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

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

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

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

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

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

History

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

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

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

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

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

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

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

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

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

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

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

The plan had at its center:

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

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

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

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

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

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

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

Accreditation

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

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

Students are required to confirm their attendance at the beginning of each semester. Each term, enrolled students will be notified via email when confirmation is made available on Gibson Online. In addition, they must consult the official Academic Calendar (https://registrar.tulane.edu/academic-calendar) on the University Registrar’s webpage for important registration and refund deadlines. Failure to heed the dates set forth in the official academic calendar could result in academic or financial penalty.

Grade Grievance Procedure

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

Address Changes

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

Name Changes

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

Expected Behavior at Tulane University

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

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

The scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct (https://college.tulane.edu/code-of-academic-conduct). When a violation of the Code of Academic Conduct is suspected, it is the duty of every member of the academic community who has evidence to take action. Students should take steps to uphold the Code of Academic Conduct by reporting any suspected offense to the instructor or the
Honor Board. Students should under no circumstances tolerate any form of academic dishonesty.

**Behavior Norms**

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

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

**Discipline**

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

**Code of Student Conduct**

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

**Credit-Hour**

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

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

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

**General Policies**

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

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 or the Office of Institutional Equity.

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

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

**Complaints by students:** A student who believes she or he has been harassed or is being harassed may report the alleged harassing behavior to any of the following individuals or agencies:
• Dean of the Newcomb-Tulane College, Dean of the school, or Dean of Students (or person designated by same) with which complaining student is affiliated.
• Vice President for Student Affairs (or person designated by same), 504-865-5180
• Associate Dean for Student Affairs, Tulane University Health Sciences Center, 504-988-5668
• Office of Institutional Equity, 504-862-8083 or 504-247-1760
• Tulane University Department of Public Safety, 504-865-5381
• Tulane University Health Sciences Center Security Services, 504-988-5531
• Contact the Office of Institutional Equity for additional information about Tulane University’s Equal Opportunity and Harassment Policies. Uptown Square Suite 105, 504-247-1760.

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

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

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

Office of Graduate and Postdoctoral Studies

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

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

Academic Policies

Rules and Regulations

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

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

The Graduate Council

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

Graduate Studies Student Association

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

Unified Code of Graduate Student Academic Conduct

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

Code of Student Conduct

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

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

Tuition and Fees

Tuition and fees rate schedules are established at the university level; however, some fees, such as 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.
Financial Obligation to the University

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

Financial Assistance

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

- PhD Program Review Schedule (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_PhD-Program-Review-Schedule-Updated-1-14-15.pdf)
- PhD Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-PhD-Degree-Requirements-Updated-9-3-2013.pdf)
- Master’s Degree Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-Master-s-Requirements-FINAL.pdf)
- Guidelines and Policies for Graduate Assistants (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FINALIZED%20GUIDELINES%20AND%20POLICIES%20FOR%20GRADUATE%20ASSISTANTS.pdf)
- Planned Educational Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/PELP%20final.pdf)
- Professional Codes of Academic Conduct and Professionalism:
- Graduate Student Health Insurance Subsidy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Graduate-Student-Health-Care-Subsidy-4.pdf)

Master’s Programs Requirements

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

Admission to Degree Programs

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

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

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

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

Master’s Degree Minimum Degree Requirements

Minimum Credit Hour Requirements

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

Continuous Registration Requirements

A student admitted in a degree program must be continuously registered in a degree-granting division of the university during the academic year (exclusive of summer session) in either full-time or part-
Thesis Requirements
If a thesis is required for the master's degree, the subject of the thesis must be in the field of major study and must have the approval of the professor by whom the thesis is to be directed. The finished thesis must have the approval of the thesis committee.

