begin immediately upon the posting of the Spring election results and shall end immediately upon posting of the third year election results. It is a one-year term.
- c. The term of the third year representative shall begin immediately upon posting of the Spring semester election results and shall end upon graduation. It is a two-year term.
- d. In the event that a representative does not continue with the class that he/she represents, for any reason, his/her term will be ended and a replacement shall be elected from the class by simple majority of those voting.

#### **ARTICLE IX: FACULTY-HONOR BOARD LIAISON**

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

#### **ARTICLE X: REMOVAL OF HONOR BOARD REPRESENTATIVES**

##### Section 1.

##### Removal Due to an Honor Code Violation

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

##### Section 2.

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

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

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

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

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

#### **Alcohol and Other Drugs Policy (University Policy)**

Tulane University is concerned about the abuse of alcohol, illegal drugs, and controlled substances on campuses and in the workplace. In addition to having an alcohol and drug policy (found here (<https://campushealth.tulane.edu/policies/tulane-alcohol-policy/>)), the medical center complies with the Drug Free School Act of 1989. That act mandates that university officials turn over to local police authorities for arrest and prosecution any person who illegally uses drugs.

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

#### **Narcotics, Marijuana, and Other Controlled Substances**

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

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

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

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

#### **Possession of Weapons**

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

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

## **Degree Requirements**

## **Degree Requirements**

- General Graduate School Requirements

- Biomedical Sciences Graduate Program -Master of Science (MS)
  - One Year Programs
  - Two Year Programs
- Biomedical Sciences Graduate Program - Doctor of Philosophy
- Doctor of Medicine

## General Graduate School Requirements

A full description of Master's (p. 22) and PhD Degree (p. 25) requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

## Biomedical Sciences Graduate Program - Master of Science (MS)

### One Year Programs (Applications open October 1st)

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

### Two Year Programs (Applications open October 1st)

Two-year, research-intensive M.S. programs are designed to enhance the academic credentials and scientific research experience of graduates and prepare them for careers in academic or industrial research.

The two-year thesis-required program In Biochemistry and Molecular Biology leads to a Master of Biomedical Science in Biochemistry and Molecular Biology degree. Our distinctive program emphasizes student development in five areas to broaden and strengthen their academic foundation, and equips students with basic and advanced lab skills for a career in academic or industrial research.

The MS Clinical Anatomy degree is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences.

The MS Anatomy Research program is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed

specifically for candidates who wish to develop research careers in biomedical science and medical education.

The Masters in Molecular and Cellular Pathobiology is a full-time two-year thesis-based post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia.

## Biomedical Sciences Graduate Program - Doctor of Philosophy

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

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

Students undertaking work for the degree of Doctor of Philosophy should understand that this degree is awarded not for an accumulation of course credits only, but for superior attainment and accomplishment in research. Ordinarily the student is expected to finish the course requirements, 48 hours of credits at a minimum, in two full years of graduate study and complete the dissertation by the fourth year. The student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. A minimum of one year of full-time study in residence at Tulane University is required.

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

## Doctor of Medicine

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

latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

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

## Academic Departments

- Biomedical Sciences Graduate Programs (p. 63)
- Combined Degrees (p. 104)
- MD Degree Program (p. 113)
- Program of Nursing (p. 80)
- Tulane Center for Aging (p. 79)

## 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/gme> (<https://medicine.tulane.edu/education/gme/>)

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

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

## Mission

The Office of Graduate Medical Education is responsible for ensuring that all residents and fellows at Tulane University School of Medicine

are provided an accredited educational experience of the highest quality.

## Tulane Center for Aging Street Address

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

Email: [aging-studies@tulane.edu](mailto:aging-studies@tulane.edu)  
Phone: 504-988-3369

## Mailing Address

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

<https://medicine.tulane.edu/tulane-center-aging> (<https://medicine.tulane.edu/tulane-center-aging/>)

## An Aging Population

The demographic reality today and in the foreseeable future is a graying population, both in terms of an increase in life expectancy and in the number of people over the age of 65. The retirement of the baby boomers, 77 million strong, will place a strain on Social Security and Medicare in the next decades. Only a compression of morbidity, coupled to changes in health systems management and healthcare delivery, can relieve this pressure. This will require significant research effort, in biological sciences, clinical medicine, behavioral and social sciences, as well as demography, economics, and policy planning. The research will engage basic, clinical, and translational scientists in multidisciplinary teams. The issues surrounding the expansion of the elder population transcend medicine and public health. The design and implementation of elder-friendly communities is emerging rapidly with abundant economic impact on this state and country. Furthermore, the increase in elder health that is an essential social and economic imperative will require planning for second and even third careers. The concept of 'active retirement' is taking on new meaning under current economic conditions. This in turn engages universities in forms of continuing education that have yet to be thoroughly explored, and it also has important implications for the model of the workplace.

## Mission

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

## Vision

The Tulane Center for Aging will foster and support the development of research programs across a broad spectrum of disciplines that will provide solutions to the problems associated with aging at the level of the individual, the community, and the population. Special emphasis will be placed on multidisciplinary efforts that harness the extensive resources available at the Uptown and Downtown Campuses and at the Tulane National Primate Research Center. In the process, these efforts will strengthen individual programs, departments, and

disciplines throughout Tulane University. They will also contribute to the development of new initiatives. Virtually any area of endeavor at the University becomes a focus for the Center when the dimension of aging is applied. The Tulane Center for Aging will from the outset play a leading role in the strengthening of geriatrics and gerontology training at the University. This will be achieved by coordinating research, training/education, and service efforts. Our long term goal is to create a policy planning think tank that will serve the state and the region.

## Program

- Aging Studies, PhD (p. 79)

## Combined Degrees

### Combined Degrees

- MD/MBA
- MD/MPH
- MD/MS in Bioethics
- MD/PhD

## MD/MBA

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

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

### MBA Overview

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

## MD/MPH

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

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

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

### Program Information

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

## MD/MS in Bioethics

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

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

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

## MD/PhD

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

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



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

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

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

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

## Biomedical Sciences Graduate Programs

### Graduate Degree Programs

- Anatomic Pathology, MS (p. 63)
- Anatomy Research, MS (p. 64)
- Anatomy, MS (p. 64)
- Biochemistry and Applied Bioinformatics, MS (p. 65)
- Biochemistry, MS (p. 66)
- Bioethics and Medical Humanities, MS (p. 66)
- Biomedical Informatics, MS (p. 67)
- Biomedical Sciences, PhD (p. 68)
- Biomedical Sciences, PhD with Pharmacology Concentration (p. 69)
- Clinical Anatomy, MS (p. 70)
- Clinical Research Methods, MS (p. 71)
- Clinical Research, MS (p. 71)
- Medical Genetics and Genomics, MS (p. 71)
- Microbiology and Immunology, MS (p. 72)
- Molecular Medicine and Health Sciences, MS (p. 73)
- Pharmacology, MS (p. 74)
- Physiology, MS (p. 75)

### Graduate Certificates

- Clinical and Translational Research Certificate (Graduate) (p. 75)
- Clinical Ethics Graduate Certificate (p. 76)
- Clinical Research Certificate (Graduate) (<https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/clinical-research-certificate/>)

- Medical Humanities Graduate Certificate (p. 76)
- Research Ethics Graduate Certificate (p. 77)
- Sports Medicine Certificate (Graduate) (p. 77)

## Anatomic Pathology, MS

### Pathologists' Assistant Program

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

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

### Requirements

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

#### Year 1:

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



- Mechanisms of Disease II – Systemic Pathology (5 credits)
- Advanced Surgical Pathology Techniques II (4 credits)
- Advanced Surgical Pathology Techniques II Lab (2 credits)
- Pathologists' Assistant Seminar (1 credit)

**Year 2:**

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

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

## Anatomy Research, MS

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

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

**Who is this program meant for?**

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

**Program calendar**

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

## Requirements

**LIST OF SCB ELECTIVE COURSES**
**Offered in Fall Semester**

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2

ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

**Offered in Spring Semester**

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

**Offered in the Summer**

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

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

## Anatomy, MS

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

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

## Requirements

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

### LIST OF SCB ELECTIVE COURSES

#### Offered in Fall Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology I	3
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

#### Offered in Spring Semester

Course ID	Title	Credits
ANAT 7056	Graduate Histology 2	2
ANAT 7066	Graduate Anatomy 2	4
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	1
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

#### Offered in the Summer

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

## Biochemistry and Applied Bioinformatics, MS

### Overview

This is a two-year thesis-requiring program for study leading to a Master of Science degree in Biochemistry and Applied Bioinformatics.

In year one, students will acquire an academic foundation in biochemistry and bioinformatics and then, in year two, specialize in a sub-field as befits their research or employment interests.

The program is designed to improve the academic credentials and scientific research experience of graduates. Our distinctive program emphasizes student development in six areas (coursework, laboratory skills, bioinformatic analysis, independent thought, presentation skills, and personal growth), allows students to broaden and strengthen their academic foundation, and equips students with basic and advanced lab and bioinformatics skills for a career in academic or industrial research.

Students will take Graduate Biochemistry, Cell Biology, Biostatistics, and Bioinformatics courses, with a strong emphasis on research application of biochemical, molecular and bioinformatic knowledge.

Bioinformatics training focuses on skills in the application of diverse tools and databases addressing genomics, gene expression, proteomics, metabolism, and protein structure, function, and drug binding. These courses are taken along with first-year PhD students at the Tulane School of Medicine. All students will benefit from several other Biochemistry- or Molecular Biology-related courses, including a Biochemistry and Molecular Biology Seminar series, a Biochemistry Workshop, and a course on Academic Writing and Critique. All courses are taught within the Tulane School of Medicine by full time faculty.

In year two, students will perform bench or bioinformatic research toward the master's thesis and experience all aspects of basic research under supervision of a faculty advisor, from the development of an idea and scientific rationale, to experimental design and execution, data analysis, and possibly the drafting of a manuscript. Examples of high-level bioinformatics analysis (tools/databases) include the construction of mutational signatures from genome-sequencing data (Blast, Clustal, GenBank, CBioPortal), tumor pathological staging on the basis of gene expression presented in t-SNE projections (10X Genomics), immunological epitope mapping by analysis of protein conformational stability (Protein Data Bank, Swiss-Model), and in-silico drug-screening for protein binding (Autodock).

## Requirements

Students must take 30 credit hours of coursework by the end of the spring semester in year two, and they must complete and defend a master's thesis by the end of the summer in year two. Thesis research may commence at the beginning of year one, upon formation of the advisory committee. The student is expected to devote full time to research after the spring semester of year one, and until the thesis defense in the summer of year two.

Course ID	Title	Credits
<b>Year 1, Fall</b>		
<b>Required Courses</b>		
GBCH 6010	Graduate Biochemistry	4
BMSP 6070	Advanced Cell Biology	3
or BMSP 6050	Advanced Cell Biology - MS	
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
INTD 6010	Responsible Conduct of Research	0
GBCH 7230	Introduction to Bioinformatics	3
GBCH 7110	Selected Topics	1-4

Year 1, Spring		
Required Courses		
GBCH 7250	Biomedical Statistics and Data Analysis	2
GBCH 7100	Seminar	1
BMSP 7110	Workshop	1
GBCH 7170	Principles of Genetics	4
GBCH 7330	Advanced Bioinformatics	3
Electives		
GBCH 7550	Med Biochem Grand Rounds Exter	
GBCH 6110	Basic Medical Biochemistry	
GBCH 7120	Special Problems	
Year 2, Fall		
Required Courses		
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
Electives		
GBCH 7560	Academic Writing & Critique	
GBCH 7130	Selected Topics	
GBCH 7150	Tutorial Topics	
Year 2, Spring		
Required Courses		
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
Electives		
GBCH 7120	Special Problems	
GBCH 7160	Tutorial Topics	

## Biochemistry, MS

Biochemistry Masters 1-Year Program

*A two-semester graduate program designed to enrich and improve credentials of graduates to apply for admission to medical, dental or other healthcare-related profession programs.*

### Program Overview

This is a two-semester non-thesis program leading to a Master of Biomedical Science in Biochemistry degree.

The program is primarily designed to enrich and improve academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development, such as gaining entrance into medical, dental- or health profession-related schools.

The core curriculum emphasizes clinical applications of biochemistry and molecular knowledge. Required courses include Human Medical Cellular Biochemistry and Human Medical Metabolic Biochemistry which are equivalent to Tulane's first-year medical biochemistry

course, Medical Biochemistry Grand Rounds Externship Seminar which provides students with a unique opportunity to experience Medicine Grand Rounds from the biochemical, molecular and clinical perspectives, and the Department Seminar series exposing students to novel research in the field of biochemistry.

All students benefit from several other biochemistry- or molecular biology-related courses. Program electives range from more medically-related courses such as Chromosomal Instability and Cancer, Molecular Basis of Pediatric Disease, and Signal Transduction and Hormone Action to more research-related courses such as Biochemistry Research, Graduate-level Biochemistry, and Biomedical Statistics and Data Analysis. Additionally, the program has reciprocal relationships with certain courses in the Graduate Program in Biomedical Sciences, the Department of Microbiology and Immunology, the Department of Physiology, and the Department of Pathology and Laboratory Medicine. Students may elect to take Tulane first-year medical course equivalents in Graduate Medical Microbiology and Medical Immunology, Medical Physiology, Cancer Biology & Pathology, or Molecular & Cellular Pathology.

All courses are taught within the Tulane School of Medicine by full time faculty.

## Requirements

For the one year Program, students must take 30 credit hours of course work during the fall and spring semesters to complete the requirements for the degree. Additionally, students have the option to take the NBME Shelf Exam in Biochemistry as a culminating experience. Although not thesis based, this degree does involve several written assignments and oral presentations as part of the required course work. No research is required. Therefore, this is considered a "non-thesis" degree.

## Bioethics and Medical Humanities, MS

### Overview

The **Master of Science in Bioethics and Medical Humanities** is a non-thesis, capstone-required program within Biomedical Sciences which can be completed in either a **one- or a two-year** course of study. As healthcare becomes increasingly complex with both technological advances as well as social decisions that must be faced, this master's degree program will assist any learner who wishes to pursue healthcare ethics and humanities in their future. This is a 33-credit-hour program consisting of seven required core courses and four electives. This program accommodates Dual Degree MD-MS students (see below) and those students interested in pursuing the stand-alone MS degree. It is well-suited for both post-baccalaureate students progressing toward a terminal degree (e.g., an MD, JD, etc.) and mid-career professionals who wish to expand their potential in medical ethics and humanities. Students in professional schools wishing to take an MS in a gap year may complete the program in its one-year format. All courses in our program may be attended in-person or by live synchronous teleconferencing, allowing participation from virtually anywhere. Students pursue either the Bioethics Track or Medical Humanities Track to center their efforts, but the program is unique in providing the student both a bioethics and a medical humanities education through our interdisciplinary faculty brought together in

the Program in Medical Ethics and Human Values. Core program faculty staffing the core courses are drawn from Philosophy, English, Medicine, Humanities and Clinical Ethics and boast a distinguished publication record in Bioethics and Medical Humanities.

This MS degree can be also earned by incoming students at the Tulane School of Medicine as a Dual Degree (MD-MS) program, completed within the same 4 years of medical school. See details at the link below.

MD-MS Dual Degree Program (p. 106)

## Requirements

Course ID	Title	Credits
<b>Core Courses</b>		
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
<b>BIOETHICS TRACK</b>		
BEMH 6007	Ethical Theory	3
BEMH 6010	Research Ethics	3
BEMH 6011	Clinical Ethics	3

Course ID	Title	Credits
<b>MEDICAL HUMANITIES TRACK</b>		
BEMH 6005	Medicine in Literature & Film	3
or BEMH 6012	The End of Life in Film & Lit.	
BEMH 6008	History of Medicine	3

## Biomedical Informatics, MS

### Overview

The program is a two-year (four-semester) thesis program leading to a Master of Science in Biomedical Informatics. The major goal of the program curriculum is to train new Biomedical Informatics (BMI) specialists. The program is primarily designed to enrich and improve the academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development and medical research. Each graduate will be able to use their preparation to investigate and apply information and communication technologies to advance research, practice, and solve problems in the related Biomedical fields in a comprehensive, competitive, and effective way.

The program is designed to include the following high-level competency areas:

- Biomedically-related courses: principal of public health informatics, biomedical imaging and process, advanced bioinformatics.

- Data science related courses: introduction to data science, data science with cloud computing, advanced data science analytic techniques, and big data related courses.

- The program has reciprocal relationships with specific courses in the graduate programs in Biomedical Engineering, and Biochemistry/ Molecular Biology.

The program will provide graduates with marketable skills for informatics careers in biology, medicine, public health, IT trainers, project managers, chief nursing officers, chief medical officers, or research scientists focused on the development of prescriptive analytics from big data sources. These uniquely trained master's graduates will be critical to existing efforts to improve health outcomes. Building a stronger presence in biomedical data sciences and informatics in clinical practice, research, and education, is a high priority for the institutions. This program also prepares students to participate in research programs in academia, healthcare, public health, and industry, as well as to apply the knowledge in clinical, government, and industry settings.

## Requirements

The core curriculum emphasizes biomedical applications of data science and big data knowledge. Students must complete a minimum of 32 credit hours from the courses listed below (23 core and at least 9 elective credit hours).

### Year 1

Fall		Credit Hours
BIMI 6100	Elements in Biomedical Informatics	4
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
BIMI 6300	Fundamentals of Data Analytics	3
<b>Credit Hours</b>		<b>10</b>

### 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
<b>Credit Hours</b>		<b>9</b>

### Summer Session 1

BIMI 9980	Master's Thesis Research	0
<b>Credit Hours</b>		<b>0</b>

### Year 2

Fall		Credit Hours
BIMI 8500	Research Methodology of Biomedical Informatics	2
BIMI 9980	Master's Thesis Research	0
<b>Credit Hours</b>		<b>2</b>

**Spring**

BIMI 8500	Research Methodology of Biomedical Informatics	2
BIMI 9980	Master's Thesis Research	0
<b>Credit Hours</b>		<b>2</b>

**Summer Session 1**

BIMI 9980	Master's Thesis Research	0
<b>Credit Hours</b>		<b>0</b>
<b>Total Credit Hours</b>		<b>23</b>

**ELECTIVES**

Electives courses (Year 1 or Year 2): All students are required to take at least one of the following biologically relevant courses (excluding GBCH 7250 Biomedical Statistics and Data Analysis (2 c.h.)) as an elective: BMSP 6070 Advanced Cell Biology (3 c.h.); GBCH 6010 Graduate Biochemistry (4 c.h.); EPID 7810 Human Molecular Genetics (3 c.h.). Other elective courses may be substituted with permission of the Program Director.

Course ID	Title	Credits
<b>Fall</b>		
BIMI 6400	Health Informatics	3
BIMI 8550	Computational Biology: Structure and Organization	3
BMEN 6830	Intro Biomed Imaging & Process	3
GBCH 6010	Graduate Biochemistry	4
GBCH 7230	Introduction to Bioinformatics	3
PATH 7600	Cancer Biology and Pathology	3
<b>Spring</b>		
GBCH 7170	Principles of Genetics	4
GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
GPSO 7320	Renal Physiology	3
MIIM 7065	Scientific Writing	2

## Biomedical Sciences, PhD

**What Makes Tulane's Program Unique?**

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

Students complete all course requirements in their first two years. Core courses including Advanced Cell Biology, Biochemistry, Human Molecular Genetics, Biostatistics, Systems Biology, and Biomedical Informatics, which along with Basic Science electives provide a broad foundation for future research. More than 150 scientists from Basic Science and Clinical Departments and School Of Medicine Centers participate fully in the BMS program. Students have ample opportunities to match with one of these scientists by conducting at least three lab rotations in their first year prior to selecting their Dissertation Advisor.

All PhD students receive a full tuition waiver and a stipend of approximately \$33,000 per year for the entire duration of the program.

## Requirements

A minimum of 48 credit hours of coursework and independent study is required for a Ph.D. at Tulane University. Students take an identical Core Curriculum in the first year (except for Biomedical Informatics Track), totaling 27 credit hours. In the second year, students must complete at least 21 credit hours. Coursework in the second year must include at least 6 credit hours of lecture-based coursework (electives), with the remaining credit hours consisting of Independent Study and/or Special Topics (research). Students may take Independent Study and/or Special Topics for 1-6 credits each per semester for a maximum of 12 credits each until course completion. Electives are selected from the elective curriculum by the student in consultation with the dissertation advisor.

**Year 1**

Fall	Credit Hours	
Total coursework for the First Year Fall + Spring must equal 27 credit hours	21	
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7120	Research Topics and Rotations (2 credits for seminar, 2 for first rotation)	4
BMSP 7100	Biomed Sciences Workshop	1
INTD 6010	Responsible Conduct of Research	0
<b>Credit Hours</b>		<b>34</b>

**Spring**

GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770	Physiological Basis of Disease	3
or BIMI 7500	or Genomic Sequence and Omics Data Analysis	
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
<b>Credit Hours</b>		<b>14</b>

**Summer Session**

BMSP 9990	Dissertation Research	0
<b>Credit Hours</b>		<b>0</b>

**Year 2**
**Fall**

Total for Second Year Fall + Spring must equal at least 21 credit hours.<sup>1</sup>

BMSP 7140	Biomedical Sci Seminar
BMSP 7100	Biomed Sciences Workshop
Maximum of 6 credits per semester of Independent Study and/or Special Topics Combined.	
BMSP 7990	Independent Study <small>Must register with the BMS Office</small>



BMSP 7500	Special Topics	Must register with the BMS Office	
Electives (to be chosen in consultation with dissertation advisor)			
<b>Credit Hours</b>			<b>0</b>
<b>Spring</b>			
BMSP 7110	Workshop		
BMSP 7150	Seminar		
Maximum of 6 credits per semester of Independent Study and/or Special Topics Combined.			
BMSP 7990	Independent Study	Must register with the BMS Office	
Electives (to be chosen in consultation with dissertation advisor)			
<b>Credit Hours</b>			<b>0</b>
<b>Summer Session</b>			
BMSP 9990	Dissertation Research		0
<b>Credit Hours</b>			<b>0</b>
<b>Total Credit Hours</b>			<b>48</b>

<sup>1</sup> 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.

<b>Year 1</b>			
<b>Fall</b>			<b>Credit Hours</b>
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
<b>Credit Hours</b>			<b>13</b>
<b>Spring</b>			
GBCH 7250	Biomedical Statistics and Data Analysis		2
EPID 7810	Human Molecular Genetics		3
BMSP 7130	Research Topics and Rotations		4
BMSP 7770	Physiological Basis of Disease		3
or BIM1 7500	or Genomic Sequence and Omics Data Analysis		
BMSP 7150	Seminar		1
BMSP 7110	Workshop		1
<b>Credit Hours</b>			<b>14</b>
<b>Summer Session 1</b>			
BMSP 9990	Dissertation Research		0
<b>Credit Hours</b>			<b>0</b>
<b>Year 2</b>			
<b>Fall</b>			
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
<b>Credit Hours</b>			<b>12</b>
<b>Spring</b>			
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		
<b>Credit Hours</b>			<b>13</b>
<b>Year 3</b>			
<b>Fall</b>			
GPHR 9990	Dissertation Research		0
<b>Credit Hours</b>			<b>0</b>
<b>Spring</b>			
GPHR 9990	Dissertation Research		0
<b>Credit Hours</b>			<b>0</b>

**Year 4**
**Fall**

GPHR 9990	Dissertation Research	0
<b>Credit Hours</b>		<b>0</b>

**Spring**

GPHR 9990	Dissertation Research	0
<b>Credit Hours</b>		<b>0</b>

**Year 5**
**Fall**

GPHR 9990	Dissertation Research	0
<b>Credit Hours</b>		<b>0</b>

**Spring**

GPHR 9990	Dissertation Research	0
<b>Credit Hours</b>		<b>0</b>
<b>Total Credit Hours</b>		<b>52</b>

## Appendix

### PhD Dissertation Research Seminars

Each graduate student working for the Ph.D. degree will be required to present 2 seminars related to his/her thesis problem to the staff and students as a part of the regular departmental seminar series.

#### Seminar I

A review of the pertinent background literature and an outline of the research problem. A design of the proposed work and how the results may fit in with the hypothesis which serves as the basis for the thesis. This seminar must be given prior to a student's submission of their doctoral prospectus.

#### Seminar II

A presentation of the major points included in the thesis after most of the research data has been accumulated and the thesis is almost completed. This seminar should typically be given within a few months before the final defense.

#### Attendance

Attendance at all graduate lectures, exams, small group sessions, advances in pharmacology & departmental seminars is mandatory. If for some reason you are unable to attend a required class or session, you must obtain an excused absence from the Director of Graduate Studies (Dr. Clarkson). An official excuse is defined as:

1. personal illness (verification may be required)
2. family emergency such as a serious illness or death in the immediate family
3. sanctioned events such as the annual BMS retreat, BMS Research Day presentation, or attending a scientific meeting.

An excuse for any other event must first be pre-approved by the Department Chair or Director of Graduate Studies.

## Clinical Anatomy, MS

The MS Clinical Anatomy degree is designed to train the next generation of educators in the health sciences. This is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy,

embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences. In the first year, students in the program take anatomy and histology courses along with other graduate courses. In the second year, student take courses and practicums that train them in the principles and practice of medical education and curriculum development.

Class size is small to maximize the small-group teaching environment. All graduate courses in the program are taught within the School of Medicine by full time Medical School faculty.

This is a two-year non-thesis program that leads to the MS Clinical Anatomy degree. It is designed for bachelor degree graduates and physicians who intend to follow a career in teaching the morphological sciences in colleges as well as research and scholarship in health sciences education. With a MS Clinical Anatomy degree, graduates can apply for teaching positions in anatomy, histology, embryology, neuroanatomy, biomedical sciences.

## Requirements

Students must take 42 credit hours of course work over 4 semesters and complete the requirements for the degree.

### LIST OF SCB ELECTIVE COURSES

#### Offered in Fall Semester

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

#### Offered in Spring Semester

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

ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

**Offered in the Summer**

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

## Clinical 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
<b>Credit Hours</b>		<b>11</b>

**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
<b>Credit Hours</b>		<b>13</b>

**Summer Session**

MSCR 6420	Responsible Conduct of Resrch	1
MSCR 6430	Topics in Clinical Research	3
SPHL 6070	Health Systems Policy and Management	3
<b>Credit Hours</b>		<b>7</b>
<b>Total Credit Hours</b>		<b>31</b>

## 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
<b>Total Credit Hours</b>		<b>32</b>

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

## Medical Genetics and Genomics, MS

The Hayward Genetics Center offers a 1-year, post-baccalaureate Master in Medical Genetics and Genomics. This multidisciplinary program gives graduates an in-depth understanding of the rapidly advancing field of clinical medical genetics and genomics. It is designed to prepare qualified individuals for careers in the health sciences, and to provide an educational experience that will enhance the opportunity of being admitted into a postgraduate professional school such as medical school, genetic counseling or PhD programs.

- Most of our students are pre-med, and while it varies from year to year, we estimate that over 90% of our graduates who apply

to medical school or osteopathy school have been accepted in subsequent years.

- In addition to medical school, graduates from our program have also gone on to other careers including dental school, PhD programs, genetic counseling masters programs, and working with biomedical technology companies.
- The curriculum includes courses that cover the same material as the Tulane Medical School's first year Medical Genetics and Medical Biochemistry courses.
- We offer clinical shadowing opportunities in the Tulane Genetics clinics

To request more information regarding the Masters program please contact:

**Dr. Karen Weissbecker**  
 Director of Graduate Education  
 Hayward Genetics Center  
 Tulane University School of Medicine  
 1430 Tulane Avenue  
 New Orleans, Louisiana 70112-2699  
 Telephone: 504 988-6242  
 Email: kremer@tulane.edu

## Requirements

The program begins every year in the fall semester and is a **non-thesis degree**. Students must complete a total of 30 hours of coursework and have a cumulative GPA of 3.0 to receive their Master's degree. Students are required to write a literature review paper on a subject in the field of human genetics during their second semester for their Special Topics course. Because our program is intradepartmental, all students will take the same courses and follow the same schedule.

Course ID	Title	Credits
<b>Fall</b>		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7020	Intro to Human Genetics	3
HMGN 7030	Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II	3
HMGN 7040	Human Cytogenetics	3
HMGN 7060	Human Mol. Genetics & Genomics	4

Course ID	Title	Credits
<b>Spring</b>		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7030	Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II	3
HMGN 7050	Medical Biochemistry	3
HMGN 7100	Population Genetics & Genetic Epidemiology	3
HMGN 7950	Advanced Topics in Genomics	3
HMGN 7980	Special Topics	1-6
or HMGN 7990	Special Topics	

## Microbiology and Immunology, MS

This one-year post-baccalaureate program leading to the degree of Master of Biomedical Science in Microbiology and Immunology has been designed to prepare students for careers in biomedical sciences and to provide an in-depth educational experience to improve the probability of gaining admission to a postgraduate professional school such as medical, dental, PA, veterinary schools or Ph.D. programs. Class size is limited to 20 students. All courses are taught within the Tulane School of Medicine by full-time faculty.