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

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

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

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

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

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

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

Grades are reported as follows:

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

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

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

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

**Medical Excuses**

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

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

**Required Withdrawal and Denial of Enrollment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### Required Withdrawal and Denial of Enrollment

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

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

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

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

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### Grades and Descriptions

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<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
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Graduate Programs

Architecture

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

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

Business

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

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

- Master of Management in Energy (https://freeman.tulane.edu/programs/graduate/master-management-energy) (MME)
- Master of Business Analytics (https://freeman.tulane.edu/programs/graduate/master-business-analytics) (MANA)

Science & Engineering

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

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

Liberal Arts

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

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

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

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

• Security Management (https://sopa.tulane.edu/content/master-professional-studies-security-management) (MPS)

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

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

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

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

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

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

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

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

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

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

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

• Global Biostatistics and Data Science (https://sph.tulane.edu/gbds/home) (MS, MSPH, PhD, BSPH/MSPH, MD/MPH)
• Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH)
  • Epidemiology (https://sph.tulane.edu/epid/home) (MS, MPH, PhD, BSPH/MPH, MD/MPH, MD/PhD)
  • Clinical Investigation (https://sph.tulane.edu/epid/ms-ci) (MS)
• Global Community Health & Behavioral Sciences (https://sph.tulane.edu/gchb/programs)
  • Community Health Sciences (MPH, BSPH/MPH, MD/MPH, MSW/MPH)
  • Health Education and Communication (MPH)
  • International Health and Development (MPH)
  • Maternal and Child Health (MPH)
  • Nutrition (MPH)
  • Global Community Health and Behavioral Sciences (DrPH, PhD)
  • Registered Dietician (RD certificate)
• Global Environmental Health Sciences (https://sph.tulane.edu/gehs/programs)
  • Disaster Management (MPH, BSPH/MPH, MD/MPH, MSW/MPH, JD/MPH)
  • Global Environmental Health Sciences (MSPH, PhD)
  • Industrial Hygiene (MSPH)
• Center for Applied Environmental Public Health (Distance Learning) (https://sph.tulane.edu/caepsh/home):
  • Disaster Management (Online MPH, Online Certificate)
  • Industrial Hygiene (Online MPH, Online Certificate)
  • Occupational and Environmental Health (Online MPH, Online Certificate)

• Occupational Health and Safety Management (Online MPH, Online Certificate)
• Health Policy and Management (https://sph.tulane.edu/ghmp/home)
  • Health Policy (MPH, BSPH/MPH)
  • Health Systems Management (MPH, MD/MPH, BSPH/MPH)
  • Master of Health Administration (MHA, BSPH/MHA)
  • Health Policy and Management (PhD)
• Tropical Medicine (https://sph.tulane.edu/trmd/home)
  • Tropical Medicine (MSPH, PhD)
  • Master of Public Health & Tropical Medicine (MPH&TM, MD/MPH&TM, BSPH/MPH&TM)
  • Diploma in Clinical Tropical Medicine (Certificate)

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

• City, Culture & Community (http://tulane.edu/ccc) (PhD)
• Disaster Resilience Leadership Academy (https://tssw.tulane.edu/drla) (MS, MS/MSW, Certificate)
• Social Work (https://tssw.tulane.edu/degree-programs) (DSW, MSW, Online MSW (https://socialwork.tulane.edu))
The one-year M.S. programs are designed to enrich and improve academic credentials of graduates and strengthen their academic foundation for further intellectual development, including entrance into medical, dental, or other health profession-related programs. These programs are offered in the Departments of Anatomy (http://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs), Biochemistry & Molecular Biology (http://medicine.tulane.edu/departments/biochemistry-molecular-biology/academic-programs/masters-1-year), Medical Genetics and Genomics (https://medicine.tulane.edu/departments/institutes/hayward-genetics-center/masters-medical-genetics-genomics), Microbiology & Immunology (http://medicine.tulane.edu/departments/microbiology-immunology/academic-programs/masters), Pathology (http://medicine.tulane.edu/departments/pathology-laboratory-medicine/academic-programs/masters-programs), Pharmacology (http://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program) and Physiology (http://medicine.tulane.edu/departments/physiology/academic-programs/masters-program).

Two Year Programs (Applications open October 1st)

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

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

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

The MS Anatomy Research program is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education.

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

Doctor of Medicine

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

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.

Academic Departments

- Biomedical Sciences Graduate Programs (p. 20)
- MD Degree Program (p. 29)

Biomedical Sciences Graduate Programs

Programs

Graduate

- Anatomy Research, MS (p. 20)
- Anatomy, MS (p. 21)
- Biochemistry, MS (p. 21)
- Biomedical Sciences, PhD (p. 22)
- Clinical Anatomy, MS (p. 23)
- Clinical Research Methods, MS (p. 24)
- Clinical Research, MS (p. 24)
- Medical Genetics and Genomics, MS (p. 25)
- Microbiology and Immunology, MS (p. 25)
- Molecular and Cellular Pathobiology, MS (p. 26)
- Molecular Medicine, MS (p. 27)
- Pharmacology, MS (p. 27)
- Physiology, MS (p. 29)

Anatomy Research, MS

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

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

Who is this program meant for?

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

Program calendar

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

Requirements

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

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

Offered in Spring Semester

Course ID | Title | Credits
--- | --- | ---
ANAT 7055 | Graduate Histology | 5
ANAT 7130 | Anatomy Research Sem II | 2
ANAT 7250 | Advances in Anatomical Sci II | 1
ANAT 7420 | Anatomy Seminar | 3
ANAT 7520 | Teaching Microscopic Anat 2 | 2
ANAT 7560 | Signal Transduction/Hormone Ac | 2
ANAT 7575 | Graduate Neuroscience | 6
ANAT 7620 | Interactive Teaching Technique | 2
ANAT 7630 | Clinical Grand Rounds Surgery | 1
ANAT 7640 | Clinical Grand Rounds Medicine | 1
ANAT 7760 | Teaching Neuroanatomy | 1
ANAT 7820 | Research Design & Methods 2 | 3
ANAT 7840 | Research Thesis | 6

Offered in the Summer

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

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

Anatomy, MS

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

The degree program offers a carefully designed curriculum that includes taking classes with medical students, participating in a learning experience that closely models the medical school environment (small group teaching and learning, problem-based learning, team-based learning, simulation, early standardized patient experience, virtual microscopy, dissection-based anatomy). Class size is maintained at 20 students to maximize the small-group teaching environment. Students in the MS program take anatomy and histology courses alongside first year medical students at Tulane Medical School. All other graduate courses are taught within the School of Medicine by full time Medical School faculty.

Requirements

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

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID | Title | Credits
--- | --- | ---
ANAT 7065 | Graduate Anatomy | 11
ANAT 7120 | Anatomy Research Sem I | 1
ANAT 7240 | Advances in Anatomical Sci I | 1
ANAT 7350 | Anatomical Techniques | 3
ANAT 7410 | Grad Intro Functional Anatomy | 1
ANAT 7510 | Teaching Micro Anatomy | 1
ANAT 7610 | Teaching Techniques in Hlth Sc | 2
ANAT 7630 | Clinical Grand Rounds Surgery | 1
ANAT 7640 | Clinical Grand Rounds Medicine | 1
ANAT 7750 | Teaching Gross & Deve Anatomy | 3
ANAT 7810 | Research Design & Methods | 3
ANAT 7830 | Research Project Presentation | 5

Offered in Spring Semester

Course ID | Title | Credits
--- | --- | ---
ANAT 7055 | Graduate Histology | 5
ANAT 7130 | Anatomy Research Sem II | 2
ANAT 7250 | Advances in Anatomical Sci II | 1
ANAT 7420 | Anatomy Seminar | 3
ANAT 7520 | Teaching Microscopic Anat 2 | 2
ANAT 7560 | Signal Transduction/Hormone Ac | 2
ANAT 7575 | Graduate Neuroscience | 6
ANAT 7620 | Interactive Teaching Technique | 2
ANAT 7630 | Clinical Grand Rounds Surgery | 1
ANAT 7640 | Clinical Grand Rounds Medicine | 1
ANAT 7760 | Teaching Neuroanatomy | 1
ANAT 7820 | Research Design & Methods 2 | 3
ANAT 7840 | Research Thesis | 6

Offered in the Summer

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

Biochemistry, MS

Biochemistry & Molecular Biology Masters 1-Year Program

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

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

The program is primarily designed to enrich and improve academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development, such as gaining entrance into medical-, 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 and the Department of Microbiology and Immunology. Students may elect to take Tulane first-year medical course equivalents in Graduate Medical Microbiology and Medical Immunology, while enhancing their writing and presentation skills with Biochemistry Workshop – a journal club style course.