Upon graduation, students

- Should have developed core knowledge in Microbiology and Immunology, and the ability to apply their knowledge to problems in these and other disciplines. (*Disciplinary and interdisciplinary knowledge*)
- Should have developed the ability to perform basic work in a Microbiology or other research laboratory. (*Professional competencies*)
- Should have developed skills that transcend disciplines and are applicable in any context, such as communications, leadership, and working in teams. (*Foundational and transferrable skills*)
- Should have developed the ability to apply the scientific method, understand the application of statistical analysis, gain experience in conducting research and other field studies, learn about and understand the importance of research responsibility and integrity, and engage in work-based learning and research in a systematic manner. (*Research*)

## Requirements

### Degree Requirements (two tracks available) (<https://medicine.tulane.edu/microbiology-immunology/masters/>)

#### Thesis Track

- At least 27 credit hours of course work during Fall and Spring semesters plus 3 credits for thesis-relevant courses.
- Complete requirements for a thesis, based on **library** research (generate a review paper).
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

#### Non-thesis track

- At least 30 credit hours of course work during Fall and Spring semesters.
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

### Program Curriculum (<https://medicine.tulane.edu/microbiology-immunology/masters/>)

Students can take as many credits as desired from the courses offered with a minimum of 30 credits overall.

**Required Courses (<https://medicine.tulane.edu/microbiology-immunology/masters/>)**
**Fall semester:**

Course ID	Title	Credits
MIIM 7500	Graduate Medical Microbiology	4
MIIM 7600	Medical Immunology	3
MIIM 7550	Microbiology Laboratory	3
MIIM 7010	Microbiology/Immunology Seminar Series - Fall	1
MIIM 7020	Graduate Journal Club	1

**Spring semester**

Course ID	Title	Credits
MIIM 7400	Responsible Conduct of Biomedical Research	2
MIIM 7810	Microbiology/Immunology Seminar Series - Spring	1
MIIM 7030	Scientific Communication in Microbiology/Immunology	2

**Electives**

*In addition to the required courses above, we offer several electives:*

**Fall Semester**

Course ID	Title	Credits
MIIM 7210	Research Methods	2
MIIM 7720	Medical Mycology	3
MIIM 7050	Thesis Research Design	2
MIIM 7310	Research (register for 1 or 2 cr)	1 to 10
MIIM 9970	Master's Thesis (register for 1 cr)	1 or 2
GBCH 7500	Human Medical Cellular Biochemistry	5
CELL 6490	Anatomy (on uptown campus)	0 to 4
CELL 6491	Anatomy Lab (on uptown campus)	0
GPSO 6010	Medical Physiology	6

**Spring Semester**

Course ID	Title	Credits
MIIM 7750	Medical Parasitology	3
MIIM 7220	Advanced Research Methods/Data Mining	4
MIIM 7250	Vaccine Biology	3
MIIM 7620	Advanced Immunology (Biennial)	3
MIIM 7120	Advanced Virology	4
MIIM 7100	Clinical Cases and Their Underlying Mechanisms	2
MIIM 7065	Scientific Writing	2
MIIM 7150	At the Interface - Dynamics of Immunologic and Microbial Interactions (Biennial)	3
MIIM 9970	Master's Thesis (Register for 2 cr)	1 or 2
MIIM 7320	Research (Register for 1 or 2 cr)	1 to 10
GBCH 7520	Metabolic Biochemistry of Human Disease	5
CELL 6110	Human Histology (on uptown campus)	4

CELL 6111

Human Histology Lab (on uptown campus)

0

# Molecular Medicine and Health Sciences, MS

## Overview

The MS in Molecular Medicine and Health Sciences program is designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g., Medical, Dental, Physician Assistant, Pharmacy, and Veterinary Medicine) or for preparation to work in academia or biotech/pharmaceutical industries. This program is also useful to individuals in academia who wish to keep up with recent advances in biomedical science. Foreign medical graduates (FMG) who wish to develop research skills are also encouraged to apply.

The objective of this program is to provide students with the opportunity to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. Enrolled students can choose between the thesis- and non-thesis-track. The non-thesis track requires 30 credits of coursework with a cumulative GPA of 3.0 or higher to graduate. The thesis track requires a mentored thesis in addition to the coursework. The curriculum is designed not only to improve the credentials of students who are interested in medical, dental, or other health-related professional schools, but also to ease the transition to such professional programs. Additionally, students who choose the thesis track will develop quantitative and qualitative research skills, allowing them to be competitive in employment opportunities in biotech and pharmaceutical industries, as well as in academia.

**Questions regarding the program can be addressed to the Program Coordinator (Genevieve Burguières, [gburguie@tulane.edu](mailto:gburguie@tulane.edu)), Program Director (Dr. Haitao Zhang, [hzhang@tulane.edu](mailto:hzhang@tulane.edu)) or Co-Director (Dr. Gilbert Morris, [gmorris2@tulane.edu](mailto:gmorris2@tulane.edu)).**

## Requirements

The Molecular Medicine and Health Sciences, MS non-thesis track requires 30 credits of coursework with a cumulative GPA of 3.0 or higher to graduate. The thesis track requires a mentored thesis in addition to the coursework and cumulative GPA of 3.0 requirements.

Course ID	Title	Credits
<b>Year 1 Fall</b> 15 credits		
BMSP 6050 or BMSP 6070	Advanced Cell Biology - MS Advanced Cell Biology	3
MSCR 7070 or PATH 7070	Molecular Medicine Molecular Medicine	4
PATH 2003	Advances in Pathology Research	1
PATH 6300	Mechanisms of Disease 1	5
Electives		2-5
<b>Year 1 Spring</b> 15 credits		
PATH 2003	Advances in Pathology Research	1
PATH 6310	Mechanisms of Disease 2	5



PATH 6400	Molec & Cellular PATH	4
Electives		2-5
<b>Year 2 Fall (Thesis Track)</b>		
Master's Thesis		
<b>Year 2 Spring (Thesis Track)</b>		
Master's Thesis		
<b>Total Credit Hours</b>		<b>30</b>

## Pharmacology, MS

### One Year Masters Program

- A one year post-baccalaureate program leading to the MS degree in Pharmacology
- Designed for those interested in improving their credentials to gain admission to a medical or dental school
- Class size is maintained at less than 25 to create a more personal connection between students & faculty
- Students in our MS program take the School of Medicine's 2nd year Medical Pharmacology course (taught separately in a different sequence)
- All graduate courses are taught within the School of Medicine by full time Medical School faculty
- Successful performance will significantly improve ones credentials for applying to medical or dental school.
- Students who took the MCAT a second time after completing our MS program between 2009-2013 significantly increased their MCAT score by  $3.5 \pm 1.8$  ( $n=47$ ,  $P < 0.0001$ ) (based upon the pre-2015 MCAT scale of 3-45).
- **The average graduate GPA after successful completion of our program over the past eight years was 3.8, and over 78% matriculated into a medical or doctoral program of their choice.**

### Objectives

- To train students in the principles underlying the discipline of pharmacology
- To learn the approach, rationale, and methods required to design and conduct research in pharmacology

Tulane became the first national research institution to integrate public service into its core curriculum for undergraduates in 2006. Now, the entire university community, including the schools of Architecture, Business, Law, Liberal Arts, Medicine, Public Health and Tropical Medicine, Science and Engineering and Social Work – is committed to public service.

Public service is of particular importance to those entering our one year masters program, because providing a track record of significant public or community service has become a prerequisite for admission to most US medical schools. Students are expected to move beyond the scope of academics and work in a community to improve the health of a population. This is "what medicine is all about".

As a result, a core requirement of our Masters program in Pharmacology is that students provide public or community service for a minimum of 12 hours for the Fall semester (1 credit hour) per semester, and 24 hours for the Spring semester. Students are also

required to post monthly blogs summarizing their community service activities.

Tulane has a Center for Public Service that helps connect students with numerous community partners & outreach programs that are active in the New Orleans area. As a part of the pharmacology curriculum, students are required to document their service activities in short essays, posted photos or video clips, and reflect upon the learning garnered from such activities in an online blog or wiki page. In addition, students are also expected to reflect on what they have learned from their academic and classroom activities.

Tulane is setting the standard for public service for the next generation of universities. When you receive a Tulane education, you will get a little something extra from community service activities that most other institutions don't offer. Our students get a unique educational experience that can be found Only in New Orleans. Only at Tulane.

## Requirements

**Community Service:** A track record of community or public service has become a prerequisite for admission to most US medical schools. During the Fall semester students must complete 1 hour of community service per week, or a minimum of 12 hours per semester. Documentation & reflection on what students learn from community service activities is a component of the Pharmacology ePortfolio course. During the Spring semester students must perform a minimum of 24 hours of community service for 2 credit hours in the ePortfolio course. This will be used to complete 32 total credit hours at the end of the program.

## Curriculum

### Fall and Spring Semesters

#### Year 1

Fall		Credit Hours
GPHR 7210	Pharm Advances	1
GPHR 7250	Medical Pharmacology <sup>1</sup>	6
GPHR 7530	Molecular & Cellular Pharmacol	2
GPHR 7520	Pharmacology ePortfolio	2
GPHR 7230	Principles of Pharmacol	3
GPHR 7190	Pharmacology Seminar	1
<b>Research Electives</b>		<b>1-2</b>
GPHR 7510	Pharmacological Lab Research	
GPHR 7505	Master's Research	
<b>Credit Hours</b>		<b>16-17</b>
<b>Spring</b>		
GPHR 7220	Adv In Pharmacology	1
GPHR 7260	Medical Pharmacology <sup>1</sup>	4
GPHR 7520	Pharmacology ePortfolio	2
GPHR 7200	Seminar Pharmacology	1
GPHR 7240	Principles of Pharmacol	2
Spring Thematic Courses		6
<b>Credit Hours</b>		<b>16</b>
<b>Total Credit Hours</b>		<b>32-33</b>

<sup>1</sup> Requires concurrent registration for Principles of Pharmacology, or prior completion of Medical Physiology

Course ID	Title	Credits
<b>Spring Thematic courses</b>		
GPHR 7040	Neuropharmacology	2
GPHR 7050	Cellular Control Mechanm	2
GPHR 7060	Endocrine Pharmacology	2

## Physiology, MS

The Physiology Graduate Program at Tulane University School of Medicine in New Orleans, LA has developed a Master's program specifically designed to provide advanced training and understanding of the functions of the body, and to serve as the foundation for the study of medicine. Successful completion of this one-year program will increase your competitiveness for medical schools or equivalent professional programs. The program includes Advanced Medical Physiology, Neurophysiology, Molecular and Cellular Biology, and Translational Physiology.

Our program will benefit students looking to strengthen their credentials. Students will have various options within our program including:

- opportunities for research
- interaction with faculty across multiple disciplines
- MCAT studies and application preparation
- mock interviews and discussions with admissions director
- physician shadowing

In addition, many of the faculty teaching in our master's program are the same faculty that are teaching our medical students. We feel our program has been instrumental in helping students become more competitive for admission to medical school or other professional programs. On average, approximately 74% of our graduates (2015-2020) have received acceptance letters to medical or equivalent schools. Congratulations to all our graduates; we wish them great success in their future careers!

- Application Information (<https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information/>)
  - Apply Now (<https://applygrad.tulane.edu/apply/>)
- Course Descriptions (<https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/course-descriptions/>)
- Curriculum (<https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/curriculum/>)
- General Student Information (<https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/general-student-information/>)
- Honors & Awards (<https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards/>)

## Requirements

### Year 1

Fall		Credit Hours
GPSO 7175	Med Terminology	3
GPSO 6010	Medical Physiology	6
GPSO 7910	Seminar Physiology	1
GPSO 7350	Translational Physiology	2
Select 1-2 Fall Electives		6-10
<b>Credit Hours</b>		<b>18-22</b>

### Spring

GPSO 7600	Integrative Cardiovascular Physiology	3
GPSO 6060	Experimental Physiol Lab	2
GPSO 7910	Seminar Physiology	1
GPSO 7560	Signal Transduction/Hormone Ac	2
GPSO 7350	Translational Physiology	2
<b>Credit Hours</b>		<b>10</b>
<b>Total Credit Hours</b>		<b>28-32</b>

## Fall Electives

Course ID	Title	Credits
BMSP 6070	Advanced Cell Biology	3
GBCH 7500	Human Medical Cellular Biochemistry	5
NSCI 7110	Graduate Neuroscience I	3
GPSO 7180	Selected Topics	1-5
INTD 6010	Responsible Conduct of Research	0
MIIM 7600	Medical Immunology	3

## Spring Electives

Course ID	Title	Credits
GPSO 6250	Membrane Physiology	2
GPSO 7320	Renal Physiology	3
GPSO 7980	Research (Independent Study)	3

## Clinical and Translational Research Certificate (Graduate)

### Overview

This certificate program will provide students with an in-depth exploration of epidemiologic methods within the context of clinical research. Students will learn clinical research methods, clinical trials, and meta-analysis. The program will be useful both to those with a clinical background and to those without prior clinical training. Students will learn to refine their critical thinking skills and apply epidemiologic methods to clinical research.

**Offered by:** Department of Epidemiology

**Faculty Lead:** Lydia Bazzano, MD, PhD (<https://sph.tulane.edu/epid/lydia-bazzano/>)

### Purpose

This certificate is designed to prepare master's level students (including MD/MPH students) for research readiness in conducting clinical and translational research. This certificate will also prepare students to be collaborators on clinical research projects and apply research skills in clinical practice.

### Eligible Students

This certificate program is designed for advanced students currently in an MPH/MSPH/MPH&TM/MHA program. Students must have a background in epidemiology and biostatistics. Pre-requisites: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

## Certificate Competencies

Students who earn the Certificate in Clinical & Translational Research will be able to:

- Critically assess medical literature;
- Describe issues related to clinical research design, including statistical power calculations; and
- Evaluate methodological issues in clinical research, clinical trials, and meta-analysis

**Number of Credits Required for Completion: 14**

## Requirements

### Certificate in Clinical and Translational Research

Course ID	Title	Credits
EPID 6340	Clinical and Translational Research Methods	3
EPID 6420	Clinical Epidemiology	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
EPID 7310	Meta-Analysis	3
EPID 7410	Pharmacoepidemiology	2

Pre-requisite coursework is: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

## 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
<b>Electives (Select One)</b>		<b>3</b>
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Medicine in Literature & Film	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Theory	
BEMH 6008	History of Medicine	
BEMH 6010	Research Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
<b>Total Credit Hours</b>		<b>12</b>

## 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
<b>Select two of the following:</b>		<b>6</b>
BEMH 6016	Narrative in Medicine	
BEMH 6008	History of Medicine	
BEMH 6005	Medicine in Literature & Film	
<b>Electives (Select One)</b>		<b>3</b>
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Theory	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
BEMH 6015	Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction	
<b>Total Credit Hours</b>		<b>12</b>

## 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
<b>Electives (Select One)</b>		<b>3</b>
BEMH 6007	Ethical Theory	
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Medicine in Literature & Film	
BEMH 6006	The Doctor As Author	
BEMH 6008	History of Medicine	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6014	Pandemic Ethics	
<b>Total Credit Hours</b>		<b>12</b>

## 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
<b>Total Credit Hours</b>		<b>12</b>



### Certificate Degree Requirements

To receive a sports medicine graduate certificate, students must complete a total of 12 course work credits in the certificate program. Graduate students seeking to enroll in more than 9 credit hours per semester require approval from the Program Director. Students must also apply for a certificate at the beginning of the semester in which the student plans to complete all required coursework. Applications for degree conferral are now online and will appear in a student's Gibson account when available.

### Apply Certificate Coursework to the MS in Sport Studies

As a 100% online program, Tulane's School of Medicine graduate certificate focuses on the fundamentals of this discipline and can advance students in their pursuit of a Masters in Sport Studies (<https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/>) through Tulane University's School of Professional Advancement. This certificate can be "stacked" with the Sport Security, Sport Coaching, or Sport Administration certificates, alongside two core classes, to be applied toward a master's degree. If you'd like to apply your certificate toward an MS in Sports Studies, contact the program director for more information. Read more about the MS in Sport Studies from the Tulane School of Professional Advancement (in partnership with the Tulane Center for Sport) (<https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/>).

## Tulane Center for Aging Program

- Aging Studies, PhD (p. 79)

## 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
<b>Credit Hours</b>	<b>14</b>
<b>Spring</b>	
Proseminar in Aging	3
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Research Methods/Statistics	3
Research Topics in Aging	1
Aging Seminar	1
<b>Credit Hours</b>	<b>14</b>

### Year 2

Fall	Credit Hours
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
<b>Credit Hours</b>	<b>8-13</b>
<b>Spring</b>	
Biomedical or Psychosocial Domain Electives	6
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
<b>Credit Hours</b>	<b>8-13</b>

### Year 3

Fall	Credit Hours
Independent Study/Research	1-6
Internship	3-6
Aging Seminar	1
<b>Credit Hours</b>	<b>5-13</b>
<b>Spring</b>	
Dissertation Research	
Aging Seminar	1
<b>Credit Hours</b>	<b>1</b>
<b>Total Credit Hours</b>	<b>50-68</b>

- 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.

## Program of Nursing

### Overview

The Program of Nursing is an innovative collaboration between the School of Medicine and the School of Professional Advancement. The program is a School of Medicine program with the baccalaureate degree conferred by the School of Professional Advancement.

### Administration

Brenda Douglas, PhD, RN, CNE  
*Dean, Program of Nursing*

Mary Mayville, DNP, RN, CNE  
*Director of Curriculum and Academic Affairs*

### Downtown Campus

Tulane University School of Medicine  
 Program of Nursing

131 S. Robertson Street  
Suite 429  
Mailbox # 8002  
New Orleans, LA 70112  
Phone: 504-988-5566

<https://nursing.tulane.edu>

## The Program of Nursing Mission

*To prepare highly competent and compassionate nurses who think, learn, act, and lead with integrity and sound judgment. To serve the community by developing nurses who contribute to improving health outcomes through excellence in clinical practice and distinction in scholarly endeavors.*

The mission of the program is consistent with, and captures the essence of, the mission of Tulane University and the mission of the School of Medicine with a focus on knowledge acquisition and leading with integrity and wisdom and improving the health of communities and translating best evidence into practice, respectively.

## Program of Nursing Goals

1. Develop highly competent and compassionate Bachelor of Science in Nursing (BSN) degreed nurses who are prepared to enter the workforce.
2. Prepare students to provide competent team-based patient care across the lifespan with individuals, families, and communities in disease prevention/promotion of health and well-being, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care.
3. Inculcate students with a commitment to community and community health outcomes fostered through community immersion experiences incorporated throughout the program.
4. Support student success in the program through a robust student support structure with tangible and accessible services.

The goals of the program reflect the need to educate competent practice ready nurses for the changing healthcare landscape with a focus on prevention and primary and community-based care, and the essential need for interprofessional team collaboration and communication skills to coordinate care. Students will utilize team-based care and communication through purposefully threaded, practice-based inter-professional learning experiences alongside medical students. The goals further reflect the accountability of professional nurses to improve healthcare outcomes at the individual, community, regional, and national levels. Finally, to educate students to be successful requires support services that respond to the recognized investment of student personal attributes essential to successfully completing a BSN course of study. These attributes include cognitive ability, physical ability, and social ability, compassion, resilience and emotional intelligence. The program and the university are committed to providing tangible resources to students to support rapid professional growth and successful program completion.

## Program of Nursing Student Learning Outcomes

1. Integrate theory and research-based knowledge from nursing, the arts, humanities, and other sciences to support the delivery of nursing care using sound clinical judgment.
2. Apply the nursing process utilizing effective communication, assessment skills, and respectful team-based relationships.
3. Integrate principles of population health to develop partnerships, and advocate for and evaluate action plans that implement health

- promotion, risk reduction, disease prevention, disease management, and health restoration strategies across communities of interest.
4. Demonstrate the ability to consider and evaluate nursing practice and critically assess and apply research to promote ongoing evidence-based practice.
5. Apply principles of quality improvement that support standardized, evidence-based patient care, contribute to a culture of patient and provider safety, and eradicate unsafe work environments.
6. Collaborate with inter- and intraprofessional teams maintaining a climate of mutual respect and utilizing effective principles of team dynamics to efficiently address patient, family, and community healthcare needs.
7. Describe the system processes, organizational relationships, and economic factors that impact healthcare delivery and healthcare outcomes.
8. Effectively use information and communication technology to gather data, deliver safe care, document accurately, and review ethical, legal, and professional care within regulatory standards.
9. Demonstrate ethical and professional behavior across practice settings and diverse populations.
10. Commit to personal well-being and professional development while engaging in self-reflective behaviors indicative of a capacity for leadership.

## Accreditation

Tulane University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, doctorate, and professional degrees. The Program of Nursing received SASCOC approval on February 6, 2024.

Tulane University received Louisiana State Board of Nursing approval on December 14, 2023.

The baccalaureate degree in nursing program at Tulane University is pursuing initial accreditation by the Commission on Collegiate Nursing Education ([www.ccnaccreditation.org](http://www.ccnaccreditation.org)). Applying for accreditation does not guarantee that accreditation will be granted.

## Academic Policies

This catalog informs students of the nursing policies, procedures, and expectations of the Tulane University Program of Nursing. Failure to read these, and those for the School of Professional Advancement, does not excuse the student from any of the policies described in these publications. The Academic Policies and Procedures for the Program of Nursing, where different, supersede those of the School of Professional Advancement.

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## General Policies

### Judicial Declarations

Any student issued citations, summons, warrants, or arrests after initial approval to enter a clinical nursing program must disclose such to the Dean of Nursing and the Louisiana State Board of Nursing (LSBN). All arrests related to driving while impaired are reportable. Failure to notify the program of an arrest or charge is grounds for disciplinary action up to and including dismissal from the program, regardless of whether the arrest or charges lead to conviction. (per Louisiana Administrative Code (LAC) 46: XVLII.3331. 3405. 3915).

### Medical Disclosures and Restrictions

After initial approval to enter a clinical nursing program, any student diagnosed with a medical, physical, mental, or emotional condition that could impact their ability to safely practice as a nursing student, must disclose this condition to Dean of Nursing and the LSBN. Failure to notify the program of a condition is grounds for disciplinary action up to and including dismissal from the program. (per LAC 46: XVLII.3331. 3405. 3915).

When returning to any class, laboratory, and/or clinical experience after any event, injury, illness, or other health-related situation that may affect personal or patient safety, the student must present a written physician's release that they meet the Program of Nursing's Technical Standards and are free to participate in all practicum activities.

### Technical Standards for Admission and Progression

Tulane University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with clinical judgment, broad-based knowledge, and well-honed technical skills. The nursing program has academic as well



as technical standards that must be met by students to successfully progress and graduate from its program.

Tulane University Nursing Program provides a description and examples of technical standards to inform prospective and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Baccalaureate in Nursing program. Individuals applying for admission to the program must review these standards to understand the skills, abilities, and behavioral characteristics required to successfully complete the program. Technical Standards may be found in the Program of Nursing Student Handbook. All program applicants must digitally sign that they have read and meet the Nursing Program's Technical Standards that are accessed via a link in the application.

## ADA Accessibility Statement

Tulane University wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. If a student has a disability and needs accommodation, it is their responsibility to initiate contact with the Goldman Center for Student Accessibility and request accommodations through the established process. If approved by Goldman, make arrangements as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. I will never ask for medical documentation from you to support potential accommodation needs. Goldman Center contact information: Email: [goldman@tulane.edu](mailto:goldman@tulane.edu); Phone (504) 862-8433; Website: <https://accessibility.tulane.edu> (<https://accessibility.tulane.edu>)

## Equity, Diversity, and Inclusion Statements (EDI)

"Equity, diversity, and inclusion (EDI) are important Tulane values (<https://president.tulane.edu/core-values/>) that are key drivers of academic excellence in our learning environments. In our drive for academic excellence, we seek to ensure that students, faculty, and staff across diverse social identities, cultural backgrounds, and lived experiences can thrive - especially those from underrepresented and underserved communities (e.g., race/ethnicity, gender identity and expression, sexual orientation, disability, social class, international, veterans, religious minorities, age, and any other classification protected by applicable law - see Tulane's Nondiscrimination Policy (<https://hr.tulane.edu/laws-policies-guide-our-work/>)).

The American Association of Colleges of Nursing (AACN, 2017) "recognizes diversity, inclusion, and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations. AACN is committed to preparing a community of scholars, clinicians, educators, and leaders who fully value the importance of diversity, inclusion, and equity to promote the health of the nation and the world."

## Codes of Conduct

### Tulane University Code of Student Conduct

Tulane University maintains a code of conduct applicable to all students. Please follow the link <https://conduct.tulane.edu/code->

<https://conduct.tulane.edu/code-conduct/>) for the full Code of Student Conduct document, which is updated annually.

### School of Professional Advancement (SoPA) Undergraduate Code of Academic Conduct

SoPA maintains a code of academic conduct applicable to all SoPA students, except as superseded by the Program of Nursing Code of Professional Conduct. Please follow the link <https://sopa.tulane.edu/student-information/policies> (<https://sopa.tulane.edu/student-information/policies/>) for the full SoPA Code of Academic Conduct.

### Program of Nursing Code of Professional Conduct

The Program of Nursing (PON) abides by Tulane University's Student Code of Conduct and process and the School of Professional Advancement (SoPA) Undergraduate Code of Academic Conduct (<https://sopa.tulane.edu/student-information/policies/>) and utilizes the School of Medicine's Code of Professional Conduct as its framework. If a student is alleged to have violated the Nursing Code of Professional Conduct in addition to the University Student Code of Conduct and/or the SoPA Undergraduate Code of Academic Conduct, the student may be charged under each Code separately. A full copy of the Nursing Code of Professional Conduct is available in the program office and the Program of Nursing Student Handbook.

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

- Patient welfare is our primary concern, for only by this commitment do we justify the trust placed in us by patients and the community at large.
- Relationships with our peers, faculty and staff are an essential part of professional conduct.
- Integrating personal growth into our professional development is essential to our commitment to nursing.
- As nursing professionals, we shall strive to be responsible citizens and strive to instill and uphold the values and ideas set forth in this policy.

**Definitions:** Unprofessional behavior is defined as behavior that violates these ideals. These behaviors include, but are not limited to:

- acting improperly towards patients, supervisors and/or peers.
- disrespect for faculty, patients, supervisors and/or peers.
- dishonest, unethical and/or illegal behavior.
- failure to meet clinical responsibilities.
- failure to correct deficiencies in academic performance in a responsible and timely fashion.
- attempts to purposely impair another student's educational opportunity.
- acting in a manner which is detrimental to the moral and ethical standards of the profession.
- acting to knowingly deceive another student, faculty member, or peer with the intent to gain advantage, academic or otherwise, for said student or for any other student.
- Cheating, knowingly circumventing any course requirement, or stealing including:



- Plagiarism.
- signing another student's name on an attendance sheet.
- taking photos of exam materials/keys, even if for personal use.
- discussing or sharing exam questions with another student.
- presenting the same work for credit in two separate courses.
- tampering with academic records.

**Disciplinary Action and Due Process Policy:** Unprofessional behavior will not be tolerated. The Program reserves the right to dismiss or terminate any student for cause. Causes for dismissal or termination include, but are not limited to:

1. A student who violates Louisiana Administrative Code (LAC) 46:XVII.3331 *Denial or Delay of Licensure, Licensure by Endorsement, Reinstatement, or the Right to Practice Nursing as a Student Nurse*. Specifically:
  - A student will be denied the right to practice as a nursing student for infractions listed in 3331.A. and will be dismissed from the program.
  - A student will be denied the right to practice nursing as a student nurse for up to five years for infractions listed in 3331.B., will be dismissed from the program, and is potentially eligible for readmission after five years.
  - A student will be delayed in the ability to progress in the program for infractions listed in 3331.C., and will be placed on a Leave of Absence as described in the Program of Nursing Withdrawal and Leave of Absence Policy, or dismissed from the program.
2. Behaviors as noted in the Practicum Course Critical Incident Policy III.C.
3. Behaviors in Violation of the Program of Nursing Code of Professional Conduct.

Initially, perceived breaches of this code should be discussed privately among the parties. If private resolution is not possible and alleged violations of the PON Code of Professional Conduct have been reported, the following process will be followed:

**Notice:** The complainant shall notify the PON Director of Curriculum & Academic Affairs of their concerns in writing. Only Tulane students, faculty, and staff members may file a complaint. The PON Director of Curriculum and Academic Affairs will provide the respondent with a copy of the allegations in writing including: the nature and occasion of the allegations, the name of the complainant, and copies of the documents pertinent to the allegation within seven (7) business days after the occurrence of events or as soon as practical. This material will be sent to the student's Tulane email address.

If the respondent(s) in the case inform(s) the PON Director of Curriculum & Academic Affairs that they plan to accept responsibility, the respondent may waive the hearing.

**Hearing:** The PON Director of Curriculum and Academic Affairs will convene a Student Professionalism Committee hearing panel to review the charges brought against the respondent. The purpose of the hearing is to provide the complainant and respondent with an opportunity to be heard and to supply the Student Professionalism Committee with the relevant information necessary to reach a decision.

A hearing is not a legal procedure and as such, formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in these proceedings. Polygraph tests are not admissible as evidence.

**Evidence Standard:** Student Professionalism Committee members shall make decisions about alleged violations based on the principle of "preponderance of the evidence" (i.e., that the alleged violation is more likely than not to have occurred.)

**Hearing Date:** The Student Professionalism Committee will make every effort to process cases in a timely manner. Effort will be made to convene a hearing within a reasonable time, generally fifteen (15) working days of the responding student's notice of allegations.

**Student Professionalism Committee Hearing Panel:** The hearing panel shall consist of two full-time nursing faculty, one adjunct or clinical nursing faculty, two nursing students, all of whom are eligible to vote, and the PON academic advisor who is a non-voting member. One full-time and one adjunct or clinical nursing faculty are appointed by the PON Dean, and one full-time faculty is elected by the PON Faculty Organization

**Failure to Appear:** If a respondent, having been notified, does not appear before the hearing panel, the information in support of the charges shall be presented and the hearing shall proceed. The respondent may send written testimony to be included in lieu of appearing. There shall be no penalty for not appearing at a hearing. If the complainant cannot appear at the hearing, they must send a proxy or be available by phone. If the complainant is unreachable at the hearing, the hearing may be canceled or rescheduled.