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

Two-Year Master’s Program in Biochemistry & Molecular Biology

A four-semester graduate program designed to provide advanced training in the biochemical sciences and prepare students for a career in research.

Program Overview

This is a two-year thesis-required program for the study of biochemistry and molecular biology leading to a Master of Biomedical Science in Biochemistry and Molecular Biology degree.

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

Class size is limited to approximately 10 students. Students will take Graduate Biochemistry, Cell Biology, and Biostatistics courses, with a strong emphasis on research application of biochemical and molecular knowledge. These courses are taken along with first-year PhD students at the Tulane School of Medicine. Additional courses include Structure and Function of Biomolecules and Chromosomal Instability and Cancer. All students will benefit from several other Biochemistry- or Molecular Biology-related courses, including a Biochemistry and Molecular Biology Seminar series, a Biochemistry Workshop, and a course on Academic Writing and Critique. All courses are taught within the Tulane School of Medicine by full time faculty.

In year two, students will perform bench research toward the master’s thesis and experience all aspects of basic research, under supervision of a faculty advisor, from the development of an idea and scientific rationale, to experimental design and execution, data analysis, and possibly the drafting of a manuscript.

Requirements

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

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

Biomedical Sciences, PhD

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

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

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

Requirements

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program’s participating research laboratories of the student’s choice. This allows students to become more familiar with BMS research
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.

Course Title Credit Hours
Year 1
Fall
BMS 6070 Advanced Cell Biology 3
GBCH 6010 Graduate Biochemistry 4
BMS 7140 Biomedical Sci Seminar 1
BMS 7120 Research Methods (2 credits for seminar, 2 for first rotation) 4
BMS 7100 Biomed Sciences Workshop 1
Credit Hours 13
Spring
GBCH 7250 Biomed Stats & Data Analysis 2
Epid 7810 Human Molecular Genetics 3
BMS 7770 Systems Biology 3
BMS 7150 Seminar 1
BMS 7130 Research Methods (2 credits each for 2nd and 3rd rotations) 4
BMS 7110 Workshop 1
Credit Hours 14
Year 2
Summer Session
Students must begin their dissertation research or perform more research rotations during the Summer semester of their first year.
Credit Hours 0
Fall
BMS 7140 Biomedical Sci Seminar 1
BMS 7100 Biomed Sciences Workshop 1
BMS 7990 Independent Study 1-6
Electives (to be chosen in consultation with dissertation advisor)
Credit Hours 3-8
Spring
BMS 7150 Seminar 1
Workshop 1-6
MIIM 7400 Responsible Conduct-Biomed Rsh 2
Electives (to be chosen in consultation with dissertation advisor)
Credit Hours 4-9
Total Credit Hours 34-44

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 coursework 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 (BMS 7990 Independent Study (1-6 c.h.) or equivalent) for 1-6 credits per semester for a maximum of 12 credits total during the first two years. The remaining hours of coursework are selected from the elective curriculum by the student in consultation with the dissertation advisor. Once coursework is completed, the student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. Students ordinarily complete the requirements for the Ph.D. degree between four and seven years from the date of matriculation in the program.

Clinical Anatomy, MS

The MS Clinical Anatomy degree is designed to train the next generation of educators in the health sciences. This is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences. In the first year, students in the program take anatomy and histology courses along with other graduate courses. In the second year, student take courses and practicums that train them in the principles and practice of medical education and curriculum development.

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

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

Requirements

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

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester
Course ID | Title | Credits
--- | --- | ---
ANAT 7065 | Graduate Anatomy | 11
ANAT 7120 | Anatomy Research Sem I | 1
ANAT 7240 | Advances in Anatomical Sci I | 1
ANAT 7350 | Anatomical Techniques | 3
ANAT 7410 | Grad Intro Functional Anatomy | 1
ANAT 7510 | Teaching Micro Anatomy I | 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 I | 3
ANAT 7830 | Research Project Presentation | 5

Offered in Spring Semester

Course ID | Title | Credits
--- | --- | ---
ANAT 7055 | Graduate Histology | 5
ANAT 7130 | Anatomy Research Sem II | 2
ANAT 7250 | Advances in Anatomical Sci II | 1
ANAT 7420 | Anatomy Seminar | 3
ANAT 7520 | Teaching Microscopic Anat 2 | 2
ANAT 7560 | Signal Transduction/Hormone Ac | 2
ANAT 7575 | Graduate Neuroscience | 6
ANAT 7620 | Interactive Teaching Technique | 2
ANAT 7630 | Clinical Grand Rounds Surgery | 1
ANAT 7640 | Clinical Grand Rounds Medicine | 1
ANAT 7760 | Teaching Neuroanatomy | 1
ANAT 7820 | Research Design & Methods 2 | 3
ANAT 7840 | Research Thesis | 6

Offered in the Summer

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

Clinical Research Methods, MS

This is a 32-credit, one-year curriculum is designed for the MD who seeks familiarity with the fundamentals and techniques of clinical research. The curriculum is intended to serve the recent medical school graduate who will earn the MS degree during one year of study following medical school and prior to standard graduate medical education. The program is offered in traditional lecture, seminar and tutorial format on the Tulane University School of Medicine campus; therefore the student would be a resident of the New Orleans area and pursue classes full time.

Executive Master of Science in Clinical Research Methods

The Executive Master's Degree in Clinical Research Methods program will permit students to complete most of the curriculum "online."

Requirements

Sample Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 6030</td>
<td>Introductory Biostat</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6420</td>
<td>Responsible Conduct of Resrch</td>
<td>1</td>
</tr>
<tr>
<td>MSCR 6430</td>
<td>Topics in Clinical Research</td>
<td>3</td>
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Credit Hours: 7

Fall

<table>
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</thead>
<tbody>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6030</td>
<td>Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7070</td>
<td>Molecular Medicine</td>
<td>4</td>
</tr>
<tr>
<td>MSCR 7150</td>
<td>Journal Club</td>
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Credit Hours: 11

Spring

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<tr>
<td>GHSD 6030</td>
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<td></td>
</tr>
<tr>
<td>MSCR 6440</td>
<td>Protocol Design and Writing</td>
<td>3</td>
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<tr>
<td>MSCR 7080</td>
<td>Cultural Competence Research</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7150</td>
<td>Journal Club</td>
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</tr>
<tr>
<td>MSCR 7300</td>
<td>Clerkship</td>
<td>3</td>
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</table>

Credit Hours: 13

Total Credit Hours: 31

Clinical Research, MS

The Tulane MSCR Program is a structured program leading to a Master of Science in Clinical Research degree from the Tulane University School of Medicine. It usually requires 2 to 3 years to complete the curriculum including the mentored research requirement.

Potential trainees will be self-referred or nominated by their Program Director. After approval by the MSCR Internal Advisory Committee, the trainee will enter the MSCR program, which features four components:

1. Formal didactic training providing the tools to conduct modern clinical and translational research;
2. A clinical research and clinical medicine seminar series, providing peer interaction and mentor guidance on research topics;
3. A mentored clinical research project;
4. An annual MSCR retreat

Each Clinical Research Scholar will identify a research preceptor from the scholar's home division or department. In addition, each scholar will have a career mentor from the MSCR program.