**Testimony:** If a person is called before a hearing panel, the person is obligated to be completely honest.

**Witnesses:** The PON Director of Curriculum and Academic Affairs shall consult with the complainant and the respondent, if necessary, to ascertain what witnesses should be called in the hearing.

**Procedures for Hearing Panel:** Hearings shall be conducted in private. The PON Director of Curriculum and Academic Affairs shall preside over each hearing panel as Hearing Chair and shall notify all parties of the date and time of the hearing. If the Chair is unable to preside, the Dean will assign a faculty member to replace them.

**Evidence:** Relevant documentary evidence and written statements may be accepted as information for consideration by the hearing panel at the discretion of the Chair. Relevant evidence submitted regarding the allegations should be shared with the parties and the hearing panel within a reasonable time before the hearing. All procedural questions are subject to the reasonable discretion and final decision of the Chair. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in proceedings. All testimony given in a hearing is to be held in confidence. All witnesses must be called to give substantive testimony rather than to serve as character witnesses. The respondent may make a statement before the hearing panel, examine or dispute evidence, make no statement, or decline to respond to any questions.

The Chair will lead any questions submitted to the parties during testimony. After hearing evidence and witnesses in the case, the panel will vote to determine responsibility, based on the preponderance of evidence; a majority is necessary. All members other than the Chair are

required to vote. No member of the panel will be allowed to vote unless they have been present to hear the evidence in the case.

The Chair shall notify the respondent of the results generally within five (5) working days after the hearing. If the respondent is found not responsible, there will be no report of the case on their permanent record or in School records. If the respondent is found responsible, the hearing panel will recommend sanctions to the Chair. The history of violations or alleged violations by a respondent is not relevant to determining responsibility in a new case. Hearing panel members will be presented with information about past violations only after they have voted on responsibility, and this information is used only for the purposes of sanctioning students who are found responsible for repeat violations.

**Sanctions:** Sanctions for violations are imposed on the basis of the severity of the infraction and any history of repeated violations by the student. The appropriate sanctions will be determined by the Chair of the hearing for students who are found responsible.

**Appeals Process for Findings:** Any student has a right to appeal the determination of the finding and/or consequences delivered only for specific reasons set forth below:

1. Procedural Error: Material deviation from procedures that substantially impacted determinations of responsibility or sanctions applied (this may include a bias or conflict of interest).
2. New and Substantial Evidence: New and substantial evidence appeared that could have not reasonably been discovered before the determination of responsibility was made.
3. Disproportionate Sanctions: Where sanctions are grossly disproportionate to the findings of responsibility. Ordinarily, a student or has ten (10) days to file an appeal from the delivery of written notice of final outcome from the Chair of the Student Professionalism Committee hearing panel.

- The appellate panel will consist of three members. Panel members will be drawn from the Student Professionalism Committee. Individuals who served on the original hearing panel will not be allowed to serve on the appellate panel for the same case.
- The appeal must consist of a plain, concise, and complete written statement outlining the grounds for appeal and all relevant information to substantiate the basis for the appeal. The appeal must be sent to the Hearing Chair via Tulane email. The Chair will acknowledge receipt of the written appeal in writing. The Chair will then assess the written appeal to determine whether the appeal is timely filed and, if so, whether the appeal is properly framed based on the permissible grounds. If the Chair determines that the appeal does not properly fit within one of the specific grounds for appeal, the appeal will be denied. If the appeal is properly filed, the appellate panel may offer impacted individuals the opportunity to review the written appeal and offer their perspectives to the appellate panel. If multiple individuals appeal, the appeal documents from each party will be considered together in one appeal process. In all appeals, the appellate panel will presume that decisions were made reasonably and appropriately, unless there is compelling information to the contrary. Appeals are not intended to be a rehearing of the matter. Most appeals consist of a review of the written documentation or record of the original hearing and pertinent documentation regarding the grounds for appeal. The appellate panel may speak

to the complainant, respondent, witnesses, Chair, or any impacted individuals, as appropriate.

- The appellate panel may, by majority vote:
  - Affirm the determination of transgressions or consequences in whole or in part.
  - Alter the determination of transgressions or consequences in whole or in part.
  - Return the matter to the conduct officer or hearing panel with instructions to reconvene to cure a procedural error or reconsider the consequences delivered.

No situation will ever be remanded for reconsideration more than once.

The appellate panel will transmit via email a written decision generally within ten (10) business days from the date of the appeal. Appeal decisions are final.

## Student Support Academic Advising and Guidance

Advising is an important component of the retention and success of Baccalaureate of Science in Nursing (BSN) students at Tulane University. PON Academic Advisors will aid in counseling, course scheduling, and career planning. PON advisors can also assist in the review of the student's academic transcript as they progress through the curriculum and with the final degree verification requirements.

Upon admission to the PON, academic advising is coordinated by the PON Academic Advisor. The PON Academic Advisor's name, telephone number, and email address is available and accessible from the Program of Nursing office.

Academic Advisors will be available to meet with students in person or virtually. Program advising is done prior to the start of each semester, with additional advising as needed throughout the semester. Specifically, the Program Academic Advisor will assist the student by:

1. Providing any needed clarification regarding the curriculum plan and sequence.
2. Providing guidance when adjustments in the planned curriculum are needed (e.g., failures, withdrawals, leave of absence, etc.).
3. Communicating with the student to ensure the student is progressing as per plan.

## Academic Success and Tutoring

Students can schedule a 1:1 tutoring appointment with a peer tutor at <https://web.penjiapp.com/schools/tulane> (<https://web.penjiapp.com/schools/tulane/>). Select the ALTC Community.

A Program of Nursing Academic Success Coach is available to proactively provide academic and developmental guidance to students and will actively initiate and continue ongoing guidance to support student knowledge acquisition and progression.

**Writing Coaching:** You can schedule an in-person or virtual writing consultation with one of our Writing Coaches at <https://web.penjiapp.com/schools/tulane> (<https://web.penjiapp.com/schools/tulane/>). Select the Writing Center Community.

To get the most out of your writing appointment:

- Bring all prompts, drafts, notes, and relevant research/support materials with you.
- When you receive your appointment confirmation email, reply and attach a copy of your paper for the Writing Coach to preview prior to your session.
- Have specific questions or areas that you want to work on.
- We recommend that students schedule at least 2 sessions for an average paper and 3 for a major assignment. One during the brainstorming and research collection stage, the 2nd after the first rough draft has been completed, and the 3rd prior to submitting the final draft.
- Good writing requires time, and we strongly discourage last-minute appointments. Writing resources for academic writing, presentations, and ESL tools can be found on our website here: <https://success.tulane.edu/altc/academic-writing-center>. (<https://success.tulane.edu/altc/academic-writing-center/>)
- If you need help with research, citations, writing software, or citation apps, the Howard-Tilton Memorial Library has a Research Help Desk and Subject Area Librarians to help you. They also offer workshops and presentations on a variety of topics and tools that support research and writing. You can access their resources and contact a Research Librarian here: <https://library.tulane.edu/services>. (<https://library.tulane.edu/services/>) (<https://web.penjiapp.com/schools/tulane/>)

## Healthcare and Counseling Services Policy

Tulane University has a well-developed student support system in place with a mission to advance the health and well-being of Tulanians by providing a comprehensive suite of health and counseling services that includes prevention, maintenance, and treatment.

### POLICY STATEMENT

Campus Health and Wellness is composed of the Health Center for Student Care, the Counseling Center, the Well for Health Promotion, the Campus Health Pharmacy, the Tulane Recovery Community, and Campus Recreation. Each of these offices plays a unique role in advancing our community's health and well-being. Students may access services at Campus Health and Wellness (<https://healthandwellness.tulane.edu>) related to nutrition, mental health, medical needs, fitness, and recovery services.

Students are assessed a mandatory fee each semester as part of the University tuition and fees to afford them unlimited access to these services.

### POLICY RESOURCES

Campus Health and Wellness (<https://healthandwellness.tulane.edu/>)

## Retention and Student Support

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

Success Coach, their Academic Advisor or the Director of Curriculum and Academic Affairs.

Counseling services for students is encouraged and supported. While adhering to fair and consistent policies, the committee shall also consider all extenuating circumstances that may affect a student's performance. An emphasis solely on academic performance runs contrary to the fundamental conviction of the faculty and administration at Tulane. Grades do not provide the sole criteria to determine the future performance of a nurse; nevertheless, the academic standards of the Program of Nursing must be maintained. Considering the responsibility to the public, the student Professionalism Committee shall be as flexible and as reasonable as possible under the circumstances regarding academic deficiencies. The faculty of the Program of Nursing wants every student to be successful and to graduate. It is expected that students having difficulties will take advantage of every resource available to them including going to class, meeting with course faculty, the Academic Advisors, the Student Success Coach, or the Director of Curriculum of Academic Affairs.

## Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu) (<http://allin.tulane.edu/>). (<https://allin.tulane.edu/get-help/>)# Any and all of your communications on these matters will be treated as either "Confidential" or "Private". Please know that if you choose to confide, we are required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer.#The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures.#You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form [attulane.edu/concerns](http://attulane.edu/concerns) ([https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcm.maxient.com%2Freportingform.php%3FTulaneUniv%26layout\\_id%3D0&data=05%7C01%7CdIaroch1%40tulane.edu%7Cc16c06f9ca1a437a0d8708dbca7e91d0%7C9de9818325d94b139fc34de5489c%7C0%7C0%7C638326417197574950%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Iklk1haWwiLCJyb3VudCI6IjE5ODQwMjE0IiwiaWF0Ijoi%2FxnKivM2lThaksfdw3fsJB5GKEApYMXvXd98N0InzM%3D&reserved=0](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcm.maxient.com%2Freportingform.php%3FTulaneUniv%26layout_id%3D0&data=05%7C01%7CdIaroch1%40tulane.edu%7Cc16c06f9ca1a437a0d8708dbca7e91d0%7C9de9818325d94b139fc34de5489c%7C0%7C0%7C638326417197574950%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Iklk1haWwiLCJyb3VudCI6IjE5ODQwMjE0IiwiaWF0Ijoi%2FxnKivM2lThaksfdw3fsJB5GKEApYMXvXd98N0InzM%3D&reserved=0)).

## Anti-Discrimination and Harassment Policy

Tulane Program of Nursing adheres to the policies of Tulane University Code of Student Conduct and the Equal Opportunity/Anti-Discrimination Policies.

See Related Resources for links.

### RELATED RESOURCES

Tulane University Code of Student Conduct  
<https://allin.tulane.edu/get-help>

Title IX Office & Title IX Coordinator | (504) 865-5611 or [titleix@tulane.edu](mailto:titleix@tulane.edu)  
Student Affairs Professional On-Call (24/7) | (504) 920-9900  
Equal Opportunity/Anti-Discrimination Policies  
Goldman Center for Student Accessibility

## Emergency and Disaster Preparedness Policy

Tulane University's Office of Emergency Preparedness and Response (OEPR) provides comprehensive emergency management services for Tulane University to prepare for, respond to, recover from, and mitigate against the adverse impacts of disasters regardless of type, scale, or causality. The OEPR is charged with the preparation, prevention, and response to all-hazards events at Tulane University. The OEPR coordinates the University's response in a variety of emergency situations, activating Tulane's Incident Command team, issuing mass emergency communications, and coordinating with the City of New Orleans' Office of Emergency Management and with parishes (counties) in the Greater New Orleans Metropolitan area where Tulane has business operations.

### POLICY STATEMENT

Tulane Program of Nursing adheres to the direction and policies of Tulane University's OEPR. In case of an emergency, nursing students are to follow the University's instructions for responding to the situation. Students rotating at facilities outside the New Orleans area should follow local emergency response policies and procedures. However, regardless of location, Tulane nursing students are never part of an emergency team and should always evacuate according to Tulane University's directions.

### PROCEDURE

In the event of an emergency or impending threat, Tulane will send critical email, voice, and text messages to students, faculty, and staff at multiple telephone and e-mail addresses.

To ensure that Tulane has accurate and current contact information in the Office of the Registrar records, students, faculty, and staff should update their information through Gibson Online or the Registrar's Office.

Following an emergency that displaces students from campus, the University will provide updated information on the Emergency Notices website and activate the Tulane Alert Line to provide faculty, staff, students, and parents with up-to-date information regarding campus preparations, announcements about closing and reopening of university offices, and other relevant instructions.

If the School of Medicine is closed due to a city-wide evacuation notice, students are asked to finish their work and follow the University's evacuation procedures.

Nursing students, faculty and staff, and their families should develop their own personal emergency plans in the event New Orleans is threatened by a hurricane. Personal plans should include destination and transportation arrangements.

### RELATED RESOURCES

Tulane's Emergency Website (<https://tulane.edu/emergency/>)  
Tulane's Emergency Communication System (<https://emergencyprep.tulane.edu/emergency-communications/>)

Tulane's Emergency Numbers (<https://emergencyprep.tulane.edu/request-assistance-1/>)  
Office of Homeland Security and Emergency Preparedness, City of New Orleans (<https://nola.gov/homeland-security/>)  
Tulane University Emergency Operations All Hazards Plan ([https://medicine.tulane.edu/sites/default/files/images/Emergency%20Preparedness%20University%20Community\\_2023\\_SOM.pdf](https://medicine.tulane.edu/sites/default/files/images/Emergency%20Preparedness%20University%20Community_2023_SOM.pdf))

## Protecting Student's Right to Confidential Educational Records Policy

The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, is a federal law that protects the privacy and accuracy of education records for students. FERPA applies to all educational institutions that receive funds under the Department of Education.

### POLICY STATEMENT

Tulane Program of Nursing is committed to adhering to FERPA and ensuring the confidentiality of student education records in accordance with the Tulane University FERPA policy. Any disclosure of education records will only be made in compliance with FERPA.

## Religious Accommodation Policy

Per Tulane's religious accommodation policy, every reasonable effort will be made to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any coursework required during the period of absence. Students should notify their faculty within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

## Academic Calendar

The Program of Nursing academic calendar is built on a semester framework. Per academic year, there are three semesters - fall and spring and summer. The fall and spring semesters are 15 weeks long. The full summer session is 14 weeks. For details and dates, please refer to: <https://registrar.tulane.edu/academic-calendars> (<https://registrar.tulane.edu/academic-calendars/>)

## Academic Standards and Procedures Program of Nursing Admission Criteria Policy

To be considered for admission to the Nursing Program students must meet and successfully complete specific prerequisite program requirements and complete a Nursing Program application. After acceptance into the Nursing Program, but prior to starting courses, students must submit to a criminal history record information check and complete documentation of health information and immunizations. Link to the requirements: <https://nextcatalog.tulane.edu/medicine/program-of-nursing/#newitemtext> (p. )

## Transfer Credit Policy

The Program of Nursing adheres to Tulane University policies and practices governing the transfer of college credits that are outlined by the School of Professional Advancement and the Tulane Office of Undergraduate Admissions for its prerequisite courses.

### POLICY STATEMENT

As stated in the Program of Nursing Admission Criteria Policy, students may transfer up to 60 credit hours that fulfill Tulane University School



of Professional Advancement core curriculum requirements and nursing major prerequisites. Nursing courses taken outside of the University may not be transferred for professional nursing program credit.

If a student has been terminated from a previous nursing program and is not eligible to continue at that school, the student will not be eligible to apply to the Tulane University BSN program for a period of seven (7) years from when they entered the previous nursing program.

#### POLICY RESOURCES

<https://sopa.tulane.edu/admissions/student-transfers> (<https://sopa.tulane.edu/admissions/student-transfers/>)

<https://admission.tulane.edu/transfer/credit> (<https://admission.tulane.edu/transfer/credit/>)

Program of Nursing Admission Criteria Policy

### Progression Requirements Policy

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters following a prescribed program of study. Students in the nursing major may not register for any other courses.

#### POLICY STATEMENT

To be eligible to progress to successive courses in the nursing major, students must:

1. Obtain and maintain permission from the Louisiana State Board of Nursing to progress into Clinical Practicum courses.

- a. Complete the Louisiana State Board of Nursing Student License Application & Background Check (criminal history record information check).

2. Meet and maintain the University and Program of Nursing health and safety requirements. The PON follows the School of Medicine immunization requirements due to the nature of the students' studies and clinical work.

- a. Complete documentation of health information and proof of immunization compliance will be provided to Campus Health.
- b. Students will be withdrawn from courses if they fail to meet the requirements outlined by Campus Health.
- c. Students are not allowed to progress in the nursing program until evidence of compliance is submitted.

3. Maintain continuous enrollment in the nursing curriculum plan.

a. Course Withdrawals and LOA

- i. Students who are voluntarily or involuntarily withdrawn from a nursing course are considered out of progression.
- ii. Based on the requirement that the theory course (NRSX xxxx) and the co-requisite practicum course (NRSX xxxx) are taken concurrently, a withdrawal in either the theory course or clinical course results in the student withdrawing from both courses.
- iii. Students who withdraw or request a Leave of Absence should refer to the Program of Nursing Withdrawal and Leave of Absence Policy.
- iv. A student who utilizes a partial medical withdrawal may repeat the course one time.

b. Quality of Work - Course Failures

i. Students who are unsuccessful in any single nursing course (earn a C-, or less than 73) will reach out to their program Academic Advisor for a modified program plan that follows course progression guidelines.

ii. Students who fail two different courses or the same course twice will be dismissed from the program.

c. Students receiving financial aid will also contact the Tulane Financial Aid Services. The PON follows Tulane University's Student Academic Performance Policy and appeal process for Financial Aid.

#### POLICY RESOURCES

<https://campushealth.tulane.edu/immunizations/new-students> (<https://campushealth.tulane.edu/immunizations/new-students/>)

<https://campushealth.tulane.edu/for-you/school-of-medicine-students> (<https://campushealth.tulane.edu/for-you/school-of-medicine-students/>)

Program of Nursing Withdrawal and Leave of Absence Policy

Student Academic Performance Policy

Program of Nursing Grievance and Appeals Policy

### Withdrawal and LOA Policy

A student may be required to withdraw from the nursing program or from the university, temporarily or permanently, for any of the following reasons: personal, medical and/or psychological conditions that significantly impact their ability to complete their academic pursuits. In some circumstances, personal and medical leaves of absence from the University provide the student with an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery.

#### POLICY STATEMENT

This policy mirrors the Tulane University Policies for withdrawal and leave of absence. Personal and medical leaves require approval and are allowed for no longer than two consecutive semesters without reapplying for admission. Any student who wishes to request a withdrawal from all courses or a medical leave of absence from the Tulane Program of Nursing should begin by reaching out to their program Academic Advisor. The application procedure and impact will be discussed.

#### PROCEDURE

After meeting with their Nursing Program Academic Advisor, the student should attest to the following:

- I understand the academic repercussions for taking a medical leave.
- The program requires that theory courses and the co-requisite practicum course are taken concurrently. A withdrawal in either the theory course or co-requisite practicum course results in the student withdrawing from both courses.
- I know that if I am receiving financial aid or a scholarship, I will need to connect with the appropriate Financial Aid counselor.
- I understand that I am responsible for getting the appropriate treatment while I am on leave, and that my readmission will be contingent on this treatment.
- I understand that there is a process to petition to return from medical leave.



A withdrawal for personal reasons requires the approval of the Program of Nursing Dean's Office and the School of Professional Advancement Dean's office. A withdrawal for medical reasons from all courses requires an official letter of recommendation from a physician in the Campus Health Center and the approval of Program of Nursing Dean's Office and the School of Professional Advancement Dean's office, in addition to other requirements and/or approvals as outlined on Tulane's web site pertaining to medical withdrawals. A partial medical withdrawal (from some but not all courses) after the published deadline for dropping a course may be permitted with supporting justification, the recommendation of the Campus Health Center and the approval of Program of Nursing Dean's Office and the School of Professional Advancement Dean's office.

The final deadline for medical withdrawals is the last day of classes each term. Requests for medical withdrawals should be made within the prescribed time periods/deadlines; requests for retroactive medical withdrawals are rare, evaluated on a case-by-case basis, and only granted upon showing of good cause for submitting the request after the deadline. Grades of W are assigned when a student withdraws for medical reasons after the Program of Nursing's last day to drop without record.

The Nursing Program will require a medical clearance before a student can continue studies in a semester that begins after administrative action has been taken on behalf of the student for medical reasons.

Students should contact their Academic Advisor to return from medical leave.

Students who are allowed a one or two-semester leave of absence should submit a letter of intent to resume study at least eight weeks before the start of the semester in which they wish to return.

Any student returning to the university after more than one calendar year will be required to complete the degree requirements in effect at the time of readmission.

Students who leave the Program without formal approval for a leave of absence must file an application for readmission.

Students who do not return to Tulane Nursing Program for a particular term and do not request a leave of absence by the deadline for doing so are not eligible to return without applying for readmission.

#### RELATED RESOURCE

School of Professional Advancement Catalog  
<https://advising.tulane.edu/resources/forms/leaveofabsence> (<https://advising.tulane.edu/resources/forms/leaveofabsence/>)

### Quality of Work Standard and Grade Grievance Policy

The Program of Nursing abides by the School of Professional Advancement (SoPA) Code of Academic Conduct except as stated below and related to specific quality of work standards as listed in the Program of Nursing Progression Requirements Policy.

#### POLICY STATEMENT

Failure to meet the quality of work standard listed in the Program of Nursing Progression Requirements policy is grounds for Dismissal.

1. Students who fail two different courses (earn a C-, or less than 73) or who fail the same course twice will be dismissed from the program.

2. Students who wish to dispute a grade shall be addressed as follows:

#### Appeals Process for Grades.

1. To Course Faculty: The student who disputes a grade should go first to the course faculty within one month of receiving the grade or evaluation to cause a complaint. If no resolution can be reached within seven (7) days, the appeal goes to the Program of Nursing (PON) Director of Curriculum & Academic Affairs.
2. To PON Director of Curriculum & Academic Affairs: At the instruction of the PON Director of Curriculum & Academic Affairs, a meeting will be called of the PON Student Professionalism Committee to consider the appeal.
3. To PON Student Professionalism Committee: Both student and teacher are invited to submit written statements of their opinions concerning the grievance. Both parties and all pertinent evidence will be heard. The Committee will make a recommendation to the PON Dean within ten (10) days of receiving the statements.
4. To PON Dean: The PON Dean may uphold, reverse, or return for further consideration, the committee's findings within ten (10) days and communicate their decision in writing to all parties involved. The decision of the PON Dean is final.

#### POLICY RESOURCES

Program of Nursing Progression Requirements Policy.  
SoPA Code of Academic Conduct

### Probation

Any student who does not meet the minimum quality of work requirement, as stated in the Program of Nursing Progression Requirements policy, will be placed on academic probation. The status of probation lasts until it is removed as a result of academic improvement or ended by dismissal. Students who are placed on probation are notified in writing that their academic progress is insufficient.

### Dismissal and Termination Policy

The Program of Nursing (PON) abides by Tulane University's Code of Student Conduct and the and the School of Professional Advancement (SoPA) Code of Academic Conduct except as stated below and related to specific quality of work standards as listed in the Program of Nursing Progression Requirements Policy. The Program reserves the right to dismiss or terminate any student for cause.

#### POLICY STATEMENT

1. Failure to meet the quality of work standard listed in the Program of Nursing Progression Requirements Policy is grounds for Dismissal.
  - a. Students who fail two different courses (earn a C-, or less than 73) or fail the same course twice will be dismissed from the program.
2. Causes for dismissal or termination include, but are not limited to:
  - a. A student who violates Louisiana Administrative Code (LAC) 46:XVII.3331 Denial or Delay of Licensure, Licensure by Endorsement, Reinstatement, or the Right to Practice Nursing as a Student Nurse. Specifically:
    - i. A student will be denied the right to practice as a nursing student for infractions listed in 3331.A. and will be dismissed from the program.

- ii. A student will be denied the right to practice nursing as a student nurse for up to five years for infractions listed in 3331.B., will be dismissed from the program, and is potentially eligible for readmission after five years.
  - iii. A student will be delayed in the ability to progress in the program for infractions listed in 3331.C., and will be placed on a Leave of Absence as described in the Program of Nursing Withdrawal and Leave of Absence Policy, or dismissed from the program.
- b. Behaviors as noted in the Practicum Course Critical Incident Policy III.C.
  - c. Behaviors in Violation of the Program of Nursing Code of Professional Conduct.

#### POLICY RESOURCES

LAC 46:VXII.3331 in Rules and Regulations (<https://www.doa.la.gov/media/gybngco4/46v47.pdf>)

PON Student Handbook

Progression Requirements Policy

Practicum Course Critical Incident Policy

Tulane University's Code of Student Conduct

### Reinstatement Policy

Refer to the Program of Nursing Withdrawal and Leave of Absence Policy.

### Graduation Requirements Policy

Students are required to graduate at the end of the term in which all degree requirements are completed. Students must submit an application for degree in the semester in which they plan to graduate. This application must be completed with the student's program Academic Advisor. When students apply for their degree, their work is evaluated by the criteria in place at the start of their work toward that degree.

#### POLICY STATEMENT

A candidate for a baccalaureate of science in nursing (BSN) degree must meet the following graduation requirements:

1. A minimum of 120 credits earned.
2. A cumulative grade point average of 2.000.
3. All financial obligations to the University must be cleared before the Registrar will release a diploma or a transcript.

### Graduation Ceremonies Policy

Ceremonies will be held for BSN students at the culmination of their degree requirements:

1. The commencement ceremony is held only in May. Students completing degree requirements in August or December may, however, participate in the ceremony held the following May. All graduates who will not attend the commencement ceremony should request, with their academic advisor, that their degree be awarded in absentia.
2. A Program of Nursing Pinning Ceremony will be held at the completion of each semester for students completing their BSN degree requirements.

#### POLICY RESOURCES

Tulane Commencement Procedure

SoPA Requirements for Graduation

### Record Retention Policy

The Program of Nursing adheres to the Tulane University policy for retention of academic records as documented in the Tulane University Catalog.

#### POLICY STATEMENT

##### 1. Student Records

- a. Academic records, to include the application and final transcript, are kept by the University Registrar's Office and retained permanently.
- b. Additional student records, to include terminal clinical evaluations from each course, and graduation forms, are kept in electronic storage in a password protected Box file or in a secure locked cabinet in the Program of Nursing and retained for eight years from the time of enrollment of that student.

##### 2. Faculty Records

- a. Faculty records shall be kept in electronic storage in a password protected Box file or in a secure locked cabinet in the Program of Nursing and shall comply with existing federal, state, and institutional requirements.

#### POLICY RESOURCES

<https://catalog.tulane.edu/newcomb-tulane/#academicpolicies>

### Grading

#### Add/Drop Policy

The plan of attendance for the nursing curriculum is a set sequence of courses that spans the 4-semester program. Courses may not be added to any semester other than as identified in a student's modified program plans. Students who wish to drop courses must consult with the nursing Academic Advisor or the Director of Curriculum and Academic Affairs.

#### Satisfactory/Unsatisfactory Grades

Nursing students may not avail themselves of the satisfactory/unsatisfactory option for nursing courses.

#### Auditing Courses

Nursing students may not take a nursing course on an audit basis.

#### Incomplete Grade

An Incomplete grade, 'I', for the Program of Nursing is given only with the approval of the Director of Curriculum and Academic Affairs when extreme circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 15 days.

An incomplete grade allows a maximum extension of 15 business days after the end of the term for the completion of the coursework. Students will work with their instructors to develop a plan and timeline to complete outstanding work and may not progress to subsequent clinical courses until the Incomplete grade is resolved successfully.

If the work has not been submitted by the deadline, the incomplete grade is converted to an F. Extensions of the 15-day deadline may be requested in writing by the student and must be approved by the instructor and the Director of Curriculum and Academic Affairs. Extensions are approved only when a student has made an attempt to complete the missing work within the original 15-day period but,

in the view of the instructor and the director, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 15-day deadline expires; extensions are not approved retroactively.

### Maximum Credits

Nursing major students in good academic standing are allowed to register for up to 15 credits per semester.

### Course Grade Determination and Standard

The requirements for satisfactory completion of the nursing courses are clearly stated in each course syllabus along with the process of grade determination. The final course grade for many undergraduate clinical nursing courses consists of a theory grade and a clinical grade. In order to progress in the curriculum, the student must achieve a minimum of a "C" in the theoretical component and a "C" in the clinical component.

The theory grade is determined by specific criteria outlined in the course syllabus. Nursing courses use a variety of methods for evaluating student achievement of course objectives. Because the practice of nursing is dependent upon integrating knowledge throughout the course of study, the quizzes, exams, and other assessments include previously covered material.

Grades are calculated to the second decimal place (hundredths column). Only the final course average is rounded off to the nearest whole number. Only the first decimal place (tenths column) is rounded. For example, a final course average of 79.50 is rounded to 80. An average of 79.49 is not rounded to 80.

## Registration, Tuition, and Financial Aid

### Registration

SoPA students are governed by the registration policies and procedures set by the university. Consult the University Catalog Registration Policies and Procedures (<https://catalog.tulane.edu/university/#academicpolicies>) regarding the registration and confirmation process.

Students in the Program of Nursing will be registered for courses by the nursing Academic Advisor. Students with registration holds should clear them prior to the start of the semester.

### Tuition and Fees Policy

Tulane University maintains all information regarding tuition and fees for the Program of Nursing at Home | Tulane School of Medicine Nursing Program (<https://nursing.tulane.edu/>).

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

### Financial Aid

The Program of Nursing students are well supported by the Tulane University Financial Aid Office.

The University Financial Aid Office maintains information regarding aid on their website in matters of understanding how financial aid works and in identifying the resources necessary to make education

affordable. Students eligible for financial aid will be assigned an advisor in the financial aid office.