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

Clinical Fellows participating in the MSCR Program must also complete their individual clinical training program requirements.
Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 6030</td>
<td>Introductory Biostat</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6030</td>
<td>Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6420</td>
<td>Responsible Conduct of Resrch</td>
<td>1</td>
</tr>
<tr>
<td>MSCR 6430</td>
<td>Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6440</td>
<td>Protocol Design and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7070</td>
<td>Molecular Medicine</td>
<td>4</td>
</tr>
<tr>
<td>MSCR 7080</td>
<td>Cultural Competence Research</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7090</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7150</td>
<td>Journal Club (Taken Four Times)</td>
<td>4</td>
</tr>
<tr>
<td>MSCR 9980</td>
<td>Mentored Research Component (Taken Four Times)</td>
<td>8</td>
</tr>
<tr>
<td>Elective Courses</td>
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<td>Total Credit Hours</td>
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In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Medical Genetics and Genomics, MS

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

- Most of our students are pre-med, and while it varies from year to year, we estimate that over 90% of our graduates who apply to medical school or osteopathy school have been accepted in subsequent years.

- In addition to medical school, graduates from our program have also gone on to other careers including dental school, PhD programs, genetic counseling masters programs, and working with biomedical technology companies.

- The curriculum includes courses that cover the same material as the Tulane Medical School’s first year Genetics course and first year Medical Biochemistry course.

- We offer clinical shadowing opportunities in the Tulane Genetics clinics.

Requirements

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

Microbiology and Immunology, MS

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

Upon graduation, students

- Should have developed core knowledge in Microbiology and Immunology, and the ability to apply their knowledge to problems in these and other disciplines. (Disciplinary and interdisciplinary knowledge)

- Should have developed the ability to perform basic work in a Microbiology or other research laboratory. (Professional competencies)

- Should have developed skills that transcend disciplines and are applicable in any context, such as communications, leadership, and working in teams. (Foundational and transferrable skills)

- Should have developed the ability to apply the scientific method, understand the application of statistical analysis, gain experience in conducting research and other field studies, learn about and understand the importance of research responsibility and integrity, and engage in work-based learning and research in a systematic manner. (Research)

Requirements

Program Curriculum

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Thesis Track</td>
<td></td>
<td>30</td>
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</table>
Non-thesis Track

Total Credit Hours 30

Students must complete a minimum of 30 credit hours from the courses listed below.

Students can take as many credits as desired.

Thesis Track

- 26 credit hours of course work during Fall and Spring semesters plus 4 credits for thesis-relevant courses.
- Complete requirements for a thesis, based on library research (generate a review paper).
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Non-thesis Track

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

Required Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MIIM 7500</td>
<td>Graduate Microbiology</td>
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<tr>
<td>MIIM 7600</td>
<td>Medical Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7550</td>
<td>Microbiology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7010</td>
<td>Seminar Microbio, Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7020</td>
<td>Seminar Microbio, Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7400</td>
<td>Responsible Conduct-Biomed Rsh</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7020</td>
<td>Seminar Microbio, Immun</td>
<td>1</td>
</tr>
<tr>
<td>MIIM 7030</td>
<td>Topics in Microbiology</td>
<td>2</td>
</tr>
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<td>Total Credit Hours</td>
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Electives

<table>
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<tbody>
<tr>
<td>MIIM 7210</td>
<td>Special Problems</td>
<td>1-5</td>
</tr>
<tr>
<td>MIIM 7720</td>
<td>Advanced Research Methods</td>
<td>1-4</td>
</tr>
<tr>
<td>MIIM 7050</td>
<td>Thesis Research Design</td>
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</tr>
<tr>
<td>GBCH 7500</td>
<td>Human Medical Cellular Biochem</td>
<td>5</td>
</tr>
<tr>
<td>MIIM 7310</td>
<td>Research</td>
<td>1-10</td>
</tr>
<tr>
<td>MIIM 7750</td>
<td>Medical Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7250</td>
<td>Vaccine Biology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7620</td>
<td>Advanced Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7120</td>
<td>Advanced Virology</td>
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<tr>
<td>MIIM 9970</td>
<td>Master's Thesis</td>
<td>1-2</td>
</tr>
<tr>
<td>MIIM 7065</td>
<td>Scientific Writing</td>
<td>2</td>
</tr>
<tr>
<td>MIIM 7320</td>
<td>Research</td>
<td>1-10</td>
</tr>
</tbody>
</table>

Molecular and Cellular Pathobiology, MS

The MS Programs in Pathology at Tulane University are designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g. Medical, Dental, Physician Assistant, Pharmacy, Veterinary Medicine, Ph.D.) or for preparation to work in academia or biotechnology. Undergraduate courses in biology and chemistry are prerequisites. This program is also useful to individuals in academia that wish to understand recent advances in biomedical science. Foreign students with a medical degree that wish to develop research skills are also encouraged to apply to this program. We offer two different programs of study for the MS degree, a one-year program in Molecular Medicine and a two-year program in Molecular and Cellular Pathobiology.

The objective of the graduate program is to provide students with opportunities to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. We have developed two Master of Science (MS) programs, which are designed not only to enhance the academic credentials for individuals wishing to pursue a career in a health-related science, but also to ease the transition to medical/graduate school.

The Masters in Molecular and Cellular Pathobiology is a full-time two-year post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia. The degree requirements in this program include 30 credit hours of coursework with a cumulative GPA greater or equal to 3.0, plus preparation and successful defense of a thesis. In the second year, students will conduct mentored research in the Department of Pathology. Recipients of the Master of Science in Molecular and Cellular Pathobiology will demonstrate advanced knowledge in the molecular and cellular basis of disease and develop quantitative and qualitative research skills in data collection and analyses. Graduates of this program will possess the required skills to conduct independent research.

Questions regarding the program can be addressed to the Program Coordinator (Doreen Barrett, dbarrett@tulane.edu), Program Director (Dr. Haitao Zhang, hzhang@tulane.edu) or Co-Director (Dr. Gilbert Morris, gmorris2@tulane.edu).

Requirements

Year 1 Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSP 6050</td>
<td>Advanced Cell Biology - MS</td>
<td>3</td>
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<tr>
<td>PATH 6300</td>
<td>Mechanisms of Disease 1</td>
<td>5</td>
</tr>
<tr>
<td>MSCR 7070</td>
<td>Molecular Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
<td>1</td>
</tr>
</tbody>
</table>
Electives totaling 2 credits

Year 1 Spring Semester

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<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>PATH 6310</td>
<td>Mechanisms of Disease 2</td>
<td>5</td>
</tr>
<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
<td>1</td>
</tr>
<tr>
<td>PATH 6400</td>
<td>Molec &amp; Cellular PATH</td>
<td>4</td>
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</table>

Electives totaling 5 credits

Year 2 Fall and Spring Semester

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<tr>
<td>PATH 2003</td>
<td>Advances in Pathology Research</td>
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<tr>
<td>BMSP 7990</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PATH 9980</td>
<td>Pathology Master’s Research</td>
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</tr>
</tbody>
</table>

Independent Study is 2 Credits for a total of 9 each semester

Molecular Medicine, MS

The MS Programs in Pathology at Tulane University are designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g. Medical, Dental, Physician Assistant, Pharmacy, Veterinary Medicine, Ph.D.) or for preparation to work in academia or biotechnology. Undergraduate courses in biology and chemistry are prerequisites. This program is also useful to individuals in academia that wish to understand recent advances in biomedical science. Foreign students with a medical degree that wish to develop research skills are also encouraged to apply to this program. We offer two different programs of study for the MS degree, a one year program in Molecular Medicine and a two year program in Molecular and Cellular Pathobiology.

The objective of the graduate program is to provide students with opportunities to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. Both Master of Science (MS) programs are designed not only to enhance the academic credentials for individuals wishing to pursue a career in a health-related science, but also to ease the transition to medical/graduate school.

The Molecular Medicine Program is a full-time two semester post-baccalaureate program leading to a Master of Science degree. This program is designed to provide a solid foundation in human diseases and their molecular pathways for students considering applying to medical, dental, and other health-related professional schools. All courses in this program are taught by full-time Medical School faculty. Successful performance will significantly improve ones credentials for applying to medical or dental school.