The Tulane University School of Medicine Financial Aid Office is located in the Tidewater Building, 1440 Canal Street, Suite 1213. You may phone Financial Aid at 504.988.6135.

## Course Policies

### Online Student Participation Policy

This policy aims to establish reasonable expectations for participation while recognizing the diverse circumstances of online learners. It provides clarity on assessments and communication channels, while allowing flexibility for individual situations.

#### Participation Definition:

- Active participation includes, but is not limited to, contributions in discussion forums, engagement in live sessions, completion of assignments, and collaboration on group projects.
- The expectation is that students engage with module content for a minimum of 3 hours per credit hour per week.

#### Participation Expectations:

- Students are expected to engage in online activities per the syllabus, with meaningful and constructive contributions.
- A minimum of three meaningful discussion board posts per week in discussion forums is required. The standard requirement is an initial post and two substantive peer replies posted on two separate days and following course due dates. Students must post on three separate days.
- Attendance and participation in mandatory live sessions is required. For optional sessions, recordings will be made available for those unable to attend.
- Students actively engage with module content weekly even if there is no graded content required or due for that week.

#### Communication:

- Primary communication channels include discussion forums, emails through the Tulane email system and/or Canvas, and optional virtual office hours.
- To support communication efficiency, Tulane email should be available and accessible on your mobile device, smart phone, and personal computer. Contact Tulane IT (504)988-8888 for assistance.
- Instructors will respond to emails within 48 hours, excluding weekends and holidays.
- Online course netiquette guidelines must be followed for respectful and inclusive communication.

#### Assessment:

- Participation contributes to a percentage of the overall course grade as outlined in the course syllabus.
- Grading will consider the quality, relevance, and frequency of contributions.
- Grading rubrics will be provided for assessing participation.

#### Attendance:

Live session attendance is prescheduled and mandatory in some cases; attestation that recorded sessions were listened to will suffice in others. In case of unavoidable absence, students are expected to notify the instructor in advance.

#### Collaborative Activities:

- Group work is an integral part of any course, and students are expected to actively contribute to group projects.
- Clear expectations for individual and group responsibilities will be provided.

#### Acknowledgment:

- By enrolling in the course, students acknowledge that they have read, understood, and agreed to abide by the online student participation policy.

## Student Attendance Policy

Students enrolled in professional nursing courses are expected to attend all online synchronous classes, orientation meetings, exams, lab and clinical learning experiences. Should the need for an absence arise, students are expected to notify the course faculty prior to the scheduled event. **All** student absences will be reported to the Director of Curriculum and Academic Affairs.

### Absences and Consequences

The accelerated and rigorous nature of this program necessitates attendance to practice as a nurse in Louisiana. Class, lab, and clinical practicum absences will be managed as described below (**excluding proctored exams**).

1. One absence in any course is at the student's discretion.
  - a. Please note that it is recognized that students are adult learners and expected to exercise good judgement when determining the need for one synchronous class, lab, or clinical practicum absence.
  - b. A clinical practicum experience is defined as one scheduled 6–8-hour day. A scheduled 12-hour clinical practicum equates to two missed clinical days.
2. If a student is absent for an online synchronous class or meeting, repeating covered material or supplying a make-up assignment is solely at the discretion of the course faculty. Course faculty are not expected to reteach critical content.
3. If a student is absent for one lab or clinical practicum (including simulation experiences), the student is required to successfully complete an 8-hour, proctored, unfolding case study offered at the end of the semester.
4. If extenuating circumstances occur and a student is absent for a second lab or clinical practicum (including simulation experiences), the student must provide documentation supporting the absence and complete a mandatory, pre-scheduled make-up session or clinical experience that reflects the missed clock hours.
5. Please be advised that a third absence from any required lab or clinical practicum (including simulation experiences) will result in lab or clinical practicum failure and the requirement to repeat the failed course. Failing a course results in a modified program plan and delays graduation. Modified program plans are developed in collaboration with the Program Academic Advisor.

6. Tulane PON recognizes that there are various reasons for absences including untoward circumstances. **All** absences are cumulative and follow the above guidelines.

### Untoward Circumstances

Some examples of untoward circumstances include but are not limited to significant illness or severe injuries, death of an immediate family member, or jury duty.

1. An absence due to significant illness or severe injury *may require* a provider's note that the student is able to meet the PON Technical Standards to return to coursework.
2. In Louisiana, there are no exemptions for jury duty. However, students are expected to request a letter from the University to the judge requesting an exemption or reschedule due to their academic program.

### Proctored Exams

Examinations are to be taken on the scheduled date and follow *PON Testing Rules and Procedures*.

1. Students reporting late for exams will only be permitted to utilize the time remaining for completion of the exam.
  - a. Late is defined as **no more** than 10 minutes after the exam start time, if and only if the first student has not completed the exam and exited the exam room.
2. Rescheduling of the missed exam will not be permitted except in emergencies and under extreme circumstances.
  - a. Only the Director of Curriculum and Academic Affairs can provide approval for the rescheduling of a missed exam. With approval, exam makeup will be arranged through the instructor and proctor.
  - b. Due to the rigor and accelerated nature of the Nursing Program, make-up exams are to be administered within five (5) business days of the missed exam; an alternate version of the exam will be administered.
  - c. An exam missed without prior faculty notification or without approval, results in a grade of zero (0).
  - d. Students are only permitted to miss, and make up, one proctored exam per semester across all courses.

### Notification Procedures

- Lab: If a student is unable to attend a scheduled lab or simulation experience, students must notify the respective faculty by phone and provide written notification via Canvas Email or Teams *prior* to the start of the lab experience. If unable to contact the Course Faculty, then contact the Program site.
- Clinical Practicum: If a student is unable to attend a clinical practicum (including simulation experiences), students must notify the respective clinical faculty by phone and provide written notification via Canvas Email or Teams as soon as possible but *prior* to the start of the clinical practicum.
- Exams: Should circumstances occur at the time of any scheduled examination, it is the student's responsibility to contact the course faculty and the Program site *prior* to the examination.
- **All** student absences will be reported to the Director of Curriculum and Academic Affairs.



## Class/Practicum Cancellation

Hybrid online courses are rarely canceled due to weather; plan ahead so that deadlines and due dates are met. In the event that an exam needs to be rescheduled due to a university closure, the Program of Nursing will utilize the weekend dates designated for makeup each year. These dates may be found in the Academic Calendar (<https://registrar.tulane.edu/academic-calendars/>).

Practicum/clinical experiences are canceled when weather conditions are such that it is not safe to have students and faculty to travel to or from clinical agencies. There will be no practicum if classes are cancelled on campus.

Procedure:

1. Obtain contact information for students, faculty members, and clinical facilities. Each faculty person should keep a copy of these listings and is responsible for contacting their students as soon as possible.
2. When considering the cancellation of any practicum/clinical experience, the faculty member will confer with the Director of Curriculum and Academic Affairs who will make the final decision.
3. If weather conditions change while students are at clinical facilities, the faculty person may decide to conclude the practicum/clinical at an earlier hour and will notify the Director of Curriculum and Academic Affairs.
4. Alternative learning experiences will be completed in the event of practicum/clinical cancellations.

## Student/Faculty Expectations for Online/Hybrid Coursework

It is important to be aware of your behavior in an online learning environment to ensure positive interactions with your instructor and peers. This requires you to follow some guidelines for behaviors.

### Online Course Netiquette

Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions. Online may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally.

Be Professional:

Do: Always represent yourself well. Be fully and appropriately clothed. Be truthful, accurate and run a final spell check. Treat online meetings with professionalism (dress appropriately, use your webcam, be in a quiet place without distractions, be respectful of others time/effort).  
Avoid: Entering an online meeting in public places or partially clothed. Avoid consuming a meal during meeting times. Limit the use of slang and/or emoticons. Avoid using profanity or participating in hostile interactions.

Be Scholarly:

Do: Use proper language, grammar and spelling. Be explanatory and justify your opinions. Ask for clarification. Try to find the answer before asking for help. Credit the ideas of others through citing and linking to scholarly resources.

Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not know the answer.

Be Respectful:

Do: Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.

Avoid: Sharing another person’s professional or personal information.

Be Polite:

Do: Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation. Use respectful greetings and signatures, full sentences and the same “please” and “thank you” you use in real life.

Avoid: Using sarcasm, being rude or writing in all capital letters.

Written words can be easily misinterpreted as they lack nonverbals.

## Late Assignments

Students enrolled in professional nursing courses are expected to turn in all assignments, homework, case studies, care maps, and discussion board posts and replies on or before the scheduled due date.

1. In the event of an unexpected situation, students who notify their course or clinical instructor before the due date may be granted a 24-hour extension for submitting assignments, excluding quizzes and proctored exams.
  - a. This allowance can be utilized up to two times per course, applicable to both initial discussion posts and responses.
    - i. In instances where a student is unable to participate in a discussion post assignment before the closure of the discussion board, the student will be required to complete an alternative assignment. The alternative assignment will be of comparable effort and intellectual engagement as the original discussion post and designed to meet the same learning outcomes.
  - b. Assignments submitted after the 24-hour extension will incur a 5% penalty per day for up to three days (72 hours). Beyond this period, a grade of zero will be assigned.
2. In the event of an unexpected situation, the student who fails to notify the course or clinical faculty before the scheduled due date must submit written notification to the faculty with a copy to the Director of Curriculum and Academic Affairs within 24 hours of the due date.
  - a. Failure to provide written notification within 24 hours of the due date will receive a zero.
  - b. The student will receive an automatic 5% deduction for each day the assignment is late up to three total days (72 hours). After 72-hours, from the time that the assignment was due, the student will receive a zero (0) for the assignment.

## Testing Policies

### Proctored Exam Settings

**Randomization:**

1. Exams will be randomized.
2. Questions will be placed into categories with question sets (several questions that pertain to the same scenario) and the questions will be randomized within that category or set.



3. When questions build upon one another, case study information will be repeated with each question that relates to that information and randomized with all test questions.

**One Question at a Time:**

1. Exams will be presented one question at a time to minimize potential exam security issues and allow each question to be saved when completed.

**Back-tracking:**

1. Back-tracking is permitted.
2. Students will be permitted to skip a question without answering it, or flag it, and return at their convenience.
3. Students may review the exam in its entirety before submitting it.

**Multiple Select (all or none):**

1. Partial/penalty (aligns with Next Generation NCLEX scoring): Students will earn corresponding points for correct answers but will lose corresponding points for an incorrect answer. The total score for a multi-point item is the sum of all positive and negative points. While mathematically you could have a negative score, it gets rounded to 0/no credit.

**Testing Room Rules and Procedures**

The following rules are to maintain a secure, proctored testing environment.

1. Students are asked to use the restroom prior to the start of the exam.
2. Students should not enter the computer lab until the proctor opens the doors to begin the test.
  - a. Proctors will keep the door closed until 10-minutes before the start time to allow students to enter.
  - b. Students will enter, sign their name on the sign-in sheet, and proceed to their assigned Chromebook.
  - c. Students must show photo ID at time of sign-in.
3. Students reporting late for exams will only be permitted to utilize the time remaining for completion of the exam.
  - a. Late is defined as no more than 10 minutes after the exam start time, if and only if the first student has not completed the exam and exited the exam room.
4. Proctored exams will be taken on provided Chromebooks unless there is a specific accommodation that has been requested through the appropriate university channels prior to testing, or there is a disruption that requires testing to be delivered in another format (power outage, etc.).
  - a. In the situation of computer malfunction, the proctor will print the tests on paper and follow the prescribed Paper Testing Procedure.
5. If applicable, specific directions will be announced, such as seating arrangements, passwords, completion of the answer sheets, etc.
6. All personal belongings (backpacks, bags, coats/jackets, cell phones, etc.) must be stored in student lockers away from the testing area, without exception. Locks are recommended to protect valuables.
  - a. Food or drinks are not permitted.
  - b. Cell phones or other electronic devices (including smartwatches) are not permitted in the testing room. These devices must be turned OFF or set to airplane mode during testing.

- c. Bulky jackets or coats should be removed and placed with the student's belongings.
  - d. Hats of any kind are not permitted.
  - e. Hoods (including hooded sweatshirts), scarves, or other similar clothing/accessories are not permitted.
  - f. Students should dress appropriately for the temperature of the building, so as to avoid needing a bulky jacket, coat, or hat.
  - g. Students may utilize site provided foam earplugs.
7. Pencils, scrap paper, and calculators will be provided. Students are not permitted to use their own pencils, scrap paper, or calculators. All scrap paper (whether used or not) is to be turned in to proctor at end of test. No mechanical pencils will be allowed.
  8. Students are not permitted to leave the testing room once the test has started. Individual emergency issues will be handled on an individual basis.
  9. A proctor will be present in person, accompanied by a course faculty member (in person or remote), and will not answer any content related questions during the test, and may answer.
    - a. Questions about the testing process and associated rules.
    - b. Questions about spelling errors, misnumbering/lettering, technical test errors, etc.
  10. Once the student has completed the test, all calculators, pencils and mice must be returned to their original places. Scrap paper (used or un-used) must be given to the proctor. The student then must leave the test room immediately.
  11. Out of courtesy to other students still testing, the student should exit the testing environment quietly and should not congregate in the hallways outside of the testing room. Talking is very distracting to those who are still testing.
  12. Students are not under any circumstances to discuss the exam or its contents until all students have completed testing (including any students who schedule a makeup exam). Students are bound by the university policies related to academic integrity.

**Missed Exams Policy**

**Rescheduling of the missed exam will not be permitted except in emergencies and under extreme circumstances.**

1. Should circumstances occur at the time of any scheduled examination, it is the student's responsibility to contact the course faculty and the Program site prior to the examination.
2. Only the Director of Curriculum and Academic Affairs can provide approval for the rescheduling of a missed exam.
  - a. With written approval, exam makeup will be arranged through the instructor and proctor.
3. Due to the rigor and accelerated nature of the Nursing Program, make-up exams are to be scheduled and administered within five (5) business days of the missed exam.
  - a. An alternate version of the missed exam will be administered.
  - b. Testing room rules and procedures will be followed.
4. An exam missed without prior faculty notification or without approval, results in a grade of zero (0).
5. Students are only permitted to miss, and make up, one proctored exam per semester across all courses.
6. All student absences will be reported to the Director of Curriculum and Academic Affairs.

### **Paper Testing Procedure**

The following procedure will be used in the event that a network is down, there is a power outage, or other unforeseen circumstances require students to test on paper instead of using the online platform.

1. Proctor will print a copy of the exam and bubble sheet for each student.
2. Students will be given a copy of the exam and bubble sheet to fill in their answers.
3. Proctor will notify students of the following:
  - a. Students must write their name on both the bubble sheet and exam (for tracking).
  - b. Students will record their answers on the bubble sheet.
    - i. Answers on the bubble sheet will be the only answers accepted for grading purposes.
4. All entered exam answers will be audited by the Course Faculty.
5. The instructor will conduct all analyses and make any grading adjustments needed using Chi Tester.

### **Exam Scoring and Review Policy**

#### **Exam Scoring:**

1. Exam scores will not be released until the course faculty analyze the exam.
  - a. Analysis will be accomplished within 48 hours of exam completion.

#### **Exam Review:**

1. A conceptual exam review will be scheduled by course faculty following all proctored exams and within one week of exam completion.
2. Individual student performance and specific test questions will not be discussed.
3. Students who wish to review their individual exam may submit a formal request to course faculty & proctor, within one week of completing their exam.
  - a. Upon receipt of the student's request, the proctor will schedule 15 – 30 minutes for exam reviews to occur between 2-7 days following the completion of the exam, with course faculty.
  - b. Students will return to the testing room to review ONLY the questions they answered incorrectly.
  - c. Faculty will be present in-person or virtually to provide rationale.

## **CLINICAL AND PRACTICUM POLICIES**

### **Professional Attire and Behavior**

#### **General Expectations**

Students are expected to abide by the Program of Nursing's professional attire and behavior policy and maintain a professional and business-like appearance while in all clinical areas, lab and simulation experiences. Patients expect that nurses will be dressed professionally. Professional attire inspires confidence among patients and helps to reinforce the nurse-patient bond.

Cell phones should be put on "vibrate or silent" and are not to be used in patient rooms or patient care areas. Practice good oral hygiene prior to attending practicum and lab. Gum chewing during the practicum, especially when talking with patients, is strictly prohibited. Students

should remember that they are guests in the clinical organization and behave in a courteous and respectful, professional manner.

#### **Hair**

Hair must be clean, groomed, and secured off the face and above the collar, such that it cannot be grabbed by or touch a patient. Hair clips, pins, or headbands should be flat, inconspicuous and for the purpose of keeping the hair contained and may be brown, black, silver, or gold in color. Hats, caps, do-rags, skullcaps, stocking caps and or other headgear are not permitted. Hair ornamentation such as bows, ribbons, or cloth bandanas are not permitted. Head coverings worn for sincerely held cultural or religious beliefs may be permitted; they are not permitted for social or fashion reasons.

Facial hair should be neatly trimmed and follow CDC guidelines to fit entirely under a respirator mask without breaking the seal.

#### **Jewelry, Piercings, and Body Art**

One small stud in each earlobe is acceptable. No dangling earrings, bars, discs, or gauges are permitted. Necklaces and lanyards can pose a safety risk and are not permitted. Bracelets and rings interfere with proper gloving or glove integrity and are not permitted.

Facial piercings and tongue rings are also not permitted. Items placed on teeth, that are not required for dental or medical reasons, are not permitted.

Body art should not be visible; cover tattoos during clinical practicum experiences.

#### **Fingernails**

Fingernails must be clean, trimmed and neat and should not interfere with skill performance. No artificial, gel, acrylic extensions or fingernail jewelry is permitted. Polish, if worn, must be in good repair without cracks or chips. Clear polish is preferable however, some institutions do not permit any type of nail polish to be worn when caring for patients.

#### **Footwear**

Shoes must be clean, white, closed-toe, flat, and made of a sturdy material that will not absorb body fluids or potentially hazardous materials. Clogs, open toe, or fabric shoes are not permitted. Hose or socks should be worn with uniform shoes. Shoes should be dedicated for clinical experiences, and maintained in a clean, professional condition.

#### **Scents**

While bathing is required and deodorant/antiperspirant recommended, students should avoid scented personal hygiene products such as hairspray, deodorant, body lotion, aftershave, or perfume. Patients and/or family members with Multiple Chemical Sensitivities may respond with an allergic response.

Students should refrain from smoking prior to clinical experiences to avoid a smoke odor on their clothes that may trigger an allergic response from patients and/or family members.

#### **Uniforms and Watches**

Students will wear the Program of Nursing's approved white scrub top and Tulane green pants, or scrub skirts. Uniforms are to be laundered after each use.

A wristwatch with a "second" hand is required. No digital dials. Watch bands should be a neutral color and able to be cleaned. Smart watches

(i.e. Apple, Samsung, Fitbit, Pebble) and designer fashion watches are not permitted in clinical settings.

Accommodations to certain uniform requirements (for example, regarding head coverings) may be requested based on sincerely held religious beliefs. Requests for accommodations for religious reasons should be submitted to the Program of Nursing, Director of Curriculum and Academic Affairs.

## Health and Safety Requirements

### Immunizations

The State of Louisiana and Tulane University require students to have proof of immunity for certain diseases. All students are required to provide proof of immunization prior to arriving at Tulane. See <https://campushealth.tulane.edu/immunizations/new-students> for details and forms.

Additionally, after acceptance into the Program of Nursing Program and before starting courses, students must submit evidence of the following required immunizations. \*\*Please note: some immunizations that are 'recommended' by the university are 'required' by the Program of Nursing for personal and patient safety.

All Program of Nursing immunization requirements will be tracked for verification and compliance through Complio.

1. Proof of immunity against measles, mumps, and rubella (defined as a series of two MMR vaccines with complete dates OR positive titers to all three diseases).
2. Tetanus, diphtheria, and acellular pertussis (Tdap) must remain current for the duration of the program.
3. Meningococcal (Meningitis) Vaccine.
4. Proof of immunity against varicella (defined as a series of two Varicella vaccines with complete dates OR a positive antibody test documenting immunity to Varicella).
5. Proof of immunity against Hepatitis B, (defined as a series of three Hepatitis B vaccines and positive Hep B Surface antibody testing results post-vaccine administration). If no response to the primary series, the vaccine series and follow-up Hep B Surface antibody test will be repeated.
6. Two negative tuberculin skin tests (TST) one within the past year (a negative serologic test may substitute for the yearly TST); if TST positive, a negative chest X-ray report within the previous three (3) months is required.
7. Proof of current seasonal influenza immunization. Campus Health offers no-cost flu shots on campus each fall (generally beginning in October) via our annual flu clinics. For incoming students, if you received the flu shot during the previous flu season, please upload proof of your vaccine.
8. COVID-19 Vaccine or waiver form.
9. Students who are opting out of any of the required vaccines for medical, religious or personal reasons must submit a waiver form online via the Campus Health Patient Portal. For each required vaccine a student wishes to opt out of, a separate waiver form submission is required. These waiver forms can be found by logging on to the Patient Portal, clicking on the Forms tab and scrolling down to the Immunization Waivers section.

Please note that students who opt out of new immunizations are still required to submit records of any immunizations they have received in the past.

Students who fail to provide required evidence of clinical compliance as listed above will not be allowed to enter clinical nor remain enrolled in any clinical course. Failure to renew health requirements that are expired during the semester will prevent the student's participation in clinical activities, which will constitute an absence.

### Health Insurance Portability and Accountability Act (HIPAA) Regulations and Training

Patient information must remain confidential. To ensure proper confidentiality, the federal government enacted HIPAA legislation. HIPAA training is mandatory for all nursing students and must be updated annually. Training is offered online via Canvas and is documented by the Office of General Counsel. HIPAA training can be accessed by logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

### Universal Precautions Training

Universal Precautions as an approach to infection control to treat all human blood and body fluids as if they contain bloodborne pathogens. Blood-borne pathogen (BBP) training is mandatory for all nursing students and must be updated annually. Training is offered online via Canvas and is documented by the Office of Environmental Health and Safety. BBP training can be accessed by logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

### Blood-Borne Pathogen Exposure Policy

All students who have been admitted to Tulane University are required to provide proof of immunization compliance that meets Louisiana law, CDC, and American College Health Association guidelines. The Tulane Program of Nursing informs nursing students of policies and procedures to prevent and address accidental exposure to blood-borne pathogens before students undertake any educational activities that would place them at risk.

#### POLICY STATEMENT

Tulane Program of Nursing adheres to the policies of Tulane University's Campus Health in the event of a student's accidental exposure to Bloodborne Pathogens (on or off campus).

#### DEFINITIONS

**Accidental Exposure:** An exposure can be defined as a percutaneous injury (e.g., needlestick or cut with a sharp object), or contact of eye, mouth, mucous membranes, or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, amniotic fluid, cerebrospinal fluid, pleural/pericardial/synovial/peritoneal fluid, semen, vaginal secretions, or any other potentially infectious body fluids.

**Blood-borne pathogens:** Infectious agents including, but not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) infection.

#### PROCEDURE

1. What to Do if Exposed to Blood/Bodily Fluids:
  - a. students should report any exposure to their nursing clinical faculty and preceptor (for precepted experiences), as well as the Nursing Director of Curriculum and Academic Affairs.
  - b. If the exposure occurs during business hours (Monday through Friday, 8:30 a.m. to 5 p.m.), call the Health Center Downtown at 504-988-6929.
  - c. If the exposure occurs at any other time (holidays, weekends, evenings, etc.), call the Nurse Advice Line at 504-862-8121.
2. Immediately After Exposure
  - a. Wash the affected area.
  - b. For an eye or mucous membrane exposure, flush the exposed area with water for five minutes.
  - c. For skin exposure or an injury with "sharps", wash the area for five minutes with water and antimicrobial soap (ex: Hibiclens or Betadine).
3. Download the Bloodborne Pathogens Exposure Packet from: <https://campushealth.tulane.edu/emergency/bloodborne-pathogens> (<https://campushealth.tulane.edu/emergency/bloodborne-pathogens/>)
4. Print and complete all the forms included in the packet:
  - a. Provider Checklist
  - b. Student Checklist
  - c. Supervisor/Faculty Checklist
  - d. Occupational Exposure to Blood Borne Pathogens Management Algorithm
  - e. Needlestick & Sharp Object Injury Report Form
5. Notify the Health Center:
  - a. If the exposure occurs during business hours (Monday through Friday, 8:30 a.m. to 5 p.m.), call the Health Center Downtown at 504-988-6929.
  - b. If the exposure occurs at any other time (holidays, weekends, evenings, etc.), call the Nurse Advice Line at 504-862-8121.

#### RELATED RESOURCES

Tulane University Campus Health: <https://campushealth.tulane.edu/emergency> (<https://catalog.tulane.edu/medicine/program-of-nursing/>)  
Tulane University Campus Health: <https://campushealth.tulane.edu/emergency/>)

TUSOM Medical Student Handbook: Published by the Office of Admissions and Student Affairs *Revised November 2020*

### Exposure to Environmental Hazards Policy

#### POLICY STATEMENT

Tulane University Program of Nursing informs nursing students of policies and procedures to address exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk. Nursing students are educated about the methods of prevention, procedures for care and treatment after exposure, including a definition of financial responsibility.

#### DEFINITION OF ACCIDENTAL EXPOSURE

An exposure can be defined as a percutaneous injury (e.g., needlestick or cut with a sharp object), contact of eye, mouth or other mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious. Exposure incidents place health care personnel at risk of diseases caused by a range of pathogens including hepatitis B virus (HBV), hepatitis C virus (HCV), human

immunodeficiency virus (HIV) infection, Covid-19 and therefore should be evaluated according to protocol by a qualified health care professional.

Nursing students must immediately call the Student Health Center (located in the Elks Building) if exposed. During business hours, students should call 504.988.6929. During afterhours or weekends – students should call the Nurse Advice Line at 1.855.487.0290. During business hours, the student will either be scheduled a same day visit or a phone consultation with one of the physicians or nurses. After hours, the call will be directed to an all-call health care provider. Students also should report any exposure to their course faculty or clinical preceptor.

### Drug Screening

The Program of Nursing conforms with and upholds all federal, state and local laws that regulate or prohibit possession, use or distribution of alcoholic beverages or illicit drugs. This policy reflects additional requirements for health care professionals to report suspected impairment and requires all nursing students to submit to a urine drug screen following acceptance into the program.

The use of certain drugs for "recreational" purposes is illegal and can have devastating consequences for you professionally. The Louisiana State Board of Nursing (LSBN) has strict rules and regulations in the Professional and Occupations Standards for Nurses (LAC 46: XV.LI.3331). related to the Denial or Delay of Licensure, Reinstatement, or the Right to Practice Nursing as a Student Nurse and to determine eligibility for approval for clinical and licensure in Louisiana.

The LSBN clearly states, "Applicants for...the right to practice as a student nurse shall be denied approval to enter or progress into any clinical nursing course... if the applicant has pled guilty, nolo contendere or been convicted of a crime involving the production, manufacturing, distribution or dispensing of a controlled dangerous substance... possession of marijuana, synthetic cannabinoids, heroin..."

It is unacceptable for medical students, physicians, nurses, and other medical personnel to attend to patient care or other professional duties while under the influence of alcohol or any of the drugs mentioned above. It is the policy of the Program of Nursing to prohibit the use, abuse and presence of alcohol, illegal or unauthorized drugs, and other dangerous substances in the bodies of its nursing students while on duty engaged in any course, classroom, laboratory, and/or clinical setting.

The Program of Nursing will require a urine drug screen for all program-enrolled nursing students following their acceptance into the program, randomly, and for reasonable suspicion for cause. Students who fail to successfully complete their initial drug screen one week prior to the first day of classes will have a hold placed on their account and may be dropped from their nursing courses. The hold will be lifted when drug test results are available and cleared.

Reasonable Suspicion Testing or "For Cause" – any student may be tested who is suspected of being under the influence of alcohol or drugs where the suspicion is based on, but not limited to, any of the following:

1. Observable behavior or physical symptoms such as staggered gait, slurred speech, glassy, blood shot eyes, body odors or unkempt appearance, and unsatisfactory work performance.
2. A pattern of inappropriate, abnormal or erratic behavior.



3. Reliable objective information/observation from independent sources.
4. Evidence of drug tampering or misappropriation.
5. Arrest or conviction of a drug/alcohol related offense.
6. Being identified as the subject of a criminal investigation regarding drugs. Patterns of absenteeism or tardiness without explanation.

• In the case of a positive drug test indicating use of a prescription medication:

1. The student will be given 48 hours to produce a valid prescription for the medication to the drug screening facility.
2. If the issue is not resolved in 5 business days, the student is subject to disciplinary action through procedures outlined in the Tulane University Code of Student Conduct and the Program of Nursing Code of Professional Conduct, up to and including dismissal from the program.
  - a. Please note: Pre-licensure students must comply with LSBN requirements for disclosure of medical conditions and prescriptions.
  - b. Disciplinary action may still apply regardless of validation of a prescription based on professional behavior and/or patient safety concerns.

• In the case of a positive drug test for illegal drug usage or misuse of prescription drugs:

1. The student may be subject to disciplinary action through procedures outlined in the Tulane University Code of Student Conduct and the Program of Nursing Code of Professional Conduct, up to and including dismissal from the program.
2. Any student admitted who tests positive for illegal or illicit use of drugs must withdraw from all nursing courses and will be reported to LSBN. They can reapply for progression after being approved to progress by the LSBN and upon completion of the recommended course of treatment by a licensed healthcare professional.
3. Any student with an inconclusive drug screening result will be required to undergo further confirmatory testing. Students who refuse further testing or who fail to comply with stipulations of LSBN concerning treatment/monitoring will not be allowed progression in clinical coursework.

## Laboratory Supply Packs

Each nursing student is required to have a standardized supply pack containing essential items, approved by the nursing program faculty, necessary to practice clinical skills in the lab and at home to gain competence. Nursing supply packs are purchased as a course fee in NRSG 3205: *Foundations of Nursing Practice Practicum/LAB* and are supplied by the Program of Nursing. The following parameters govern the handling and usage of nursing supply packs.

1. Nursing students must bring their supply pack to the lab each day.
2. Nursing students must use the supplies from their designated packs responsibly and solely for educational purposes.
3. No invasive procedure should be performed outside of the Skills Lab or on another person.

a. Invasive procedures include, but are not limited to, injections, IV insertion, infusing of IV fluids, medication administration, foley catheterization, and nasogastric tube or feeding tube insertion.

4. Practice medications and IV fluids are intended for simulation/skills lab experiences only. Practice oral medications, IM and IV fluids are not for human use.

5. All needles given in the skills pack must be disposed of in sharps boxes provided in the Skills Lab. If the needle has a safety device, please engage the device before placing the needle in the sharps box.

6. Proper hand hygiene and disposal of used items must be followed as per established guidelines.

## Nursing Skills and Simulation Laboratory Safety Policy

The Nursing skills and simulation labs provide the clinical nursing student with opportunities for practicing and being evaluated in real-time on skills used in clinical practice. There will be opportunities to work with students from other disciplines to learn the roles and responsibilities of the healthcare team and discuss how values and ethics influence healthcare and healthcare providers.

The complexity of the physical and psychological learning environment may increase the anxiety of the student(s) which may then lead to the possibility of physical injury or increased emotional stress affecting the acquisition of knowledge.

### POLICY STATEMENT

The physical lab environment includes real-life mannequin simulators and accessories, electrical appliances, supply cabinets, adjustable beds, mobility assistive devices, and a variety of task training equipment including needles and sharps commonly found in clinical practice. The learning environment also includes procedures and scenarios intended to replicate clinical practice which conceivably can be mentally and emotionally taxing. To reduce the potential for physical injury, undo stress, anxiety, or emotional distress related to the lab environment and learning activities, students will attend to the following lab procedures and safety management protocols.

### PROCEDURE

Lab hours will be determined and scheduled at the beginning of the semester by faculty members involved in the various clinical courses.

Professional behavior is always expected in the Nursing skills and simulation labs by all users. Students are expected to abide by the Nursing Professional Attire and Behavior and the Tulane Student Code of Conduct, including:

1. Students are required to wear a Tulane University student name badge at all times when in the laboratory practicum and during any aspect of the clinical experience (i.e. clinical assignment, observation, simulation, and clinical day).
2. When on campus for scheduled laboratory practicum and simulation days, students must wear the designated Tulane University Nursing uniform. Shoes must have closed toes and heels, with soles not thicker than 2 inches. Hair, makeup, and jewelry are to follow the Nursing Professional Attire and Behavior requirements.
3. No smoking, eating, or drinking is allowed in the labs.



Mannequins must be handled with the same respect given to humans and kept appropriately draped at all times.

Lab supplies and equipment are not for use on humans. Supplies and equipment are for use on mannequins only.

1. Clean all supplies and equipment after every use.
2. Return supplies and equipment to the proper location after each use. Leave beds neatly made and in the low, locked position with top rails up. Place trash & soiled linen in the proper receptacles.
3. Immediately report broken equipment to the faculty or the lab technician.

Nursing skills and simulation lab users should follow universal precautions against infectious disease while participating in clinical activities. The following is a list of general precautions to ensure the personal safety and security of users:

1. All sharps must be disposed of in an appropriately labeled sharps container.
2. Under no circumstances may sharps or supplies be removed from Nursing skills and simulation labs without permission.
3. The medical and disposable equipment within the labs will remain in the labs and is not for patient use.
4. All equipment should be treated with the same safety precautions employed with actual clinical equipment.
5. Hand hygiene through hand washing or use of hand sanitizers shall be part of practice in the Nursing skills and simulation labs.
6. All needle stick/sharp injuries shall be handled in accordance with the Blood Borne Pathogen Policy. If an injury occurs, immediately wash the wound thoroughly with soap and water.
7. Nursing skills and simulation labs experiences may cause students to feel stress, anxiety, or emotional distress. In the event of anxiety or emotional distress:
  - a. Immediately notify lab faculty who will assist the student.
  - b. In the event of a true medical emergency such as loss of consciousness, call: Downtown Campus: 504-988-5555.
  - c. Further guidance and resources are available at Campus Health <https://campushealth.tulane.edu/emergency>

#### RELATED RESOURCES

Tulane University Campus Health: <https://campushealth.tulane.edu/emergency> (<https://campushealth.tulane.edu/emergency/>)

Tulane University Code of Student Conduct Handbook

### Practicum Course Critical Incident Policy

Students are responsible and accountable for their behavior and for safe patient care during all clinical experiences.

#### POLICY STATEMENT

Any student whose behavior demonstrates unsafe clinical practice or endangers a patient, colleague, or self in the clinical setting will be suspended immediately from the clinical learning experience. The faculty of record will meet with the student to discuss the unsafe behavior and potential complications, and a document of concern will be filed. Unsafe behavior can result in removal from the clinical setting, failure of the course and/or dismissal from the School of Nursing. Faculty of record will meet with the student to discuss the behavior, document the incident to be filed in the student's record, and initiate

appropriate action including notification of the Program of Nursing Director of Curriculum and Academic Affairs.

#### PROCEDURE

Patterns of behavior that are inconsistent with the Nursing Program and/or clinical agency policies may result in removal from the clinical setting. Behaviors include but are not limited to:

1. Absence from clinical rotation without notification.
2. Documentation not reflective of care given.
3. Lack of preparation to provide care, including, but not limited to knowledge of medications, treatments, disease processes.
4. Performance not in compliance with stated student expectations as outlined in clinical course syllabi.
5. Leaving the clinical area without consent of the clinical faculty member.
6. Failing to use universal precautions.

The following unprofessional or unsafe behaviors will result in removal from the clinical setting. The student may be referred to the Nursing Program Student Professionalism Committee to determine appropriate consequences.

1. Acting improperly towards patients, supervisors, and/or peers.
2. Disrespect for faculty, patients, supervisors and/or peers.
3. Violating HIPAA requirements and regulations.
4. Performing a procedure outside the nursing scope of practice.
5. Performing a procedure in which he/she has not been prepared.
6. Administering medications in any form via any route without consent and/or supervision from the clinical instructor or the staff RN.
7. Failure to use safety equipment (including, but not limited to side rails, call lights, gait belt)
8. Behavior inconsistent with the American Nurses' Association (ANA) Code of Ethics for Nurses include but are not limited to:
  - a. Informing patients about their diagnosis, treatment, and/or prognosis without authorization.
  - b. Removing copies of patient care material from health care agencies.
  - c. Removal of patient identification.
  - d. Refusal of the care of a client or failure to notify the instructor of the inability to carry out a clinical assignment.

In addition to behaviors that violate Louisiana Administrative Code (LAC) 46:XVII.3331, the following unsafe behaviors will result in immediate failure from the course and may result in dismissal from the program:

1. Disconnecting life support system without authority.
2. Lying about provisions of care in speech or in writing.
3. Stealing drugs or supplies from agency.
4. Obvious signs of being under the influence of drugs, alcohol, and extreme fatigue while on duty.
5. Knowingly exposing patients, colleagues, and others to actual or potential life-threatening communicable diseases.

#### POLICY RESOURCES

HIPAA Privacy Rules (<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/>)

ANA Code of Ethics (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>)

LAC 46:XVII.3331 in Rules and Regulations (<https://www.doa.la.gov/media/gybngco4/46v47.pdf>)

## Admission Requirements

Students seeking admission to the Program of Nursing must satisfy the School of Professional Advancement (SoPA) undergraduate core curriculum requirements and nursing major prerequisite requirements.

Applicants with up to 60 credit hours of coursework who have not yet earned a degree, those with a prior associate degree, and those with a prior bachelor's degree are all eligible to be considered for admission. The program recognizes the prior academic work of applicants and transfers course credit where SoPA or nursing prerequisite course equivalency has been established.

There is no time limit for coursework that satisfies the SoPA core curriculum requirements. Prerequisite courses specific to the nursing major must be completed within 7 years of application to the program.

Professional Nursing courses taken at another institution are not accepted for transfer credit.

## Nursing Major Prerequisite Requirements

A cumulative transfer GPA of 3.0 is required. Additionally, a cumulative GPA of 3.0 is required for the nursing major prerequisite courses with a grade of C or better in any one course. The nursing major prerequisite courses must be completed within seven years of application to the nursing program and are:

- Nutrition (3CR)
- Statistics (3CR)
- Developmental Psychology (3CR)
- Anatomy & Physiology 1 w/lab (4CR)
- Anatomy & Physiology 2 w/lab (4CR)
- Microbiology w/lab (4CR)
- Chemistry w/lab (4CR)

## Program of Nursing Admission Criteria Policy

Qualified applicants shall be considered for admission without discrimination and in compliance with applicable state and federal laws and regulations.

The following are Program of Nursing application requirements:

1. **Complete an application.**
2. **Submit an Admission Video:** Applicants are required to submit a 2-minute admission video as part of the application packet. This video is an opportunity for you to share your story. The video must:
  - a. Be no more than 2-minutes long and uploaded to Slate as part of the application. Expectations:

- Attire and grooming are professional, no graphic t-shirts, exercise clothes, or ball caps.
- Have suitable lighting.
- Show your entire face.

b. Answer these questions:

- What characteristics do you possess that will make you a good candidate for the Tulane Nursing program?
- Provide an example of when you demonstrated your leadership qualities.
- How will you balance the demands of this 16-month program with the other demands in your life?

**3. Technical Standards:** The Technical Standards are accessed via a link in the application and found in the Student Handbook. Applicants digitally sign that they have read, understand, and meet the Nursing Program's Technical Standards.

Tulane University wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. Questions regarding requests for accommodation should be directed to the Goldman Center for Student Accessibility. Email: [goldman@tulane.edu](mailto:goldman@tulane.edu); Phone (504) 862-8433; Website: [accessibility.tulane.edu](http://accessibility.tulane.edu).

**4. English Language Proficiency:** If an applicant's degree is from an institution outside of the United States where English is not the primary language, they must take the TOEFL or Duolingo English test for admission. Use college code #6832. These tests measure your ability to use and understand English at the university level. A score 100 or higher on TOEFL or 130 or higher on the Duolingo English Test is expected. Applicant's may request an exemption from one of these tests.

**5. Coursework from Foreign Universities:** Coursework from foreign universities will be referred to the World Education Services (WES) for evaluation and translation, if necessary. Transfer of credit from colleges or universities not belonging to an institutional accrediting body are not accepted. All submitted materials must be in the English language.

**6. Outstanding Prerequisite Coursework:** Applicants can be considered for conditional admission to the nursing program when they have no more than 3 core curriculum or Nursing Major prerequisite courses remaining to be completed. Only 1 of the 3 courses can be a nursing major prerequisite science course. Admission is conditional until the applicant successfully completes and achieves the required GPA in the remaining courses.

After Acceptance into the Nursing Program, but Prior to Starting Courses, students will receive a Welcome Letter explaining the procedure for the items below.

1. Complete a Louisiana State Board of Nursing Student License Application & Background Check (criminal history record information check):

The Nurse Practice Act of Louisiana requires that students must be approved by the Louisiana State Board of Nursing (LSBN) to practice as student nurses prior to enrolling in clinical nursing courses. The LSBN requires persons who have been arrested, charged with, or convicted of any criminal offense in any state to petition the Louisiana State Board in writing for the right to practice as a student in Louisiana. The LSBN also requires persons who have any addiction or impairment which may affect their ability to practice nursing to petition for the right to practice as a student prior to enrolling in a clinical nursing course. The Application for Approval to Enroll in a Clinical Nursing Course form is provided to the student upon admission to the nursing program. Students shall not be eligible to enroll in a clinical nursing course based on evidence of grounds for denial of licensure in accordance with R.S. 37:921, LAC 46:XLVII.3324, 3331 and 3403.

Students must submit to a criminal background check and urine drug screen per LSBN requirements. Information on the procedure for completing these items is provided to students upon admission to the nursing program. Final program acceptance may be contingent upon results and is contingent upon LSBN approval.

2. Complete documentation of required health information.

## Degree Requirements

### Degree Requirements

- [School of Professional Advancement Requirements \(p. 101\)](#)
- [Program of Nursing Requirements for Bachelor of Science in Nursing Degree \(p. 101\)](#)
  - SoPA Core Curriculum Requirements for Nursing Students (p. 101)
  - Nursing Major Prerequisite Requirements (p. 102)

## School of Professional Advancement (SoPA) Requirements

Undergraduate degrees offered at SoPA fulfill the mission of the school by providing students with high quality, distinctive education across a range of disciplines, along with applied skills, as relevant to their area(s) of study. As part of their undergraduate education at SoPA, students must demonstrate proficiency in writing, quantitative reasoning, and a foreign language or global perspectives. Students must also show distribution of knowledge by completing coursework in humanities, social sciences, and science. Additional core requirements of the bachelor's degree at SoPA include coursework in American government, oral communication, and race and inclusion. The proficiency, distribution, and supplemental undergraduate degree requirements are known as the SoPA Core Curriculum.

There is no time limit for coursework that satisfies the SoPA core curriculum requirements. Prerequisite courses specific to the nursing major must be completed within 7 years of application to the program

### Bachelor's Degree

To receive a first baccalaureate degree from SoPA, students must have a minimum of 120 credits of passing work.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (<https://catalog.tulane.edu/newcomb-tulane/#degreesandrequirements>)

### Change of Major Requirement

At any point, students may change their majors. However, students who change their majors should understand that previously completed coursework may not apply to the newly selected major, and that additional coursework may be necessary to meet the major requirements.

### Electives

Students will complete electives as needed until they matriculate into the nursing program. Electives are not permitted once admitted to the nursing major.

### Minimum Requirements to Graduate

Undergraduate students must have a cumulative 2.0 grade point average to graduate. They must also have a minimum 2.0 grade point average in their major. For SoPA majors, at least 60 credits must be earned in courses at the 2000 level or higher.

No more than half the credits used toward satisfying graduation requirements may be in the major. Students may take no more than 70 credits each of humanities, science, and social science. This includes credits in the major.

Up to 6 credits of electives earned in courses with designations such as Independent Study, Special Projects, Directed Study, and Practicum will count toward graduation requirements. Students who must exceed this limit are required to petition the dean's office.

### Residency

At least 60 credits of a student's degree program must be completed at Tulane University. For nursing students, all 60 are taken while enrolled in the SoPA nursing program.

### Program of Nursing Requirements for Bachelor of Science in Nursing Degree

Per Louisiana Administrative Code LAC 46:XLVII.3517.B. qualified applicants shall be considered for admission without discrimination and in compliance with applicable state and federal laws and regulations. To be considered for admission to the nursing major the following core, writing across the curriculum, and nursing major prerequisite requirements must be completed. Students may transfer up to 60 credit hours that include core curriculum and nursing major prerequisites. A cumulative transfer GPA of 3.0 is required, and a cumulative Nursing Major Prerequisite GPA of 3.0 is required.

### SoPA Core Curriculum Requirements for Nursing Students

SoPA students are required to meet the following core curriculum requirements. Incoming Newcomb-Tulane College (NTC) students may

choose to meet NTC requirements prior to transfer which are equivalent to the SoPA core requirements.

### Proficiency Requirements

- English/Writing (7-8 credits)\*
- Quantitative Reasoning (6-8 credits)\*
- Foreign Language or Global Perspectives (6-8 credits)

### Supporting Requirements

- American Government (3 credits)\*
- Oral Communications (3 credits)\*
- Race and Inclusion (3 credits)\*

### Distribution Requirements

Students are required to complete 12 credits each of humanities/ fine arts, sciences, and social sciences. In each distribution area, courses must be chosen from at least two different disciplines. A course can only satisfy one of the distribution areas.

- Humanities (12 credits)
- Science (12 credits)
- Social Science (12 credits)

### \*Writing Requirement

English 1010, a 4-credit intensive writing course, is Tulane's writing requirement. Students must demonstrate writing proficiency by: successful completion of ENGL 1010 (<https://catalog.tulane.edu/search/?P=ENGL%201010>) Writing (4 c.h.) or ENGL 1011 (<https://catalog.tulane.edu/search/?P=ENGL%201011>) Writing for Academic Purposes (4 c.h.), or a grade of C or better in a course equivalent to ENGL 1010 (<https://catalog.tulane.edu/search/?P=ENGL%201010>) Writing (4 c.h.) from a regionally accredited institution, or an Advanced Placement score of 4 or better in either "English Literature and Composition" or "English Language and Composition" (or a similar A.P. exam).

Students who need to review basic English skills before enrolling in ENGL 1010 Writing (4 c.h.) may wish to take PAEN 1000 Academic Writing and Reading (3 c.h.) for elective credit. PAEN 1000 Academic Writing and Reading (3 c.h.) does not count toward the completion of the writing requirement.

Upon completing the mandatory first-year writing course ENGL 1010, SoPA students must also complete at least one 3-credit upper-level writing course. Students in the SoPA nursing major fulfill the upper-level writing requirement by successfully completing NRSNG 4800 Management and Leadership in Nursing (3 c.h.).

### \*Quantitative Reasoning Requirement

Students working towards a Bachelor of Science Degree in a SoPA discipline are required to demonstrate competency in 6-8 credits in mathematics courses. Students in the SoPA B.S. programs may take any mathematics course, CPST 1070 Discrete Math for Information Technology (3 c.h.), or BSLS 3250 Business Statistics (3 c.h.) to fulfill this requirement. Nursing majors are required to take a statistics course before entering the nursing major that satisfies 3CH of the Quantitative Reasoning requirement.

Students in the SoPA nursing major fulfill the additional 3CH of the Quantitative Reasoning requirement by successfully completing NRSNG 4000 Nursing Research and Evidence-Based Practice (3 c.h.).

### Foreign Language/Global Perspectives Requirement

Students pursuing any bachelor's degree offered by SoPA must demonstrate foreign language proficiency through successful completion of the second level in any foreign language, or complete two courses designated as Global Perspectives. Students may also blend one language and one Global Perspectives course. Please consult the SoPA website for a list of possible Global Perspectives courses.

### \*American Government

SoPA students must complete one course in American government. Students in the SoPA nursing major fulfill the American Government requirement by successfully completing NRSNG 4000 Nursing Research and Evidence-Based Practice (3 c.h.).

### \* Oral Communications

Students are required to complete one course in oral communications. Students in the SoPA nursing major fulfill the oral communications requirement by successfully completing NRSNG 4800 Management and Leadership in Nursing (3 c.h.).

### \* Race & Inclusion

SoPA students will complete one course that focuses on race and inclusion in the United States. SoPA students in the nursing major fulfill the race and inclusion in the United States requirement by successfully completing NRSNG 4500: Population and Community Health Nursing.

Courses that fulfill the global perspectives, American government, and race & inclusion requirements may also be used to satisfy SoPA distribution requirements (e.g., humanities, social sciences).

### Nursing Major Prerequisite Requirements

Students seeking admission to the Bachelor of Science in Nursing program are required to demonstrate competency by obtaining a cumulative grade of 3.0 or higher in the following prerequisite courses, and a grade of C or better in any one course:

- Nutrition (3 credits)
- Statistics (3 credits)
- Developmental Psychology (3 credits)
- Anatomy & Physiology 1 with lab (4 credits)
- Anatomy & Physiology 2 with lab (4 credits)
- Microbiology with lab (4 credits)
- Chemistry with lab (4 credits)

All nursing major prerequisite courses must have been completed within seven years of application to the nursing program. These courses may also be used to fulfill proficiency or distribution degree requirements.

### Outstanding Prerequisite Coursework

Applicants can be considered for conditional admission to the nursing program when they have no more than 3 core curriculum or Nursing Major prerequisite courses remaining to be completed. Only 1 of the 3 courses can be a Nursing Major prerequisite science course. Admission

is conditional until the applicant successfully completes and achieves the required GPA in the remaining courses.

### Program Timeline

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters following a prescribed program of study. Students in the nursing major may not register for any other courses.

### Dual Degree

Tulane SoPA students must complete a minimum of 150 credits and satisfy all requirements for each degree and each major, to qualify for two baccalaureate degrees (dual degree) from any school at Tulane.

### Second Bachelor's Degree

Students who have already earned a bachelor's degree from an accredited institution may pursue a second bachelor's degree by completing at least 60 credits at Tulane. All requirements for the degree and major must be met.

Thus, students who are seeking a **second bachelor's** degree from Tulane may transfer up to 60 credits to Tulane. All degree and major requirements must be met, including students must have completed the following:

### Proficiency/Distribution/Supporting Requirements: Total requirements 24 credit hours

- English/Writing (6 credits)
- Quantitative Reasoning/Math (3 credits)
- Foreign Language or Global Perspectives (3 credits)
- Humanities (3 credits)
- Social Sciences (3 credits)
- Science (3 credits)
- Race and Inclusion (3 credits)\*

\*The Race and Inclusion requirement is fulfilled in the nursing major by successful completion of NRSNG 4500 Population & Community Health Nursing.

### English Language Proficiency

If an applicant's degree is from an institution outside of the United States where English is not the primary language, they must take the TOEFL or Duolingo English test for admission. Use college code #6832. These tests measure your ability to use and understand English at the university level. A score 100+ on TOEFL or 130+ on the Duolingo English Test is expected. Applicant's may request an exemption from one of these tests.

### Credit from an Institution Outside the United States

Coursework from foreign universities will be referred to the World Education Services (WES) for evaluation and translation, if necessary.

Transfer of credit from colleges or universities not belonging to an institutional accrediting body are not accepted. All submitted materials must be in the English language.

## Programs

- Nursing, BSN (p. 103)

## Nursing, BSN

### Overview

The Bachelor of Science in Nursing (BSN) degree program is a comprehensive, sequential four-semester, accelerated program. Nursing coursework consists of 60 credit hours including 42 didactic hours in an asynchronous, online format with some pre-scheduled, synchronous sessions throughout the course to allow for engagement and interaction with peers and faculty, and 18 credit hours (or 720 clock hours) of face to face clinical, lab and simulated experiences. The program prepares students to become highly competent and compassionate BSN-prepared registered nurses (RNs). Graduates will be prepared to successfully demonstrate competency on the National Council Licensure Examination (NCLEX-RN) and in direct patient care practice.

The Bachelor of Science in Nursing degree is awarded following the successful completion of 120 credit hours, which includes up to 60 transfer credits and 60 credits taken in the Nursing Program. Students who are seeking a first or second bachelor's degree may transfer up to 60 credits from an accredited institution to Tulane.

### Requirements

#### Program Timeline

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters (16-months) following a prescribed program of study with admissions starting in the Fall, Spring and Summer sessions. Students in the nursing major may not register for any other courses.

#### Curriculum (example with Fall start)

##### Year 1

Fall		Credit Hours
NRSNG 3000	Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 1	3
NRSNG 3100	Wellness and Professional Success	3
NRSNG 3200	Foundations of Nursing Practice	3
NRSNG 3205	Foundations of Nursing Practice Practicum/Lab	1
NRSNG 3210	Adult Health Assessment	3
NRSNG 3215	Advanced Skills and Health Assessment Practicum/Lab	1
NRSNG 3350	Community Immersion Preparation	1
<b>Credit Hours</b>		<b>15</b>

##### Spring

NRSNG 3010	Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 2	3
NRSNG 3400	Adult Health Nursing	4
NRSNG 3450	Adult Health Practicum	3
NRSNG 3500	Psychiatric Mental Health Nursing	3
NRSNG 3550	Psychiatric Mental Health Practicum	2
<b>Credit Hours</b>		<b>15</b>



**Summer Session**

NRSG 4000	Nursing Research and Evidence-Based Practice	3
NRSG 4400	Complex Adult Health Nursing	4
NRSG 4450	Complex Adult Health Practicum	2
NRSG 4500	Population and Community Health Nursing	3
NRSG 4550	Community Immersion Practicum	3
<b>Credit Hours</b>		<b>15</b>

**Year 2**
**Fall**

NRSG 4600	Pediatric Nursing (6 weeks)	3
NRSG 4650	Pediatric Nursing Practicum (6 weeks)	1
NRSG 4700	Maternal Newborn Nursing (6 weeks)	3
NRSG 4750	Maternal Newborn Nursing Practicum (6 weeks)	1
NRSG 4800	Management and Leadership in Nursing	3
NRSG 4950	Nursing Generalist Preceptorship & Seminar	4
<b>Credit Hours</b>		<b>15</b>
<b>Total Credit Hours</b>		<b>60</b>

## Combined Degrees

- MD/MBA (p. 104)
- MD/MPH (p. 105)
- MD/MS in Bioethics (p. 106)
- MD/PhD (p. 107)

## MD/MBA

### Overview

Applicants interested in additional information on **MD degree** options, contact the Office of Admissions and Student Affairs at the Medical School:

Hours: Monday - Friday 8:00 a.m. - 4:00 p.m. (CST)  
 Phone: 504-988-5331  
 Email: medsch@tulane.edu

For information on **MBA degree** options, contact the Office of Graduate Admissions at the Freeman School:

Hours: Monday - Friday 8:30 a.m. - 5:00 p.m. (CST)  
 Phone: 504-865-5410  
 Email: abfadmit@tulane.edu

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

The School of Medicine partners with the internationally-recognized A. B. Freeman School of Business to offer medical students a joint MD/MBA program. This option allows students to earn both degrees more rapidly than when done separately. Two additional options are available for those who have already completed the medical degree.

## Requirements

### 5-Year Program for Current MD Students

Students in the five-year combined program save a year of training when compared to getting both degrees separately. Students apply to the MBA program during the fall of their third year of medical school. Accepted students spend the fourth year of the program in the Freeman School. The fifth year is divided between the School of Medicine in the fall and the Freeman School in the spring.

### MBA Curriculum in 5-Year Program

Course ID	Title	Credits
<b>Year One</b>		
<b>Fall Semester</b>		
<b>First Seven Weeks</b>		
ACCN 6000	Financial Accounting	2
FINE 6010	Economics for Managers	2
MCOM 6000	Corporate Communications	2
MGSC 6010	Introduction to Business Statistics	2
<b>Second Seven Weeks</b>		
FINE 6030	Managerial Finance	2
MGMT 6000	Strategy	2
MGMT 6010	Managing People	2
MGSC 6030	Analytics for Managers	2
<b>Full Semester</b>		
CDMA 6010	Career Development I	0
<b>Spring Semester</b>		
<b>Intensive Immersion</b>		
MGMT 6020	Business Negotiations	2
<b>First Seven Weeks</b>		
ACCN 6010	Managerial Accounting	2
MGSC 6040	Supply Chain and Operations Management	2
MKTG 6000	When Data Lie	2
MKTG 6010	Marketing Management	2
<b>Second Seven Weeks</b>		
FINE 6040	Financial Models for Business Decisions	2
LGST 6000	Essentials of Business Law	2
MGMT 6090	Data-Driven Strategic Management	2
<b>Full Semester</b>		
MGMT 6050	Consulting Practicum	3
CDMA 6020	Career Development II	0
<b>Year Two</b>		
<b>Fall Semester</b>		
MD Electives	Minimum of 11 credits will count in MBA degree from MD requirements	11
<b>Spring Semester</b>		

Electives	15
<b>Total Credit Hours</b>	<b>61</b>

## MBA Options for Physicians

Physicians have two 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 48 credit hours which can be completed by 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.

## 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](mailto:medsch@tulane.edu)

**MD/MPH program** information, contact Rachael Ruiz Carrier, **504-988-7055** | [rruiz1@tulane.edu](mailto:rruiz1@tulane.edu)

NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree program.

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

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

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

### Program Information

Tulane's MD/MPH combined degree program offers Tulane School of Medicine students a unique opportunity to build on their patient-based medical education with a population-based public health degree. The combined degree program is designed to be completed in four or five years, integrating the requirements for the School of Medicine with

those from the School of Public Health and Tropical Medicine. Browse the links below to learn more general information about the program.

## Requirements

To receive the MD/MPH combined degree, students must fulfill all requirements for graduation from both schools before the graduation deadline.

While students develop MD/MPH competencies specific to both their medical and public health curricula (see below for links to specific competencies), the competency that bridges the public health curriculum with the medical school curriculum is that MD/MPH students graduate from the MD/MPH program with the ability to use educational experiences in the School of Medicine to apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and to translate these findings and principles into recommendations and actions for improved health in clinical practice settings.

## SPHTM Requirements and Competencies

In addition to completing their School of Medicine curriculum, MD/MPH combined degree students must also complete the following requirements:

- Required core and programmatic courses in the School of Public Health and Tropical Medicine (SPHTM)
- Applied Practice Experience
- Integrated Learning Experience. All MD/MPH students are required to complete a culminating experience which requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences. Your culminating experience should demonstrate to your public health advisor that you have mastered the body of knowledge and can demonstrate proficiency in core and departmental competencies.
- Additional departmental requirements: each department has specific requirements for programmatic and elective courses and the culminating experience. In some cases, departments may have additional requirements that students should verify with their SPHTM department.

Students should verify all requirements with their SPHTM department and should make contact with their advisors each semester to verify their progress toward their degrees.

MD/MPH competencies for each department mirror that department's general competencies, which are available at the following links:

- Epidemiology - MPH in Epidemiology competencies (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/>)
- Biostatistics and Data Science - MSPH in Biostatistics competencies (<https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/>)
- 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/epidemiology-mph/>)

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. 113)

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](mailto: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](mailto:medsch@tulane.edu)

For **Master Programs in Biomedical Science** information, contact [bms@tulane.edu](mailto:bms@tulane.edu). ([bms@tulane.edu](mailto: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 or BEMH 6012 The End of Life in Film & Lit.	3
BEMH 6008 History of Medicine	3
BEMH 6016 Narrative in Medicine	3
BEMH 6020 Capstone Project	3
Electives	12

### Elective Courses offered include: <sup>1</sup>

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

<sup>1</sup> 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

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 Phone: 504-988-5331  
 Email: [medsch@tulane.edu](mailto:medsch@tulane.edu)

For **PhD program** information, contact [bms@tulane.edu](mailto: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
<b>Credit Hours</b>		<b>32</b>
Year 2		Credit Hours
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
<b>Credit Hours</b>		<b>36</b>

#### Year 3

Passing score on USMLE Step 1 <sup>1</sup>		
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
<b>Credit Hours</b>		<b>46</b>

#### Year 4

Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills <sup>2</sup>

MED 4409	Community Health <sup>3</sup>	4
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) <sup>4</sup>		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) <sup>5</sup>		30
5 Interdisciplinary Seminars (offered through Office of Medical Education)		
<b>Credit Hours</b>		<b>42</b>
<b>Total Credit Hours</b>		<b>156</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.

<sup>5</sup> 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
<b>Credit Hours</b>		<b>13</b>

### Spring

GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770	Physiological Basis of Disease	3
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
<b>Credit Hours</b>		<b>14</b>

### Year 2

Fall		Credit Hours
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)		
<b>Credit Hours</b>		<b>3-8</b>

### Spring

BMSP 7150	Seminar	1
Workshop <sup>1</sup>		1-6
MIIM 7400	Responsible Conduct of Biomedical Research	2
Electives (to be chosen in consultation with dissertation advisor)		
<b>Credit Hours</b>		<b>4-9</b>

### Summer Session

Students must begin their dissertation research or perform more research rotations during the Summer semester of their first year.

Credit Hours	0
<b>Total Credit Hours</b>	<b>34-44</b>

<sup>1</sup> 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 an 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

P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

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.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences, while the other clerkships offer a balance of inpatient and outpatient experience

Physician/Scientist Program Curriculum

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Graduate School (<https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/>)

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The complete graduate program guidelines are as follows:

Up to 24 credit hours of coursework is transferred from the students' medical school.

#### 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 - 1 credit/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.

Medical School- Years 3 & 4 (<https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/>)

P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

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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.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences, while the other clerkships offer a balance of inpatient and outpatient experience

Physician/Scientist Program Curriculum

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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 an 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.

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The complete graduate program guidelines are as follows:

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#### Fall:

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Elective Courses

Attend BMS Retreat (no credits)

Safety Training (no credits)

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Elective

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However, if a student chooses a mentor within a specific area of research emphasis, further requirements may be necessary.

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Attend BMS Retreat (no credits)  
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P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

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.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences, while the other clerkships offer a balance of inpatient and outpatient experience

### Physician/Scientist Program Curriculum

## **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 (<https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/>)

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 an 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.

The complete graduate program guidelines are as follows:

Up to 24 credit hours of coursework is transferred from the students' medical school.

### **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 - 1 credit/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.

Medical School- Years 3 & 4 (<https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/>)

P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

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.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences,

while the other clerkships offer a balance of inpatient and outpatient experience

Medical School - Years 3 & 4

## **MD Degree Program Programs Graduate**

- Medicine, MD (p. 113)

## **Medicine, MD**

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

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

Pre-clinical MD curriculum in the School of Medicine is available only to those students who have been accepted into Tulane's MD program.

Clinical MD electives in the School of Medicine may be available to visiting students from United States medical schools who apply and are accepted for individual electives through AAMC's VSAS/VSLO platform. ***Tulane School of Medicine does not offer electives to visiting students from international schools of medicine.***

Current MD students in the School of Medicine should log into eMedley's eCurriculum for additional registration details, and for more details about courses and rotations, such as objectives, syllabi, permission to add, etc.

## **Requirements Degree requirements**

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will



receive information through email listservs and dean's hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean's hours about how and when to find information about their third-year clerkships through eMedley's eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean's hours about how to use eMedley's eCurriculum's registration and scheduling resources.

Year 1		Credit Hours
GANT 1008	Gross Anatomy	8
BIOC 1010	Biochemistry	7
GENE 1007	Genetics	1
HSTO 1001	Histology	5
PYSI 1002	Physiology	5
FIM1 1005	Foundations Med I	5
One pre-clinical elective in first or second year		1
<b>Credit Hours</b>		<b>32</b>
Year 2		Credit Hours
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
<b>Credit Hours</b>		<b>36</b>
Year 3		Credit Hours
Passing score on USMLE Step 1 <sup>1</sup>		
FAMY 3000	Family Medicine <sup>2</sup>	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
<b>Credit Hours</b>		<b>46</b>
Year 4		Credit Hours
Passing scores on USMLE Step 2 Clinical Knowledge <sup>3</sup>		
MED 4212	Community Health <sup>4</sup>	2
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) <sup>5</sup>		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) <sup>6</sup>		26

5 Interdisciplinary Seminars (offered through Office of Medical Education)

Credit Hours	36
<b>Total Credit Hours</b>	<b>150</b>

- <sup>1</sup> Students must record a passing USMLE Step 1 score by August 15 of their fourth year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.
- <sup>2</sup> 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.
- <sup>3</sup> 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.
- <sup>4</sup> Students in Tulane's MD/MPH combined program are exempt from the MED4212 requirement but must complete 28 weeks' worth of electives.
- <sup>5</sup> ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.
- <sup>6</sup> 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

Use the Search Courses (<https://catalog.tulane.edu/course-search/>) tool or the menu below to find courses and course information at Tulane University.

## #

- 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. 118)
- American Sign Language Studies (ASLS) (<https://catalog.tulane.edu/courses/asls/>)
- Anatomy - Graduate (ANAT) (p. 119)
- 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. 121)
- Bioethics and Medical Humanities (BEMH) (p. 122)
- Biology (PABI) (<https://catalog.tulane.edu/courses/pabi/>)
- Biomedical Engineering (BMEN) (<https://catalog.tulane.edu/courses/bmen/>)
- Biomedical Informatics (BIMI) (p. 127)
- Biomedical Sciences (BMSP) (p. 129)
- 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 General Courses (BUSG) (<https://catalog.tulane.edu/courses/busg/>)

## 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. 129)
- 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/cmeps/>)
- 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/dmpe/>)
- 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/>)
- 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/erpl/>)
- 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 (G MBA) (<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. 130)
- Humanities (PAHM) (<https://catalog.tulane.edu/courses/pahm/>)

- Humanities - Interdisciplinary (HUMA) (<https://catalog.tulane.edu/courses/huma/>)

## I

- Immunology (IMMU) (p. 130)
- 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. 131)
- MD - Biochemistry (BIOC) (p. 132)
- MD - Brain & Behavior (BRBH) (p. 132)
- MD - Clinical Diagnosis (CLDG) (p. 132)
- MD - Dermatology (DERM) (p. 132)
- MD - Emergency Medicine (EMER) (p. 133)
- MD - Family Medicine (FAMY) (p. 133)
- MD - Foundations Medicine I (FIM1) (p. 137)
- MD - Foundations Medicine II (FIM2) (p. 137)
- MD - General Medicine (GENM) (p. 137)
- MD - Genetics (GENE) (p. 137)
- MD - Gross Anatomy (GANT) (p. 137)
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- MD - Pediatrics (PEDS) (p. 155)
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- MD - Radiology (RADS) (p. 160)
- MD - Surgery (SURG) (p. 161)

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- Media & Design (MDES) (<https://catalog.tulane.edu/courses/mdes/>)
- Medieval & Early Modern Studies (MEMS) (<https://catalog.tulane.edu/courses/mems/>)
- Microbiology - Graduate (MIIM) (p. 164)
- 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/>)

## N

- Native American and Indigenous Studies (NAIS) (<https://catalog.tulane.edu/courses/nais/>)
- Neuroscience (NSCI) (<https://catalog.tulane.edu/courses/nscli/>)
- Nursing (NRSNG) (p. 165)

## P

- Pharmacology - Graduate (GPHR) (p. 167)
- Philosophy (PHIL) (<https://catalog.tulane.edu/courses/phil/>)
- Physics (PHYS) (<https://catalog.tulane.edu/courses/phys/>)
- Physiology - Graduate (GPSO) (p. 168)
- 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 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 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 (SOCL) (<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. 131)
- Strategy, Leadership & Analytics Minor (SLAM) (<https://catalog.tulane.edu/courses/slam/>)
- 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/>)

## 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 d) 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)**  
Enrollment limited to students in the Anatomy department.

**ANAT 7055 Graduate Histology I (3)**  
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7056 Graduate Histology 2 (2)**  
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease.

**Prerequisite(s):** ANAT 7055.

**ANAT 7065 Graduate Anatomy I (7)**  
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7066 Graduate Anatomy 2 (4)**  
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science.

**Prerequisite(s):** ANAT 7065.

**ANAT 7090 Select Topics In Anatomy (0-4)**  
Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7120 Anatomy Research Sem I (1)**  
To learn and understand recent advances in biomedical sciences; To develop critical thinking, literature search, and presentation skills.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7130 Anatomy Research Sem II (2)**  
To learn and understand recent advances in biomedical sciences, To develop the skills required for evaluating research presentations and learn how to present professional work

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7240 Advances in Anatomical Sciences I (1)**  
Students present one original research paper on a current topic in anatomical science research (cell, animal model, human).

**ANAT 7250 Advances in Anatomical Sci II (1)**  
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease. To understand how to develop new ideas for solving old and new clinical science questions

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7350 Anatomical Techniques (3)**  
To develop an understanding of the knowledge and skills involved in anatomical research and tissue preparation, as well as its application and relevance to human structure, physiology and disease

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7360 Leadership in Healthcare (3)**

To confront the challenges facing modern health care, experts and organizations are calling for an increase in leadership capabilities. The Association of American Medical Colleges (AAMC) calls for a "focus on organizational leadership in a new era of health care." The mission statement of the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders. To meet this need, this course, Leadership In Health Care, will engage with leadership topics to intentionally train students in the qualities consistently demonstrated by leaders when performing at their personal best with a focus on topics particularly crucial to healthcare.

**ANAT 7410 Grad Intro Functional Anatomy (1)**

This course provides an introduction to the physical principles of normal function and physiology in cells and tissues.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7420 Graduate Systems Functional Anatomy (1)**

This course provides an analysis of the physical principles of normal function and physiology in organ system.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7510 Teaching Micro Anatomy 1 (1)**

To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7520 Teaching Microscopic Anat 2 (2)**

To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7560 Signal Transduction/Hormone Ac (2)**

This course provides in-depth knowledge of cell signaling.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7575 Graduate Neuroscience (6)**

To acquire knowledge and develop skills in dissection-oriented neuroanatomy and neuroscience, and its application and relevance to human physiology and clinical disease.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7600 Anatomy Research (1-9)**

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7610 Teaching Techniques in Hlth Sc (2)**

To develop the skills required for non-interactive educational formats in health sciences education and the application of these skills in medical and health sciences education

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7620 Interactive Teaching Technique (2)**

To develop the skills required for evaluating and applying interactive teaching formats in health sciences education and the application of these skills to medical and health sciences education

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7630 Clinical Grand Rounds Surgery (1)**

To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7640 Clinical Grand Rounds Medicine (1)**

To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7750 Teaching Gross & Deve Anatomy (3)**

To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental anatomy.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7760 Teaching Neuroanatomy (1)**

To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental neuroanatomy.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7790 Adv Surgery based Anat Dissect (5)**

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7810 Research Design & Methods 1 (3)**

Students will attend a series of lectures and practical sessions on the principles of centrifugation, tissue preparation for protein extractions, western blotting, RNA isolation and real time PCR, plating and cell culture techniques, and gel doc recording.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7820 Research Design & Methods 2 (3)**

Students will attend a series of lectures and practical sessions on the principles of tissue processing for microtomy, tissue microtomy for light microscopy, paraffin types and paraffin embedding of tissue, and histochemistry of tissue staining.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 7830 Research Project Presentation (5)**

To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease.

**ANAT 7840 Research Thesis (6)**

The student will present research as a written record and present, discuss and defend the research before a thesis committee.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**ANAT 9980 Master's Research (0)**

Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**Maximum Hours:** 99

**ANAT 9990 Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Structural Cell Biology (MD) department.

**Maximum Hours:** 99

## Biochemistry & Molecular Biol (GBCH)

**GBCH 6010 Graduate Biochemistry (4)**

The course objectives are to provide graduate level exposure to basic biochemistry, including the structure and function of proteins, membranes and lipids, the basis of enzyme function and metabolic cycles, glycoconjugate biochemistry, and DNA/RNA structure and function. Grades are assigned based on three exams given over the semester.

**GBCH 6020 Biochemistry and Molecular Biology Seminar (1)**

Students are required to attend and participate in the seminars given by the Department of Biochemistry and Molecular Biology.

**GBCH 6110 Basic Medical Biochemistry (3)**

The course focuses on topics, mechanisms, and analyses that are most relevant to human health and disease, including biomolecule structure and function, gene regulation, and metabolism in cancer, diabetes, and heart disease. Instructional methods include those currently employed in the Tulane Medical School, such as the flipped classroom and team-based learning. Students will be provided an array of learning aids, including instructional videos.

**GBCH 7090 Seminar (1)****GBCH 7100 Seminar (1)****GBCH 7110 Selected Topics (1-4)****GBCH 7120 Special Problems (1-6)****GBCH 7130 Selected Topics (1-4)****GBCH 7140 Selected Topics (1-3)****GBCH 7150 Tutorial Topics (1-6)****GBCH 7160 Tutorial Topics (1-6)****GBCH 7170 Principles of Genetics (4)**

This four credit-course on the Principle of Genetics textbook by Griffiths et al that proceed from the basic experiments that established the principles of genetic behavior and gene regulation to the molecular genetics of higher organisms. The course is intended to fill a gap of knowledge in our curriculum for molecular genetics that nicely show the foundations of current studies using the broad range of organisms that are still being used as model organisms. An increasing number of students lack this information which we consider vital for their current work and their future studies. We use the textbook by Griffiths et al that is a favorite since it moves from genetics to a greater focus on molecular genetics.

**GBCH 7190 Seminar Presentation (2)****GBCH 7230 Introduction to Bioinformatics (3)**

This three credit course on Introduction to Bioinformatics provides students with essential concepts, tools, and databases on integrating computer science with biology and medicine to access, format, manage, visualize, and analyze biological data, especially for genomics, transcriptomics, metagenomics, and epigenomics. A major focus is to help students gain detailed knowledge and hands-on computer skills on next-generation sequencing (NGS) data analyses, particularly DNaseq, RNAseq, small RNAseq, and epigenomics analyses. This course addresses the high demand of bioinformatics training for students who can apply critical software tools, data repositories, and analytical methods in their current student and future research.

**Prerequisite(s):** GBCH 6010.

**GBCH 7250 Biomedical Statistics and Data Analysis (2)**

The objective of this course is to provide biomedical graduate students with the knowledge needed to apply statistical tests and analyses to their own data and with the knowledge to understand the statistical analyses they are likely to encounter in the literature. Subjects include single and multiple parameter analyses for measured and counted variables, as well as linear and non-linear regression. Grades are based on exams that require students to apply what they learned to solving statistical problems.

**GBCH 7330 Advanced Bioinformatics (3)**

The goal of this course is to introduce foundational concepts, algorithms and applications of advanced bioinformatics, particularly machine learning and artificial intelligence (AI) in biomedical research. The major topics include machine learning, deep learning, and AI and their state-of-the-art applications in biomedicine. Students will acquire mathematical formulations and computer algorithms in regression modeling, data clustering and dimensionality reduction, data classifications (including deep learning), and reinforcement learning. Students will also gain detailed knowledge and hands-on experience in proteomics) and develop programming skills in applying open-source software programs in analyzing and interpreting omics data. Prerequisite: A Biochemistry course.

**GBCH 7500 Human Medical Cellular Biochemistry (5)**

The objectives and content of the Human Medical Cellular Biochemistry course are designed to provide students with a comprehensive understanding of cellular structure and function, and the manner by which cellular processes are normally integrated and regulated. This course stresses both the normal cellular function, and why disease states occur if normal cellular processes are disrupted.

**GBCH 7520 Metabolic Biochemistry of Human Disease (5)**

The objectives and content of the Metabolic Biochemistry of Human Disease course are designed to provide students with a comprehensive understanding of the metabolic pathways involving the four major metabolic compounds: carbohydrates, lipids, amino acids and nucleotides; and the manner by which metabolism is normally integrated and regulated. This course stresses both the normal metabolic function, and why disease states occur if normal metabolic processes are disrupted.

**GBCH 7540 Medical Biochemistry Grand Rounds Externship (3)**

Students are required to actively attend each of the Grand Rounds offered by the Department of Medicine and an elective seminar offered by the various departments in the School of Medicine, and to give a one-page report post Grand Round. This report will summarize clinical and research topics, background knowledge, major experimental/diagnostic/therapeutic approaches discussed, key results, conclusions and significance of the studies presented in each Grand Round, as well as some critiques on the Grand Round. A one-hour discussion section on Friday will follow the seminars. Grades are based on participation and reports.

**GBCH 7550 Med Biochem Grand Rounds Exter (3)****GBCH 7560 Academic Writing & Critique (2)**

Students will review the structure and syntax of papers from the primary literature and of grant proposals, investigate and report the validity of an advertised health claim, prepare a two-page grant proposal, and review a grant proposal. Review activities will be carried out in small groups with facilitation by the instructor. The grade will be based on class participation, student feedback, the report, and the proposal.

**GBCH 7570 Signal Transduction and Hormone Action (2)**

Current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

**GBCH 7580 Research Methods in Biochemistry and Molecular Biology (2)**

Each student will work in a laboratory to learn how different methods are used to carry out research in Biochemistry and Molecular Biology. At the end of the semester, the student is required to write a 2 to 3-page report describing the principle of the methods and the results of the work. The grade will be based on the feedback of the laboratory PI and the report.

**GBCH 7590 Cases in Research Ethics (2)**

This course is to emphasize the importance of research ethics through the use of examples from real life. They will be a brief explanation of the case by the instructor, students will break up into groups, and decide on the appropriate response in their opinion and discuss that opinion.

**GBCH 9980 Master's Research (0)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**GBCH 9990 Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## **Bioethics and Medical Humanities (BEMH)**

**BEMH 4000 Philosophy of Medicine (3)**

This course provides an in-depth treatment of the philosophical foundations of medicine. It considers problems relating to the nature of health and illness, the basis of medical knowledge, the nature of the physician/patient relationship, and more. Junior or Senior standing required.

**Prerequisite(s):** PHIL 1010, 1030, 3050 or 3550.

**BEMH 4001 Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics (3)**

Neuroethics, as an area of study, can be divided into two sub-fields: the neuroscience of ethics and the ethics of neuroscience (Roskies 2002). The neuroscience of ethics deals with our growing understanding of the underlying mechanism of social behavior relevant to morality – for instance, the origins and nature of empathy, altruism, aggression, self-control, reasoning, and the role of our emotions and intuitions in moral decision making. The ethics of neuroscience is a branch of applied ethics or bioethics. It focuses on ethical issues that originate in new advances and possibilities in neuroscience. Especially relevant here is the fact that advances in neuroscience not only extend our understanding of the brain, but also raise the possibility of interventions to modify our brain. This course is designed to give students a philosophical overview of these topics, and opportunities to think critically about ethical implications related to neuroscience and advances in medicine. We will explore fundamental topics in both branches of Neuroethics. Drawing from a variety of fields—neuroscience, philosophy, social psychology, cognitive psychology, developmental psychology, and evolutionary theory—we will investigate and discuss questions like: What are the evolutionary origins of moral judgment? Does evolutionary theory shed light on normative moral questions? Do our moral motivations derive from reason or pre-reflective intuition? Do psychopaths have moral responsibility? Do we have free will? Is there an obligation to enhance ourselves? Should drugs be used to enhance mental functioning? Junior or Senior standing required.

**Prerequisite(s):** PHIL 1030, 3050, 3510, 3550, 3580 or 6050.

**BEMH 4002 Foundations in Bioethics (3)**

This course examines the theoretical foundations of bioethics. It begins by considering foundational questions regarding the nature of medicine, illness, and the physician/patient relationship. It then turns to discussion of the various ethical frameworks that guide decision-making in medicine. Finally, it closes by bringing these frameworks to bear on theoretical issues relating to social justice.

**BEMH 4003 Medical Humanities (3)**

Medical humanities draws on many disciplines and fields—including history, literature, art history, media studies, philosophy, law, ethics, religion, theology, anthropology, psychology, sociology, and other arts and sciences—to study the context of medicine, the experience of medicine, the goals of medicine, and concepts in and of medicine. A common goal of medical humanities is to make clinicians, at all levels of their training, more “humane” or “compassionate.” Another common goal includes making clinicians more “well-rounded.” Still another goal includes promoting teaching and learning in medical humanities simply for its own sake. But what is “medical humanities”? While there is no single answer to this question, this much is clear: Medical humanities draws from many disciplines and fields to examine issues related to the development and the practice of medicine. In this sense, medical humanities is similar to other fields such as religious studies or gender studies—fields that use various disciplines and methods to study a subject such as religion or gender. What is different, however, is that medical humanities, unlike many other academic fields, seems to require or to imply an essential practical component because all medical humanities knowledge has some relationship to (1) the care of patients and/or populations or (2) the care of physicians themselves. This course will explore a vast array of topics in medical humanities, including the boundaries and the goals of medicine (philosophy); the relationship between narrative and medicine (literature); contemporary health issues (policy); human rights and human rights abuses (ethics); and death and dying (religion). It is my hope that we will come away with an increased understanding of ourselves and our relation to the world of medicine—that, in other words, we will examine our own lives, learning how to love and to work with all the fullness that life affords.

**BEMH 4004 Environmental Ethics (3)**

This course examines the theoretical foundations, assumptions, and practical implications of environmental ethics. It begins by considering foundational questions regarding the moral value of nature. It then turns to discussion of the various frameworks within which theorists and activists have analyzed and evaluated humanity’s obligation to the environment. Finally, it closes by considering the significance of the environment to issues of social justice.

**BEMH 4005 Studies in Bioethics through Film (3)**

This elective will provide students with a method for analyzing bioethical issues using films and short videos as case studies. This course will provide students a method for identifying conflicts productively, theoretical models to understand and address such conflicts, and an opportunity to reflect on the edges of ethics and what to do there. Topics covered will include: The Edges of Sickness, Defining Sick and Well, What is Medicine, The Health Care System, Justice and Responsibility, Medical History and History of Medicine—Who Should Tell the Story of Medicine, and When Rights Collide—Right to Die and Right to Kill.



**BEMH 4006 The Doctor As Author (3)**

This course explores some of the many doctor-writers who have reflected on the practice of medicine and the qualities of a good doctor. Beginning with a discussion of the merged scientific and humanistic sensibilities of these writers, it will examine the work of prominent figures like Atul Gawande, Anton Chekhov, Mona Hanna-Attisha, Paul Kalanithi, and Damon Tweedy. Then, with a focus on their pleas that we attend to the patient's illness and life-world as well as to the patient's ailing body, it will consider how their work helps us to think about what it means to practice purposefully.

**BEMH 4007 Ethical Theory (3)**

This course provides an in-depth treatment of the theoretical foundations of ethics. It introduces students to foundational problems and theories in metaethics, moral psychology, and normative theory.

**BEMH 4008 History of Medicine (3)**

During this course, health maintenance, disease, and therapeutics will be explored from antiquity until the mid-20th century. This course will relate care of the sick and methods of treatment to the patients' and healers' social, political, religious, and cultural contexts. Additionally, we will also discuss special topics pertaining to the history of women's reproductive health; military medicine; native American, Meso-American, Pacific Island, and Afro-Caribbean medical practices; the history of mental healthcare; and the formalization of medical education and the rise of the medical marketplace.

**BEMH 4009 Current Controversies in Bioethics (3)**

This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death. Part II of the course looks at particular issues relating to death and dying, such as euthanasia and abortion. Part III examines problems that challenge principles of human dignity. Finally, Part IV concerns problems relating to social justice.

**BEMH 4010 Research Ethics (3)**

This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice. The application of ethics over a range of issues in clinical research will be addressed through case studies and dialogue among all seminar participants. All participants will have the opportunity to serve as discussion facilitator for one session.

**BEMH 4011 Clinical Ethics (3)**

This course is a comprehensive seminar on the theory and practice of clinical ethics consultation, examining bioethics from the perspective of a practicing clinician, Integrated Ethics Program Officer of the Southeast Louisiana Veterans Health Care System (SLVHCS), and former chair of three Hospital Ethics Committees (UofL Health Care Ethics Committee, University of Michigan Health System Ethics Committee, and Chelsea Community Hospital Ethics Committee [Michigan]). This course will familiarize learners with the basic modes and styles of ethics consultation in clinical settings. Learners will also study policy development and educational aspects of hospital ethics committees. Participants will apply philosophical and sociological concepts to cases and policy in clinical settings, will consider methods of mediation, as well as the arguments regarding certification in clinical consultation. Clinical ethics topics of particular emphasis will include informed consent, refusal of treatment, reproductive health, and end-of-life issues.

**BEMH 4012 The End of Life in Film & Lit. (3)**

This course examines representations of dying and death in literature and film. The focus of the course will be on discussing and analyzing these representations for the purpose of gaining a richer understanding of lived experiences of health, illness, and death. Topics to be discussed include the following: illness and suffering, definitions of health, politics of suffering and death, definitions of death, narratives of death and dying.

**BEMH 4013 Medicine and Identity (3)**

After a one-week introduction, the course will cover three modules—Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)—followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

**BEMH 4014 Pandemic Ethics (3)**

This course is split into three Units. Unit I discusses issues relating to the duty of physicians to care for patients during times of pandemic. Are physicians obligated to care for patients with highly infectious disease? How much personal risks are physicians morally required to take on? In Unit II students will consider questions relating to the just distribution of scarce resources in the context of pandemic medicine. How can we ethically decide which patients will receive life-sustaining resources and which will not? Should younger patients receive higher priority than older patients? How should we go about distributing vaccines or other preventive measures throughout the general population? Finally, Unit III focuses on problems relating to social justice in times of pandemic. How do we ensure that the burdens of a pandemic are equitably distributed between social groups? How far may the government go in constraining individual rights for the sake of public health? How should we understand the obligations of the average citizen to promote the public good? The overall goal of the course will be to help students think carefully and constructively about the ethical issues raised by the current public health crisis.

**BEMH 4015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)**

This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the “best” kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reproductive 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?

**BEMH 6002 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 6003 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 6004 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 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.

**BEMH 6007 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 6008 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 6009 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 6010 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 6011 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 6012 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 6013 Medicine and Identity (3)**

After a one-week introduction, the course will cover three modules—Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)—followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

**BEMH 6014 Pandemic Ethics (3)**

This course is split into three Units. Unit I discusses issues relating to the duty of physicians to care for patients during times of pandemic. Are physicians obligated to care for patients with highly infectious disease? How much personal risks are physicians morally required to take on? In Unit II students will consider questions relating to the just distribution of scarce resources in the context of pandemic medicine. How can we ethically decide which patients will receive life-sustaining resources and which will not? Should younger patients receive higher priority than older patients? How should we go about distributing vaccines or other preventive measures throughout the general population? Finally, Unit III focuses on problems relating to social justice in times of pandemic. How do we ensure that the burdens of a pandemic are equitably distributed between social groups? How far may the government go in constraining individual rights for the sake of public health? How should we understand the obligations of the average citizen to promote the public good? The overall goal of the course will be to help students think carefully and constructively about the ethical issues raised by the current public health crisis.

**BEMH 6015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)**

This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the "best" kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reproductive treatments as everyone else?

**BEMH 6016 Narrative in Medicine (3)**

This course is a comprehensive seminar on the importance of narrative in the practice of medicine. In it, students will examine uncertainty in clinical medicine—its sources and ineradicability—and seek to understand the role of narrative in coping with the difficulties that clinical uncertainty presents. Students will familiarize themselves with the uses of narrative in the culture of medicine and of medical education, clinical ethics, public health policy, and, especially, clinical reasoning and everyday practice.

**BEMH 6018 Feminist Theory and Practice in Medicine (3)**

This course introduces students to the history of feminist activity and the development of the discrete discipline known as feminism today. Students will hear a panoply of feminist voices. The course will trace carefully the intersection of queerness, race, and gender, with special attention paid to the ways in which identities unfold uniquely with respect to intersectionality. Students will be able to analyze and apply feminist theory to their own clinical experiences to deepen their understanding of their own practice of medicine.

**BEMH 6020 Capstone (3)**

This course is a capstone seminar for Bioethics MS program in the form of a collaborative seminar. Students produce a culminating project, whose development and final formal presentation they share with others in seminar format. This course seeks to integrate the knowledge gained through Bioethics MS program courses to inform previous, current, and expected future health ethics and humanities decision-making. Students use critical thinking skills through self-reflection toward a collaborative project in education or policy in order to serve others in health care, whether as providers, patients or family members. Students use their skills, insights to collaborate and challenge the status quo.

**Prerequisite(s):** BEMH 6002 and 6003.

**BEMH 6521 History of Medicine in the US (3)**

Students in this course will study the social dimensions of medicine, disease, and health in U.S. history. We will examine how ordinary people were affected by pandemics, advances in medical technologies, and changing ideas about health care. Students will consider how ideas about medicine have been shaped by economic, military, political, and social transformations in U.S. history.

**BEMH 6535 Contagious Surveillance (3)**

This seminar examines the historical and contemporary relationships between contagions and practices of surveillance. This course will introduce students to the interdisciplinary theories of surveillance studies using historical frameworks such as discipline, control, capitalism, media, and privacy during times of crisis, as it relates to race, gender, and class. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control, while constructing medical knowledge. As praxis, students will use historical research strategies to design and produce a digital history project that uses technology tools such as maps, visualizations, textual analysis, and/or audio-visual production. All digital history skills will be taught in this course. All technical skill-levels are welcome.

**BEMH 6810 Special Topics (1-3)**

**Maximum Hours:** 99

**BEMH 6811 Special Topics (1-3)**

**Course Limit:** 99

**BEMH 6812 Special Topics (1-3)**

Special Topics Course.

**Course Limit:** 99

**BEMH 6813 Special Topics (1-3)**

Special Topics Course.

**Course Limit:** 99

**BEMH 6910 Independent Study (1-3)**

Independent Study Course

**Maximum Hours:** 99

**BEMH 6940 Transfer Coursework (0-20)**

Transfer Coursework at the 6000 level.

**Maximum Hours:** 99

## 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, Python, and programs with application to biomedical informatics. Prerequisites: The course does not require prior programming knowledge. Designation: This course is for graduate students and advanced undergraduates.

**BIMI 6300 Fundamentals of Data Analytics (3)**

Goals/Mission: To develop an understanding of the integrated behavior of random variables multivariate data sets using R/ Python with application to complex biomedical data. Prerequisites: Students should have a basic understanding of statistics, multivariable calculus, and linear/matrix algebra. Designation: This course is for graduate students and advanced undergraduate students.

**BIMI 6400 Health Informatics (3)**

Goals/Mission: To develop an understanding of the advanced approaches of bioinformatics and its application. Prerequisites: Students should have a basic understanding of biomedical informatics and statistics. Designation: This course is for graduate students.

**BIMI 7100 Statistical Machine and Deep Learning in Biomedical Practice (3)**

Goals/Mission: To develop a comprehensive understanding of modeling for pattern recognition in data and utilizing these models to predict future data. This course is for graduate students and advanced undergraduate students with permission of instructor.

**Prerequisite(s):** BIMI 6200 and 6300.

**BIMI 7210 Biomedical Informatics Workshop I - IV (1)**

The Biomedical Informatics Workshop is designed to promote reading, writing, oral presentation skills, and critical analysis of biomedical data, and research related to are a key tool for critically appraising articles and keeping up to date with the current literature. BIMI 7210 Workshop I - IV (1 credit hour) allows credit for participation in these journal clubs.

**Maximum Hours:** 4

**BIMI 7220 Biomedical Informatics Research Methods (4)**

The first two years are generally devoted to coursework and research. In conjunction with the course work in the first year, students rotate in 6-8 week blocks through three of the division's participating research laboratories of the student's choice. BIMI 7220 Research Methods allows 2 credit hours per rotation. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief).

**Maximum Hours:** 99

**BIMI 7230 Biomedical Informatics Research Methods (2)**

The first two years are generally devoted to coursework and research. In conjunction with the course work in the first year, students rotate in 6-8 week blocks through three of the division's participating research laboratories of the student's choice. BIMI 7230 Research Methods allows 2 credit hours per rotation. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief).

**Maximum Hours:** 99

**BIMI 7300 Biomedical Data Science with Cloud Computing (3)**

Goals/Mission: To develop an understanding of programming and high-performance computing techniques in data science with cloud computing. This course is for graduate students and advanced undergraduate students with permission of instructor.

**Prerequisite(s):** BIMI 6100 and 6200.

**BIMI 7500 Genomic Sequence and Omics Data Analysis (3)**

Goals/Mission: To understand how to use and analyze high-throughput genomics and omics data in biomedical informatics. The course covers various high-throughput omics data, including genomics, transcriptomics, and proteomics data, as well as their data analysis methods and applications in biological and disease studies. Designation: This course is for graduate students and advanced undergraduate students.

**Prerequisite(s):** BIMI 6100 and 6200.

**BIMI 7700 Algorithms in Biomedical Informatics (3)**

To develop an understanding of various algorithm design techniques, such as exhaustive search, greedy search, divide-and-conquer, dynamic programming, graph-based algorithms, and randomized algorithms, as well as various computational problems in biomedical informatics, such as sequence alignment, genome arrangement, motif finding, and peptide identifications. These problems are used as examples to demonstrate how to solve biomedical problems by mathematical modeling and algorithm design. Designation: This course is for graduate students and advanced undergraduates.

**Prerequisite(s):** BIMI 6200.

**BIMI 7990 Biomedical Informatics Directed Independent Study (3)**

The first two years are generally devoted to coursework and research. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief). BIMI 7990 Directed Independent Study (3 credit hours) allows credit for independent research under the direction of a mentor or co-mentor in the Division of Biomedical Informatics and Genomics.

**Maximum Hours:** 99



**BIMI 8500 Research Methodology of Biomedical Informatics (2)**

Goals/Mission: Journal clubs are a key tool for critically appraising articles and keeping up to date with the current literature. Designation: This course is for graduate students only.

**Prerequisite(s):** BIMI 7500.

**Maximum Hours:** 99

**BIMI 8550 Computational Biology: Structure and Organization (3)**

Goals/Mission: To develop an understanding of the advanced approaches of computational biology, and their application. Designation: This course is for graduate students and advanced undergraduate students.

**Prerequisite(s):** BIMI 6100 and 6200.

**BIMI 8600 Advanc Data Sci Ana Tech (3)**

Goals/Mission: To develop an understanding of the advanced approaches with algorithms in representation learning, generative adversarial networks, and their application to imaging multi-omics data. Designation: This course is for graduate students and advanced undergraduate students.

**Prerequisite(s):** BIMI 6100, 6200 and 6300.

**BIMI 9980 Master's Thesis Research (0)**

Goals/Mission: The goal is to develop a deeper understanding of a research field in biomedical informatics and gain capability to design a conceptual framework, conduct data analysis, and write a dissertation proposal. Designation: This course is for graduate students

**Prerequisite(s):** BIMI 6100, 6200 and 6300.

## Biomedical Sciences (BMSP)

**BMSP 6050 Advanced Cell Biology - MS (3)**

This course introduces all major aspects of cellular structure and function. It specifically covers cytoplasmic membranes, protein trafficking, cellular signaling and cell proliferating mechanisms.

**BMSP 6070 Advanced Cell Biology (3)****BMSP 7100 Biomed Sciences Workshop (1)**

**Course Limit:** 2

**BMSP 7110 Workshop (1)**

**Course Limit:** 2

**BMSP 7120 Research Topics and Rotations (4)**

This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

**BMSP 7130 Research Topics and Rotations (4)**

This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

**BMSP 7140 Biomedical Sci Seminar (1)**

**Course Limit:** 2

**BMSP 7150 Seminar (1)**

**Course Limit:** 2

**BMSP 7160 Research Topics and Rotations (2)**

This course allows for BMS PhD students to complete a summer research rotation with BMS faculty to assist with choosing a dissertation advisor.

**BMSP 7500 Special Topics (1-6)**

**Course Limit:** 4

**BMSP 7770 Physiological Basis of Disease (3)**

BMSP 7770 is for first year PhD students in the Biomedical Sciences Graduate Program. This course will provide PhD students with a basic knowledge of physiology organ systems (neuroscience, kidney, GI, cardiovascular, reproduction, endocrinology, respiration), highlighting the pathophysiology of disease mechanisms, and integrates pharmacology and sex differences into the curriculum. The course is team-taught, and faculty emphasize their particular research field. Student performance will be assessed with four examinations. All lectures have learning objectives, and exams will cover the material outlined in the learning objectives and covered in class. No textbook is required but some may be recommended.

**BMSP 7990 Independent Study (1-6)**

**Course Limit:** 4

**BMSP 9980 Masters Research (0)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**BMSP 9990 Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## Clinical Research (MSCR)

**MSCR 6420 Responsible Conduct of Resrch (1)****MSCR 6430 Introduction to Clinical and Translational Research (3)**

In this course, students will study IRB relations and regulations, discuss the required elements in a clinical research contract and the responsibilities of the clinical researcher, identify effective use of research personnel, and develop negotiating skills to facilitate support for clinical research. The course will also encompass the principle of randomization and "intention-to-treat" analysis in experimental studies, integration of clinical trials and lab support, specimen collections and laboratory problem-based learning. A researcher/clinician centric insight into the logistics of technology transfer and intellectual property (IP) development will be studied. The practical aspects of technology transfer in an academic context will be investigated. Discussed topics will include local academic tech transfer policy, related procedures and available resources. Career pathways and opportunities open to the clinical researcher in the academic and private sector will be explored and discussed.

**MSCR 6440 Protocol Design and Writing (1-3)**

**MSCR 6450 Therapeutics Seminar (4)**

**MSCR 7070 Molecular Medicine (4)**

**MSCR 7080 Cultural Competence Research (3)**

**MSCR 7090 Grant Writing (3)**

**MSCR 7150 Journal Club (1)**

**Course Limit:** 99

**MSCR 7300 Clerkship (0.5-5.75)**

**MSCR 7400 Surgical Education Conference (1)**

**Maximum Hours:** 99

**MSCR 7410 Surgical Research Consortium (0.5)**

**Maximum Hours:** 99

**MSCR 7420 Clinical Mentorships (2)**

**Maximum Hours:** 99

**MSCR 7430 Residency Didactics (0.5-0.75)**

**MSCR 7440 Independent Study (0-3)**

**MSCR 7450 Practical Skills (3)**

**Maximum Hours:** 99

**MSCR 9980 Mentored Research Component (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## 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, Bayesian 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 Dharmasala, India, where students will gain experience working in an underserved global health setting, while providing health services to Tibetan refugees. Daily activities will include medical assessments of refugees, team meetings with attending physician, lectures by various local medical experts, tours of local medical facilities, and opportunities to learn from local practitioners. Students will be supervised by a board certified physician during the rotation. The 2 week elective will be followed by an optional 1 week of organized travel to experience further cultural immersion. 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)**

This is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation, history taking (T1's) and history and physical taking (T2's), and a final clinical evaluation. 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 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 Mechanisms 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 dissections, 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 Dermatopathology (2)**

The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 4230 Hematopathology (2)**

Students will encounter about 20 new cases, involving CBC's, blood smears, bone marrow biopsies, flow cytometry, molecular diagnostics, coagulation studies, hemoglobin electrophoresis and protein electrophoresis. The student will gather pertinent clinical history on assigned cases, and preview slides with the hematopathology fellow. At each afternoon's sign-out with the faculty and fellow, the student will have the opportunity to present their brief case histories and to summarize the laboratory data at hand. Morphologic evaluation and case interpretation will take place during sign-out. The student will also have an opportunity to observe specimen work-up in the flow cytometry lab. Every evening, the student will be given sample cases to solve that reflect the kinds of cases seen at sign-out. These exercises will be reviewed with the course director every morning. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 4240 Surgical Pathology (2)**

The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center or UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 4440 Surgical Pathology (4)**

The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 5500 Clinical Preceptorship - Path (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 5540 Pathology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 6100 Pathology Research Elective (2,4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 6200 Autopsy Pathology (3)**

This course provides a foundation in autopsy pathology and includes instruction in medical and forensic autopsy pathology, as well as perinatal and pediatric autopsy pathology. This course is designed to prepare pathologists' assistant students for their autopsy practicum.

**PATH 6210 Surgical Pathology Techniques (4)**

This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques Laboratory course.

**PATH 6211 Surgical Pathology Lab (2)**

This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques lecture course.

**Corequisite(s):** PATH 6210.

**PATH 6220 Advanced Surgical Path Tech I (4)**

This is the second of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course.

**Corequisite(s):** PATH 6221.

**PATH 6221 Adv Surgical Path Lab I (2)**

This is the second of three sequential laboratory courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course.

**Corequisite(s):** PATH 6220.

**PATH 6230 Advanced Surgical Path Tech II (4)**

This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course.

**Corequisite(s):** PATH 6231.

**PATH 6231 Adv Surgical Path Lab II (2)**

This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course.

**Corequisite(s):** PATH 6230.

**PATH 6240 Pathologist's Assistant Seminar (1)**

This course is designed to provide pathologists' assistant students with a foundation in working within an interprofessional healthcare team. This course focuses on medical ethics, interdisciplinary communication, and practices of professional conduct through team activities and group discussions.

**Course Limit:** 2

**PATH 6270 Surgical Pathology Practicum (1)**

This is a practical course in surgical pathology that prepares students for their clinical rotations in surgical pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation.

**Course Limit:** 2

**PATH 6280 Autopsy Pathology Practicum (1)**

This is a practical course in autopsy pathology that prepares students for their clinical rotations in autopsy pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of autopsy technique including evisceration and block dissection.

**Course Limit:** 2

**PATH 6300 Mechanisms of Disease 1 (5)**

The course integrates the study of the nature of disease with the structural and functional changes that accompany those disease processes. This course is for graduate students and not intended for medical students.

**PATH 6310 Mechanisms of Disease 2 (5)**

This course follows Mechanisms of Disease 1. It is intended for graduate students and not intended for medical students.

**PATH 6400 Molec & Cellular PATH (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 7200 Anatomic Pathology Clerkship (12)**

This is a twelve-month practical course sequence that forms the curriculum of the second year of the Pathologists' Assistant program. Students rotate through various clinical sites and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis is placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation in surgical pathology. Emphasis is placed on autopsy techniques including evisceration and block dissection in autopsy pathology.

**Course Limit:** 3

**PATH 7600 Cancer Biology and Pathology (3)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 9000 Pathology Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 9020 Pathology Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PATH 9980 Pathology Master's Research (6)**

Master's Research is mandatory for students in the 2-year M.S. in Molecular and Cellular Pathobiology program to conduct research to fulfill the thesis requirement. It is the student's responsibility to choose a Pathology faculty member as the thesis advisor by the end of the second semester. It is expected that the student spend a minimum of 20 hours a week working on the thesis project. The thesis is expected to be completed in two semesters and must be approved by a thesis committee, consisting of three faculty members.

## MD - Medicine (MED)

**MED 3000 Medicine (8)**

The entire rotation is an inpatient rotation. In other words, all patients seen will be hospitalized patients or patients being evaluated for hospitalization. Students will spend their time at either Tulane University Hospital or the University Medical Center-NO or both. The Veterans Hospital service is contained within the Tulane University Hospital until the new VA hospital is built (estimated Spring 2017). Students will spend 6 weeks on a general internal medicine hospitalist service and 2 weeks on a subspecialty consulting service, either cardiology, hematology/oncology,

**MED 3006 Medicine (6)****MED 3020 Medicine (2)**

gastroenterology, infectious disease, or nephrology.

**MED 3040 Medicine Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

**MED 3041 DeBakey Scholar Research (4)**

The DeBakey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBakey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students' professional growth through continuing education and lifelong learning. DeBakey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.

**MED 3400 Medicine (4)**

This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

**MED 3401 Eli Lilly (4)**

This 4-week elective involves enrollment in the Medical Student Rotation Program at Eli Lilly in Indianapolis. It's an experiential learning program that features a student-centric curriculum and structured mentorship in various aspects of pharmaceutical development. It includes independent projects, industry-led workshops, exposure to many facets of drug discovery and development, and networking opportunities with Lilly medical leaders.

**MED 3500 Medicine Acting Internship (4)**

The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital setting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.

**MED 3520 Medicine Acting Internship (2)****MED 4000 MD/MBA Elective (4)****MED 4001 Interdisciplinary Patient Care (2)****MED 4002 Military Officer Training (4)****MED 4003 Military Officer Training (2)****MED 4004 Step 2 Study Elective (2)****MED 4015 Palliative Medicine (2)****MED 4016 ALL/IMM/RHEU (4)****MED 4017 COVID-19:Medical/Social Impact (4)****MED 4018 Homeless Health Care (2)****MED 4019 Learning in Venture Capital (2)**

The New Orleans BioFund (NOBF) has created an educational program that brings highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects most of which will be current investment deals the fund is working on. Students will track their deals from due diligence to deal closing. NOBF associates will assign tasks, answer questions, and provide guidance to each student. Students will research, draft memos, and give presentations periodically to demonstrate their work. NOBF associates will provide targeted feedback to ensure by the end of the term students are comfortable with the basics of VC.

**MED 4020 Stories: Narrative Medicine (2)****MED 4021 Technology Commercialization (4)**

This is an elective primarily for fourth-year students in the 4-yr combined MD/MBA program. The elective is an experiential learning opportunity in Tulane's Office of Technology Transfer. Students participating in the elective will be able to combine their interests and training in business and medicine to contribute to commercialization of biomedical intellectual property developed at Tulane. Students will be given projects that include patent research, marketing research, and feasibility studies for products at various stages of development in the Office of Technology Transfer. Students will apply concepts of strategy, marketing, new venture planning, and valuation in real time. Students will be assigned projects that are actively being commercialized through the Office of Technology Transfer. Students will gain experience with intellectual property law, the role of venture capital, and the role of universities in developing an idea into a commercializable product. The one-month rotation will be experiential in nature. Students participating in the elective will work full time for the entire month. Students will participate in the mechanics of bring an idea to market through activities in the Office of Technology Transfer and the New Orleans Bioinnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.

**MED 4022 Online Medical Spanish Level 1 (2)**

This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

**MED 4023 Online Medical Spanish Level 2 (2)**

This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

**MED 4024 Online Medical Spanish Level 3 (2)**

This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

**MED 4026 Making Medicines: Drug Dev (2)**

This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

**MED 4028 Intro to Clinical Teaching (2)**

This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

**MED 4029 Upperclassman Tutoring (4)**

This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.



**MED 4030 Upperclassman Tutoring (2)**

This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.

**MED 4031 Healthcare Policy & Reform (2)**

This elective for graduate students is designed to provide a foundation of knowledge of the United States healthcare system in four critical areas of focus: access to care, cost of care, quality of care, and consumer perception of care. Students will learn about U.S. healthcare policy, the government's role in healthcare, the history of healthcare reform, and the Affordable Care Act (ACA). Students will gain an understanding of how healthcare in the U.S. compares to that in the developed world. The course will introduce students to the history and evolution of the U.S. insurance industry, Medicare and Medicaid. The course will also explore the rise of consumerism in healthcare, both in the U.S. and globally. Further, students will gain additional insights about the intersections between business and healthcare through a series of guest lectures from hospital administrators, insurance company executives, experienced physicians, and experts on ACA legislation. This course will also offer an opportunity for students to engage in self-directed learning by designing and leading custom modules tailored to specific interests of class members.

**MED 4032 Student-Run Clinic Elective (2)**

This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane's student-run clinics. T3s/T4s are a valuable part of the clinics: they help guide the T1s/T2s through what is often their very first experience with patients; they provide instruction and assistance with obtaining a medical history, formulating an assessment and plan, documentation and presentation; and they help provide quality care to persons with limited access to healthcare. Tulane's student-run clinics appeal to incoming students, and help develop our students into effective and open-minded physicians. This elective is intended to improve junior and senior students' clinical teaching skills, and to increase student involvement in the student-run clinics.

**MED 4033 Healthcare in Central America (2)****MED 4034 Point of Care Ultrasound (2)****MED 4035 Teaching Medical Spanish (2)**

The goal of this elective is to create a sustainable and equitable system for teaching the pre-clinical T2 medical Spanish elective. This elective will take the burden off T1 students/LMSA leaders who have historically taught the medical Spanish elective as volunteers – this has been an undue burden on T1 students for too long and is not equitable, as most of the students who have served as instructors in the past have been Latinx/Hispanic. It should not be the responsibility of these students to teach medical Spanish without receiving credit. By creating this T4 medical Spanish teaching elective, students will receive credit for their efforts, and it is much more appropriate for T4 students to serve as instructors than T1s. This is a longitudinal elective available to T4s who are bilingual Spanish speakers. Students will receive credit for teaching medical Spanish lessons to second-year medical students. Students in this elective will utilize the medical Spanish curriculum developed for TUSOM students and teach medical Spanish lessons throughout the academic year. Furthermore, as a "teaching elective," this elective will include a mandatory session for the T4 elective participants on how to be an effective instructor.

**MED 4036 Medical Justice Elective (4)**

The goal of this rotation is to provide fourth year medical students the opportunity to explore and participate in the medical care of vulnerable patient groups including: unhoused, incarcerated, and formerly incarcerated patients. Students will spend approximately 30 hours per week at two sites that are focused on providing medical care to vulnerable patient groups: (1) the city's public health clinic at Healthcare for the Homeless, and (2) the Orleans Parish Public Defender's office. In addition, there will be opportunities to attend peer support groups for formerly incarcerated persons and work with a prison advocacy group. Students will be responsible for participating in two discussion sections and completing two reflection papers. They will meet twice per block with a facilitator and guest speakers to learn from individuals with lived experience of homelessness or incarceration. This experience is designed to expose senior medical students to a physician's role in public health and community medicine and give them an opportunity to witness the barriers that vulnerable patients face in seeking medical care. There will be optional activities in the evenings that students can opt to participate in. These experiences include: • Wellness Nights at VOTE (Voices Of The Experienced, a group providing support to formerly incarcerated persons) – Third Tuesday of every month from 6-8 pm • Peer support group (formerly incarcerated persons sharing experiences) There are optional experiences that will occur without regular frequency that a student may participate in, including: • Opportunities for observation of legislation discussion at the State House in Baton Rouge

**MED 4201 Palliative Care (2)**

This 2-week online elective will help "fill-in" the gap in End-of-life care education at Tulane School of Medicine. It also offers medical students the opportunity to learn about this topic when it's most relevant - when they are being exposed to clinical opportunities.

**MED 4210 Cardiology (2)**

This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

**MED 4212 Community Health (2)**

This required clerkship allows fourth year students an experience working in a community organization focused on a social determinant of health that acts as a barrier to care. There are assigned didactic activities that focus on analyzing social determinants of health and a discussion section to evaluate these determinants. The course will include one short writing assignment.

**MED 4220 Endocrinology (2)**

This elective is for students with an interest in learning more about how to diagnose and treat endocrine diseases. Students are to become familiar with the principles of clinical endocrinology in an outpatient setting. Teaching will be largely focused on clinical activities; seeing patients in the clinic setting at three locations. Students will also be encouraged to attend and participate in our weekly endocrine conference on Monday afternoons, from 4 – 6 pm, monthly multidisciplinary tumor board meetings (4th Wednesday of the month, 2-3 pm), and other weekly didactic sessions.

**MED 4221 Technology Commercialization (2)****MED 4230 Gastroenterology (2)**

This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

**MED 4233 Cases in Healthcare Org (2)****MED 4250 Hematology/Oncology (2)**

This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.

**MED 4260 Allergy/Imm/Rheum (2)**

This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.

**MED 4270 Infectious Disease (2)**

This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

**MED 4275 Medicine-Pediatrics (4)**

This 4-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

**MED 4276 Medicine-Pediatrics (2)**

This 2-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

**MED 4280 Nephrology (2)**

This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with renal disease. Students will also learn how to assess fluid balance and manage patients on hemodialysis. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of nephrology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all renal conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds.

**MED 4290 Pulmonary (2)**

This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

**MED 4400 Advanced Clinical Teaching (4)**

This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane's medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane's most accomplished educators, including Dr. Jeff Wiese (author of *Teaching in the Hospital*) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

**MED 4409 Community Health (4)**

The Tulane Community Health Clerkship is a 4-week non-clinical rotation focusing on social determinants of health. These are the non-medical aspects of patients' lives such as education, housing, employment, language, environment, nutrition, and safety that affect their health. The skills students gain in this course are vital to contextualizing care to individual patient needs and addressing broader population health issues. Students meet with the instructor once weekly (twice in the first week) for didactic instruction and group discussions based on readings. Core topics include health disparities, cultural humility, contextualization of patient care, and workforce and programmatic interventions to address social determinants of health. Students also spend approximately 20 hours per week working at a community partner organization where they design, implement, enhance or evaluate an intervention that addresses social determinants of health. Students connect classroom and community experiences through weekly reflective writing assignments and a final presentation.

**MED 4410 Cardiology (4)**

The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.

**MED 4411 Culinary Medicine (4)****MED 4412 Teaching Kitchen (4)**

The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you'll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.

**MED 4420 Endocrinology (4)**

The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

**MED 4430 Gastroenterology (4)**

The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in gastroenterology should see the description for the 2-week gastroenterology elective.

**MED 4450 Hematology/Oncology (4)**

The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in hematology/oncology should see the description for the 2-week hematology/oncology elective.

**MED 4460 Allergy/Imm/Rheum (4)**

The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immunology/rheumatology should see the description for the 2-week allergy/immunology/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 Health 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](http://www.cmbm.org)). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

**MED 5506 Medical Humanities (1)**

This elective focuses on the application of literature and film to medical education and practice.

**MED 5507 Palliative & End of Life Care (1)**

The art and science of palliative and end of life care remain under-discussed and under-taught during the preclinical years of medical education. This can lead to both patient and provider frustration in addition to less than optimal patient centered care. This elective will foster a better understanding of core concepts palliative and end of life care while empowering students to begin the journey of feeling comfortable with having difficult conversations.

**MED 5540 Medicine Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

**MED 5567 Emergency Medicine Volunteerin (1)**

Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.

**MED 5568 Entrepreneurship In Bioscience (1)**

This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

**MED 5570 Medical Spanish (1)**

Medical Spanish is a half-semester long course dedicated to learning and improving medically-related Spanish speaking skills. The class will involve students in learning medical vocabulary, going through clinical cases, applying vocabulary in mock interview situations, and learning about various aspects of Latino culture. This elective is facilitated by members of the Tulane Latin American Medical Student Association (LAMSA).

**MED 9000 Medicine Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.



**MED 9020 Medicine Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

**MD - Microbiology (MICR)****MICR 1111 Microbiology Summer Course (4)**

T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**MICR 2000 Intro to Infectious Diseases (4)**

The IID course is designed to provide medical students with a broad-based foundation in the basic concepts of medical microbiology. Course material is presented in two distinct sections: 1) a 3-week introductory module touching upon basic principles in immunology, bacteriology, mycology, virology, and parasitology; 2) more in-depth sessions on specific pathogens within the context of their respective diseases taught throughout systems modules. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**MICR 5541 Immunology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**MICR 5542 Microbiology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**MD - Neurology (NEUR)****NEUR 3000 Neurology (4)**

It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the in-patient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain; dizziness-vertigo and episodic loss of consciousness; weakness and gait impairment; stupor and coma; cerebrovascular disease; seizures and epilepsy; traumatic injury - brain and spine; neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection; abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia; neuromuscular disorders; acute spinal cord disorders. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 3006 Neurology (3)****NEUR 3020 Neurology (2)**

This is a 2-week elective for students who want to learn more about neurocritical care. Students will be exposed to a variety of cases at Tulane Medical Center including neurosurgical patients in the ICU, neurology consults from other ICU services and critical care management of patients on the stroke service. Attendance is required daily for the 2-week block. Topics covered include but are not limited to evaluation of coma, ventilator management, subarachnoid hemorrhage management, intracranial pressure monitoring and management, sodium management in the ICU and post-operative care of spinal surgery. There is no call associated with this elective and there is no final examination. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 3500 Neurology Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 4000 Neurology (4)**

Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 4001 Interdisciplinary Patient Care (2)****NEUR 4040 Neurology Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 5500 Clinical Preceptorship - Neuro (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 5540 Neurology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 9000 Neurology Visiting Student (4)****NEUR 9020 Neurology Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Neuroscience (NESC)

**NESC 5500 Neuroscience Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

## MD - Neurosurgery (NRSR)

**NRSR 3500 Neurosurgery Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 4000 Neurosurgery (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 4020 Neurosurgery (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 4040 Neurosurgery Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 5500 Clinical Preceptorship - Nsur (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 5502 Introduction To Neurosurgery (1)**

Students will be given an introduction to career opportunities in neurosurgery. The course will be conducted through weekly conferences, daily rounds, clinic, and observation in the operating room. Students will be provided exposure to the neurological examination, as well as the diagnosis and treatment of common neurosurgical pathologies. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 5540 Neurosurgery Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 9000 Neurosurgery Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## **MD - Obstetrics & Gynecology (OBGY)**

### **OBGY 3000 Obstetrics & Gynecology (8)**

This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 3006 Obstetrics & Gynecology (6)**

#### **OBGY 3500 OB/GYN Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 3520 OB/GYN Acting Internship (2)**

#### **OBGY 4000 Obstetrics & Gynecology (4)**

Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 4001 Justice, Equity, Diversity, Inclusion Facilitator (2)**

As a facilitator of the Justice, Equity, Diversity, and Inclusion (J.E.D.I.) course, the student will be an active participant in continuously developing a curriculum and environment that fosters anti-racist physicians. As a member of the J.E.D.I. team, the student will take part in regular check-ins with course coordinators, review content material, and collaborate with curriculum content developers to create new content as needed.

### **OBGY 4020 Obstetrics & Gynecology (2)**

Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. At the conclusion of the course the student will achieve a more advanced level of knowledge, clinical skills, and independence of judgment under faculty and resident supervision in a focused aspect of Obstetrics and Gynecology. Such students are expected to demonstrate increased initiative in the care of their patients and increased knowledge gained through more advanced reading and discussion of principles related to the care their patients. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 4021 Family Planning Elective (2)**

#### **OBGY 4040 OB/GYN Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 4220 Advance OB/GYN (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 4999 Transition to Residency (2)**

#### **OBGY 5000 Introduction to OB/GYN (1)**

This elective is an introduction to the field of Obstetrics and Gynecology for interested first and second year medical students. Besides shadowing attendings and residents providing obstetric and gynecologic care to patients in the outpatient setting, students have the opportunity to observe continuity of care by following a patient throughout their care. Students will also observe surgeries at Tulane Medical Center and Lakeside. Students will participate in a lecture series which will introduce the different sub-specialties as well as practice settings in OB/GYN. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

### **OBGY 5002 Medical Student for Choice: Reproductive Justice Elective (1)**

This elective provides a comprehensive introduction to family planning and reproductive justice with an additional focus on public health and medical ethics. It will provide a baseline knowledge of health concerns that impact reproductive-aged people with uteruses, a population that every future physician will encounter. Topics covered in this elective include: the history of reproductive justice through a human rights framework, medical jargon of abortion, the epidemiology of unintended pregnancy, reproductive health disparities in the US, the policy and ethics surrounding abortion, contraception counseling, pregnancy option counseling, the pharmacology of medical abortions, and advocacy training.

### **OBGY 5500 Clinical Preceptorship - Obgyn (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**OBGY 5540 Ob/Gyn Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**OBGY 9000 OB/GYN Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**OBGY 9020 OB/GYN Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Ophthalmology (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 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

**OTLN 9020 Otolaryngology 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 - Pediatrics (PEDS)

**PEDS 3000 Pediatrics (8)**

The Pediatric Clerkship is an 8-week clinical rotation designed to provide an introductory experience in the care of children for junior or senior medical students. The curriculum is based on a national curriculum formulated by the Council on Medical Student Education in Pediatrics and is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general or specialty oriented inpatient ward services, and the well-baby and neonatal intensive care nurseries. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 3004 Pediatrics (4)**

This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 3006 Pediatrics (6)****PEDS 3020 Pediatrics (2)**

This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 3040 Pediatric Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 3520 PEDS NICU Acting Internship (2)****PEDS 3521 PEDS PICU Acting Internship (2)****PEDS 4119 Advanced Pediatric Experience (4)**

The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T-4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99**PEDS 4120 PEDS Emergency Medicine (2)**

This is a 2-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99**PEDS 4121 Pediatric Forensic Medicine (2)****PEDS 4122 Pediatric PM&R (4)****PEDS 4123 PSEL & Team Training Elective (2)****PEDS 4124 Pediatric Rheumatology (2)**

The Pediatric Rheumatology Elective will provide fourth year medical students who are considering Pediatric Rheumatology or Pediatrics as a future career with a broad exposure to the field of Pediatric Rheumatology. Over the course of two or four weeks, students will attend clinics and participate in inpatient consults with the Tulane Pediatric Rheumatology team at Children's Hospital of New Orleans. Students will work in an interdisciplinary team, seeing patients, presenting patients, writing notes, and formulating differential diagnoses and plans alongside experts in the field.

**PEDS 4125 Pediatric Rheumatology (4)**

The Pediatric Rheumatology Elective will provide fourth year medical students who are considering Pediatric Rheumatology or Pediatrics as a future career with a broad exposure to the field of Pediatric Rheumatology. Over the course of two or four weeks, students will attend clinics and participate in inpatient consults with the Tulane Pediatric Rheumatology team at Children's Hospital of New Orleans. Students will work in an interdisciplinary team, seeing patients, presenting patients, writing notes, and formulating differential diagnoses and plans alongside experts in the field.

**PEDS 4140 PEDS Emergency Medicine (4)**

This is a 4-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99**PEDS 4141 Pediatric Forensic Medicine (4)****PEDS 4210 PEDS Cardiology (2)**

This is a two-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenital 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 Congenital Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4430 PEDS Gastroenterology (4)**

This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4440 PEDS Genetics (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4450 PEDS Hematology/Oncology (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4461 PEDS Allergy/Immunology (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4462 PEDS Allergy/Immunology (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4475 PEDS Infectious Disease (4)**

The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4480 PEDS Nephrology (4)**

This is a four-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4490 PEDS Pulmonary (4)**

A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4500 PEDS Wards Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4501 PEDS NICU Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4502 PEDS PICU Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4503 Pediatric Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4520 PEDS Adolescent Medicine (2)**

This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4540 PEDS Adolescent Medicine (4)**

Care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 4640 PEDS Neurology (4)**

PEDS Neurology

**Maximum Hours:** 99

**PEDS 5500 Clinical Preceptorship - Peds (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 5501 Pediatric Hematology/Oncology (1)**

The student is expected to participate for a semester in the elective, which will involve about 1/2 day per week following patients in the Pediatric Hematology/Oncology clinic. The students will be mentored by the Pediatric Hematology/Oncology attending physician. Initially, students will see and examine patients in the presence of the attending. As the student becomes more experienced and comfortable, he/she will take histories, do examinations, formulate the assessments and plans and make presentations to the attending physician before the physician sees the patient. Because the majority of patients have chronic illnesses, the student will be able to follow many patients over most of the year. A variety of illnesses are seen such as leukemia, solid tumors, and sickle cell disease, anemia's and coagulation disorders. Emphasis will be placed on understanding the pathophysiology of these disorders. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 5540 Pediatric Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 9000 Pediatrics Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PEDS 9020 Pediatrics Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

## MD - Pharmacology (PHAR)

**PHAR 2003 Pharmacology (5)**

The Pharmacology course covers primary concepts such as mechanisms of drug action, drug indications, contraindications, drug interactions & side effects.

**PHAR 5001 Health and the Environment (1)**

This course will introduce students to topics about the intersection between the environment and human health. Lectures will explore topics ranging from molecular biology to ecosystem-level determinants of health. The courses will be a mixture of lectures and interactive discussion sessions mediated by various faculty and visiting lecturers.

**PHAR 5500 Clinical Preceptorship - Phar (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

**PHAR 5530 Cardiovascular 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 - Psych (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PYCH 5534 Psychiatry Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PYCH 9000 Psychiatry Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Public Health (PHEA)

**PHEA 4000 Public Health (4)**

Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PHEA 4001 Tropical Medicine (4)**

Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PHEA 4002 MD/MPH (4)**

Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**PHEA 5001 Public Health (1)**

T1/T2 elective available only to students in the MD/MPH combined degree program. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Radiology (RADS)

**RADS 3020 Radiology (2)**

The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and power point presentation of an interesting case encountered while on service. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 3040 Radiology (4)**

See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 3044 Radiology Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 4000 Interventional Radiology (2)**

This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 4001 Interventional Radiology (4)****RADS 4021 Radiation Oncology (2)**

Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 4040 Radiology Oncology Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 4041 Radiation Oncology (4)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 5500 Clinical Preceptorship - Rads (1)**

Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 5540 Radiology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**RADS 9000 Radiology Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Surgery (SURG)

**SURG 3000 Surgery (8)**

The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for expected results, risks and complications of specific operations. Students are expected to scrub on a number of operations and will follow patients from presentation, work-up, and treatment, including operations and post-treatment/postoperative care. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 3006 Surgery (6)****SURG 3040 Surgery Research (4)**

The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 3120 Outpatient Surgery (2)**

During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 3121 The IMPRESS Teaching Program (2)****SURG 3240 Honors Surgery (4)**

This is a four-week course creating an intense and comprehensive surgical experience. This course will be limited to 4th year medical students. Such students will be chosen/accepted to this course based on high evaluations during their core surgery rotations and have demonstrated an aptitude and interest in a surgical career. The course will consist of the following: Dedicated lectures by selected faculty, which will encompass topics including surgical diseases, innovative surgical procedures, introduction to academic research, career planning and litigation issues; student presentations on specific surgical issues and procedures; dedicated simulation training including "Intern BootCamp" that Tulane surgical interns currently undergo; an introductory course and simulation training on the DaVinci Surgical Robotic system by residents and faculty; an animal lab over two/ three days where the students will perform surgical procedures themselves with supervision and feedback; individual time to meet and discuss career goals, resume/personal statement review and interview preparation with faculty members. The overall goal is to help prepare these students to become outstanding interns at the start of their surgical residency. The course will be Pass/Fail, and students may use this to help strengthen their residency applications by stating they were chosen for, and passed the Tulane Honors Surgery Course. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 3500 Surgery Acting Internship (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 3520 Surgery Acting Internship (2)****SURG 4000 Surgery (4)**

Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 4001 The IMPRESS Program (Introduction to the Medical Profession: a Rotation to Empower Students) (4)**

The goal of this elective course is to give fourth year medical students the opportunity to assist with the recruitment and teaching of underrepresented minorities in medicine who participate in the "Introduction to the Medical Profession: a Rotation to Empower StudentS (IMPRESS)" program, a 4-week program for students from backgrounds underrepresented in the medical professions. They will do so by teaching college student recruits how to perform basic suturing methods, tying techniques, and laparoscopic moves.

**SURG 4002 Surgery (2)**

Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 4020 Plastic Surgery (4)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 4021 Plastic Surgery (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 4022 Surgery Research (2)****SURG 4520 SICU (2)**

The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 4540 SICU (4)**

The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 5000 Clinical Research (1)****SURG 5500 Clinical Preceptorship - Surg (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 5540 Surgery Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 5550 Surgical Pathways (1)**

This elective is designed to give you an up close look into the life of a surgeon and that of an academic center's clinical surgical program. We have redesigned the elective in hopes that all of you are able to gain new knowledge while still maintaining your duties and obligations of being a T1/T2 pre-clinical student. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 5640 Plastic Surgery Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 9000 Surgery Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**SURG 9020 Surgery Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## MD - Urology (UROL)

**UROL 3500 Urology Acting Internship (4)**

The student will function as much in the capacity of an intern as can be permitted under present medico-legal limitations. Ward rounds will be made daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 4000 Urology (4)**

Students enrolled in this elective will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 4020 Urology (2)**

During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 4040 Urology Research (4)**

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99



**UROL 5500 Clinical Preceptorship - Uro (1)**

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 5540 Urology Research (1)**

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 9000 Urology Visiting Student (4)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**UROL 9020 Urology Visiting Student (2)**

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## Microbiology - Graduate (MIIM)

**MIIM 7010 Seminar Microbiol, Immun (1,2)**

**MIIM 7020 Graduate Journal Club (1,2)**

**MIIM 7030 Topics in Microbiology (1-3)**

**MIIM 7050 Thesis Research Design (2)**

**MIIM 7065 Scientific Writing (2)**

This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer.

**Prerequisite(s):** MIIM 7050.

**MIIM 7100 Clincl Cases & Underlying Mech (2)**

**Prerequisite(s):** MIIM 7600 and 7500.

**Prerequisite(s):** MIIM 7600 and 7500.

**MIIM 7120 Advanced Virology (4)**

**Prerequisite(s):** MIIM 7500.

**Prerequisite(s):** MIIM 7500.

**MIIM 7150 Dynamics Immuno & Microb Inter (3)**

**MIIM 7210 Special Problems (1-5)**

**MIIM 7220 Advanced Research Methods (1-4)**

**MIIM 7250 Vaccine Biology (3)**

**MIIM 7310 Research (1-10)**

**MIIM 7320 Research (1-10)**

**MIIM 7400 Responsible Conduct-Biomed Rsh (2)**

**MIIM 7500 Graduate Microbiology (4)**

**MIIM 7550 Microbiology Laboratory (3)**

**MIIM 7600 Medical Immunology (3)**

**MIIM 7620 Advanced Immunology (3)**

Advanced Immunology

**MIIM 7720 Medical Mycology (3)**

**MIIM 7750 Medical Parasitology (3)**

**MIIM 7790 Advanced Methods in Molecular Biology (2)**

This course is designed to introduce graduate students to the advanced and most recently developed methods and techniques in Molecular Biology. We will focus on recent new methods and technologies, including Gibson Cloning, DNA- and RNA guided CRISPR, Proximity Ligation, and Single Cell Sequencing etc., as well as the software tools and public databases for gene analysis and project design. Students need to have learned basic molecular biology or taken courses like Advanced Cell Biology (BMSP 6070), Genetics (EPID 6070 or GBCH 7170), or Methods in Biochemistry (GBCH 7580).

**MIIM 7810 Special Topics (1-2)**

**Maximum Hours:** 99

**MIIM 8100 Viral Pathogenesis Jrnl Club (2)**

**MIIM 9970 Master's Thesis (1-2)**

Master's Thesis

**Course Limit:** 2

**MIIM 9980 Master's Research (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**MIIM 9990 Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

## Nursing (NRSG)

### **NRSG 3000 Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 1 (3)**

This course [Part 1] focuses on the fundamental knowledge and content of pathophysiology and pharmacology for nurses. The course focuses on the disruption of physiological processes that produce disease states and examines the underlying mechanisms and alterations in normal bodily functions that contribute to the development, progression, and manifestations of diseases. The course integrates pharmacokinetics (how drugs are absorbed, distributed, metabolized, and excreted in the body) to conceptualize how drugs can prevent or ameliorate these disruptions, and provides the foundation for implementing drug therapy.

### **NRSG 3010 Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 2 (3)**

This course [Part 2] focuses on application to nursing practice and expands upon the fundamentals learned in Part 1. The course considers the influence of genetics, social and environmental factors, and lifespan on the development, progression, and manifestations of diseases. Pharmacodynamics (how drugs produce their effects), nursing considerations related to medication administration, patient education, and relevant non-pharmacologic interventions will be covered. Clinical judgment, patient safety, and evidence for best practice are integrated throughout the course.

**Prerequisite(s):** NRSG 3000.

### **NRSG 3100 Wellness and Professional Success (3)**

This course provides the student with the opportunity to explore the basic concepts of Wellness from both a self-care and a professional development perspective. Theories and models of holism, wellness, stress, health promotion, health belief, and change are introduced as frameworks by which the student learns to reflect upon the lifestyle and behavior choices that influence health and well-being and are key factors in achieving and sustaining professional success. The course focuses on developing professionalism in nursing and includes topics in interprofessional collaboration, effective communication, and cultivating cultural humility. The course also provides a broad overview of topics relevant to professional nursing practice. Past and present influences that shape the role of nurses in the interdisciplinary healthcare system are discussed.

### **NRSG 3200 Foundations of Nursing Practice (3)**

This course provides students with the knowledge and skills necessary to provide basic nursing care to adult individuals. Evidence-based principles and concepts of nursing will be covered including the nursing process, communication skills, physical assessment and the performance of nursing skills, and infection control. Students will apply principles and concepts of nursing interventions to patient care scenarios. Students will also learn about legal and ethical considerations in nursing practice and cultural competence in delivering patient care across the continuum of care.

**Corequisite(s):** NRSG 3205.

### **NRSG 3205 Foundations of Nursing Practice Practicum/Lab (1)**

This practicum is a hands-on laboratory course designed to provide essential practical experience and basic skills necessary for entry-level nursing practice. This course serves as a complement to the theoretical knowledge gained in the Foundations of Nursing course. Students will apply foundational nursing concepts and techniques within the safety of the laboratory and simulated healthcare settings. The course aims to develop students' clinical reasoning and technical skills while promoting professionalism and safe person-centered care.

**Corequisite(s):** NRSG 3200.

### **NRSG 3210 Adult Health Assessment (3)**

This course provides the skills and knowledge required for a comprehensive and systematic assessment of the physical, mental, emotional, and social well-being of adult individuals. The course teaches effective techniques for gathering comprehensive health histories including past medical history, family history, social history, and review of systems. The course focuses on developing methodical systems assessment skills and is a foundational course that prepares students to conduct health assessments as part of their nursing practice.

**Corequisite(s):** NRSG 3215.

### **NRSG 3215 Advanced Skills and Health Assessment Practicum/Lab (1)**

This practicum is a hands-on laboratory course designed to provide direct practice in the comprehensive assessment and advanced skills necessary for entry-level nursing practice. This course serves as a complement to the theoretical knowledge gained in the Health Assessment course. Throughout the practicum, students will apply assessment techniques and utilize advanced nursing skills in laboratory and simulated healthcare settings. The course aims to develop students' clinical judgment, communication, and technical skills while promoting professionalism, ethical conduct, and person-centered care.

**Corequisite(s):** NRSG 3210.

### **NRSG 3350 Community Immersion Preparation (1)**

The course emphasizes the importance of cultural competence, empathy, and ethical decision-making when engaging with diverse communities. This initial immersion experience prepares students with basic competencies related to community health such as Basic Life Support certification, basic first aid, and beginning knowledge in Disaster Preparedness. The experience provides students with an opportunity to observe, learn from, and actively contribute to the community they serve. Students will be introduced to social issues, community dynamics, and the complexities of social change. Throughout the immersion experience, students will be guided to reflect on their personal biases, assumptions, and privilege. Students will examine their own values and perspectives in relation to social justice and community engagement. The course provides opportunities for students to utilize communication and interpersonal skills with empathy and compassion and experience a sense of social responsibility.

**NRSG 3400 Adult Health Nursing (4)**

This comprehensive course explores the concepts, theories, and evidence-based practices necessary for understanding and addressing the unique healthcare needs of adults, and specifics related to older adults, in various healthcare settings. The course will also examine the diverse physiological, psychological, social, and cultural aspects of adult health and wellness. The course emphasizes the promotion of health, the prevention of illness, and the management of acute, chronic, and surgical conditions. Additionally, students will utilize clinical judgment and ethical decision-making to evaluate safe, person-centered care within the interdisciplinary healthcare team.

**Prerequisite(s):** NRSG 3000, 3200, 3205, 3210 and 3215.

**Corequisite(s):** NRSG 3450.

**NRSG 3450 Adult Health Practicum (3)**

This Practicum is a clinical course designed to provide students with practical experience and skills in the care of adult patients across various healthcare settings. The course focuses on the application of learned assessment skills and evidence-based nursing interventions, and the development of clinical reasoning and clinical judgment skills specific to adult health. Students will have the opportunity to apply theoretical knowledge gained in previous coursework to real-world clinical and simulated healthcare settings. The practicum aims to enhance students' competence in assessing, planning, implementing, and evaluating nursing care for adult patients while promoting patient safety, interdisciplinary collaboration, and professionalism and advocates for a holistic and person-centered approach. Emphasis is also placed on the knowledge and skills necessary to provide comprehensive and compassionate care to older adults in various healthcare settings.

**Corequisite(s):** NRSG 3400.

**NRSG 3500 Psychiatric Mental Health Nursing (3)**

This course is designed to provide a comprehensive understanding of the principles and practices of psychiatric mental health nursing. The course explores the promotion, maintenance, and restoration of mental health across the lifespan, as well as the prevention and management of mental health disorders and psychiatric conditions. Students will examine the biological, psychological, and environmental factors that influence mental health and well-being. The course emphasizes the importance of a holistic and person-centered approach to care, fostering therapeutic relationships, and utilizing evidence-based interventions to support individuals with mental health challenges.

**Prerequisite(s):** NRSG 3000, 3200, 3205, 3210 and 3215.

**Corequisite(s):** NRSG 3550.

**NRSG 3550 Psychiatric Mental Health Practicum (2)**

This Practicum is a clinical course designed to provide students with real-world experience and skills in the care of individuals with mental health challenges. The course focuses on the application of theoretical concepts and nursing interventions in a variety of mental health care settings and through simulated experiences. Students will have the opportunity to engage in direct patient care, therapeutic interventions, and interdisciplinary collaboration within mental health care teams. The practicum aims to develop students' clinical competence, clinical judgment, therapeutic communication, and empathy while promoting recovery-oriented and person-centered care.

**Corequisite(s):** NRSG 3500.

**NRSG 4000 Nursing Research and Evidence-Based Practice (3)**

This course introduces students to the different types of research methodologies used by healthcare disciplines to apply evidence-based findings to clinical practice. Topics include the introduction of clinical questions, ethical conduct of research, research methodologies, concepts of measurement, qualitative and quantitative research design, the influence of government on research, and the analysis and dissemination of research findings. Students will also learn how to integrate their clinical expertise, patient preferences and values, along with the best available evidence, to make informed clinical decisions.

**NRSG 4400 Complex Adult Health Nursing (4)**

This is an advanced course that builds upon the foundational knowledge and skills gained in prior courses. It concentrates on providing advanced nursing care to patients with complex or life-threatening health conditions. The course will provide content on the etiology, diagnostic tests and procedures, and management of complex health conditions, including recognizing and managing polypharmacy and providing emotional support to patients and their families. It also provides content related to the unique physiological, psychological, and social aspects of older adults. The course emphasizes the integration of theory and practice to enhance clinical reasoning, decision-making, advanced assessment techniques, and evidence-based nursing interventions.

**Prerequisite(s):** NRSG 3010, 3400 and 3450.

**Corequisite(s):** NRSG 4450.

**NRSG 4450 Complex Adult Health Practicum (2)**

This Practicum is designed to provide students with advanced practical experience and skills in the nursing care of adult and older adult patients who have multiple health issues and complex needs or who are experiencing life-threatening conditions. Building upon the foundational knowledge and skills acquired in previous courses, this clinical course focuses on the application of advanced assessment, evidence-based nursing interventions and the development of clinical competence in managing complex healthcare needs. Students will be provided the opportunity to improve their organizational skills by experiencing the expanding complexity of patient acuity levels and workloads in demanding real-life and simulated healthcare settings. The practicum emphasizes clinical judgment, technical skills, and interdisciplinary collaboration while promoting patient safety, holistic care, and professionalism.

**Corequisite(s):** NRSG 4400.

**NRSG 4500 Population and Community Health Nursing (3)**

This course provides students with a broad introduction to the principles, theories, and practices related to nursing care in the community. The course explores the role of the community health nurse in promoting, maintaining, and improving the health of individuals, families, and populations across the healthcare continuum and in various community settings. Students will examine the determinants of health, health promotion strategies, and the impact of social, cultural, and environmental factors on community health. The course emphasizes the application of evidence-based practices, health education, and collaboration with community stakeholders to address the unique health needs and challenges of underserved and diverse populations.

**Prerequisite(s):** NRSG 3350, 3500 and 3550.

**Corequisite(s):** NRSG 4550.

**NRS 4550 Community Immersion Practicum (3)**

This is a clinical course designed to immerse students in delivering nursing care in community settings. This practicum complements the theoretical knowledge gained in the Community Health Nursing course and focuses on the application of evidence-based practices to promote health, prevent disease, and address the unique health needs of underserved and diverse populations. Students will have the opportunity to work directly with individuals, families, and communities to provide comprehensive and holistic nursing care. The practicum aims to develop students' clinical competence, clinical judgment, cultural sensitivity, and collaborative skills while promoting community engagement and addressing health disparities.

**Corequisite(s):** NRS 4500.

**NRS 4600 Pediatric Nursing (3)**

This is a specialized course that builds on developmental theory and focuses on the principles of nursing care for children and their families who are experiencing acute, complex, and/or chronic health problems. This course focuses on the provision of holistic care to pediatric patients across various healthcare settings. The course covers various aspects of pediatric nursing including growth and development, common health conditions, nursing assessments, interventions, and health promotion specific to pediatric patients. The course emphasizes family-centered care, cultural considerations, and ethical principles in pediatric nursing practice.

**Prerequisite(s):** NRS 3450 and 3550.

**Corequisite(s):** NRS 4650.

**NRS 4650 Pediatric Nursing Practicum (1)**

This practicum is a clinical experience that provides students with the opportunity to apply theoretical knowledge and develop practical skills in the field of pediatric nursing. The course provides students with the opportunity to provide direct care to infants, children, and adolescents in various real-time and simulated healthcare settings. The course emphasizes clinical competence, decision-making, and professional development in pediatric nursing practice.

**Corequisite(s):** NRS 4600.

**NRS 4700 Maternal Newborn Nursing (3)**

This is a specialized course designed to provide students with an introduction to the process of childbirth and the practical concepts related to nursing care during the child-bearing period. The course explores health promotion, physiologic changes associated with pregnancy, high-risk conditions, and fetal development. Racial disparities in maternal and child health outcomes will be addressed. The course emphasizes the provision of holistic care to women, infants, and families throughout the pregnancy, childbirth, and postpartum periods with a focus on the cultural needs of a diverse population.

**Prerequisite(s):** NRS 3450 and 3550.

**Corequisite(s):** NRS 4750.

**NRS 4750 Maternal Newborn Nursing Practicum (1)**

This practicum is a clinical experience that provides students with the opportunity to apply theoretical knowledge and develop practical skills in maternal newborn nursing. This course provides students with the opportunity to provide direct care to women, infants, and families in real-time and simulated prenatal, intrapartum, or postpartum settings. Emphasis is placed on clinical judgment, stress adaptation, and problem-solving.

**Corequisite(s):** NRS 4700.

**NRS 4800 Management and Leadership in Nursing (3)**

The course is an introduction to a variety of theoretical frameworks that support principles of leadership and management in nursing. Emphasis is placed on developing, enhancing, and demonstrating leadership skills, competencies, and aptitudes. Students are exposed to practical situations in the management of current and practical patient care in diverse healthcare settings. Topics include organizational structure, comparison of management and nursing processes, decision-making, change, oral and written communication skills, effective interpersonal skills, interprofessional collaboration, team building, quality improvement, and the nurse-sensitive indicators of structure, process, and outcomes.

**Prerequisite(s):** (NRS 3400 and 3450) and (NRS 3500 and 3550) and (NRS 4400 or 4450) and (NRS 4500 or 4550).

**NRS 4950 Nursing Generalist Preceptorship & Seminar (4)**

This course is a culminating course that provides students with an opportunity to synthesize their knowledge, increase their responsibility and accountability, and prepare to successfully transition to professional nursing practice. The course provides students with the opportunity to demonstrate competence and readiness for practice in real-world settings under the guidance of a registered nurse preceptor. The course emphasizes advanced nursing concepts, clinical judgment, delegation, leadership, and NCLEX-RN preparation in concert with self-reflection, feedback, and committing to professional growth.

**Prerequisite(s):** NRS 4400, 4450, 4500 and 4550.

## Pharmacology - Graduate (GPHR)

**GPHR 7040 Neuropharmacology (2)**

Enrollment limited to students in the Pharmacology department.

**Course Limit:** 2

**GPHR 7050 Cellular Control Mechanm (2)**

**Course Limit:** 2

**GPHR 7055 Practicing Professionalism (1)**

The goal of this course is to teach and assess the practice of professional behavior for students in our graduate program.

Enrollment limited to students in the Pharmacology department.

**Course Limit:** 2

**GPHR 7060 Endocrine Pharmacology (2)**

**Course Limit:** 2



**GPHR 7120 Adv Topics In Cardiobiol (2)**

**GPHR 7180 Selected Topics (0-9)**

**GPHR 7190 Pharmacology Seminar (1)**

Enrollment limited to students in the Pharmacology department.

**GPHR 7200 Seminar Pharmacology (1)**

**Course Limit:** 2

**GPHR 7210 Pharm Advances (1)**

Enrollment limited to students in the Pharmacology department.

**GPHR 7220 Adv In Pharmacology (1)**

**Course Limit:** 2

**GPHR 7230 Principles of Pharmacol (3)**

Enrollment limited to students in the Pharmacology department.

**GPHR 7240 Principles of Pharmacol (2)**

Enrollment limited to students in the Pharmacology department.

**Course Limit:** 2

**GPHR 7250 Medical Pharmacology (3-6)**

Medical Pharmacology

Enrollment limited to students in the Pharmacology department.

**GPHR 7260 Medical Pharmacology (4)**

**Course Limit:** 2

**GPHR 7505 Master's Research (2)**

Enrollment limited to students in the Pharmacology department.

**GPHR 7510 Pharmacological Lab Research (2)**

**GPHR 7520 Pharmacology ePortfolio (1-2)**

**Course Limit:** 2

**GPHR 7530 Molecular & Cellular Pharmacol (2)**

Enrollment limited to students in the Pharmacology department.

**GPHR 9980 Master's Research (2)**

Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**GPHR 9990 Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Pharmacology department.

**Maximum Hours:** 99

## Physiology - Graduate (GPSO)

**GPSO 6010 Medical Physiology (6)**

A major physiology course taught by various faculty in the Physiology Department. This course covers most important concepts in medical physiology, along with updated information and in-depth discussion in all fields of interest related to physiological function.

**GPSO 6060 Experimental Physiol Lab (2)**

This course provides students' hands-on experiences to perform the physiological experiments with human body, animals and computer simulation modeling systems.

**GPSO 6250 Membrane Physiology (2)**

The course covers the major structure and function of ion channels, the basic physiological mechanisms of voltage gated ion channels, and transmitter gated ion channels. Also a brief consideration will also be given to certain pathophysiological mechanisms leading to disease.

**GPSO 7175 Med Terminology (3)**

This on-line course provides definition and appropriate use of common medical terminology and abbreviations. It is especially beneficial for students who are newly committed in medical sciences and who have foreign culture background.

**GPSO 7180 Selected Topics (1-5)**

Self-study under the direction of a faculty mentor in a selected topic in physiology. A final report is required.

**GPSO 7320 Renal Physiology (3)**

This course provides updated information regarding renal function and renal/hormonal control of blood pressure. The roles of kidney function in hypertension, diabetes mellitus and other human diseases are also covered.

**GPSO 7350 Translational Physiology (2)**

Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

**Course Limit:** 2

**GPSO 7560 Signal Transduction/Hormone Ac (2)**

This course provided current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

**GPSO 7600 Integrative Cardiovascular Physiology (3)**

This advanced course covers in-depth topics in cardiovascular physiology and its association with other systems to regulate body function. The objective of the course is to provide the students with comprehensive knowledge of cardiac and vascular function and its regulation by neural, hormonal and other systems.

**GPSO 7910 Seminar Physiology (1)**

Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

**Course Limit:** 2

**GPSO 7980 Research (3)**

Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.



**GPSO 7990 Research (1-9)**

Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

**Prerequisite(s):** GPSO 7980.

**GPSO 9990 Dissertation Research (0)**

Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Physiology department.

**Maximum Hours:** 99

## FACULTY

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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  
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Colella, Adrienne J  
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Cook, Emily  
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Cox, Katherine Stammen  
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Cruz, Felipe Fernandes  
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## D

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