Pharmacology, MS

One Year Masters Program

• A one year post-baccalaureate program leading to the MS degree in Pharmacology
• Designed for those interested in improving their credentials to gain admission to a medical or dental school
• Class size is maintained at less than 35 to create a more personal connection between students & faculty
• Students in our MS program take the School of Medicine's 2nd year Medical Pharmacology course (taught separately in a different sequence)
• All graduate courses are taught within the School of Medicine by full-time Medical School faculty
• Successful performance will significantly improve ones credentials for applying to medical or dental school.
• Students who took the MCAT a second time after completing our MS program between 2009-2013 significantly increased their MCAT score by 3.5±1.8 (n=47, P<0.0001) (based upon the pre-2015 MCAT scale of 3-45).
• Over the past 5 years 78.5% of pharmacology MS graduates have gained admittance into medical, dental or graduate school (113/144 students for classes graduating between 2013-2017).

Objectives

• To train students in the principles underlying the discipline of pharmacology
• To learn the approach, rationale, and methods required to design and conduct research in pharmacology

Tulane became the first national research institution to integrate public service into its core curriculum for undergraduates in 2006. Now, the entire university community, including the schools of Architecture, Business, Law, Liberal Arts, Medicine, Public Health and Tropical
Medicine, Science and Engineering and Social Work – is committed to public service.

Public service is of particular importance to those entering our one year masters program, because providing a track record of significant public or community service has become a prerequisite for admission to most US medical schools. Students are expected to move beyond the scope of academics and work in a community to improve the health of a population. This is “what medicine is all about”.

As a result, a core requirement of our Masters program in Pharmacology is that students provide public or community service averaging at least 1 hour per week, or 12 hours per semester. During the 2017-18 academic year, students in our pharmacology Master’s program performed over 2167 hours of public service in the New Orleans area (with an average of 68 hours per student for the academic year).

Tulane has a Center for Public Service that helps connect students with numerous community partners & outreach programs that are active in the New Orleans area. As a part of the pharmacology curriculum, students are required to document their service activities in short essays, posted photos or video clips, and reflect upon the learning garnered from such activities in an online blog or wiki page. In addition, students are also expected to reflect on what they have learned from their academic and classroom activities.

Tulane is setting the standard for public service for the next generation of universities. When you receive a Tulane education, you will get a little something extra from community service activities that most other institutions don’t offer. Our students get a unique educational experience that can be found Only in New Orleans. Only at Tulane.

**Requirements**

**Non-Thesis Track:** Historically most students have selected a non-thesis track. Students in this track are required to successfully complete a minimum of 30 credit hours of course work, including 4 elective courses (8 credit hours) in the Spring semester. Students can earn up to 32 credit hours for the year by signing up for 2 credit hours in the ePortfolio course during one semester.

**Thesis Track:** Students are required to complete the requirements for a Master’s thesis, and successfully complete a minimum of 26 credit hours of course work, plus a total of 4 credit hours of Pharmacology Masters Research (divided between Fall & Spring semesters), for a total of 30 credit hours. The thesis can be based on either laboratory or library research (the topic to be chosen by the student in consultation with the advisor and the thesis committee). Students can also earn up to 32 credit hours for the year by signing up for 2 credit hours in the ePortfolio course each semester. This can be used to complete 32 total credit hours at the end of the program.

**Curriculum**

**Fall Semester 2019 and Spring Semester 2020**

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<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<td>GPHR 7250</td>
<td>Medical Pharmacology 1</td>
<td>6</td>
</tr>
<tr>
<td>GPHR 7530</td>
<td>Molecular &amp; Cellular Pharmacol</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7230</td>
<td>Principles of Pharmacol</td>
<td>3</td>
</tr>
<tr>
<td>GPHR 7190</td>
<td>Pharmacology Seminar</td>
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</tr>
<tr>
<td>GPHR 7510</td>
<td>Pharmacological Lab Research</td>
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<td>GPHR 7505</td>
<td>Master’s Research</td>
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</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>1-2</td>
</tr>
<tr>
<td>GPHR 7200</td>
<td>Seminar Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7240</td>
<td>Principles of Pharmacol</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>32-39</strong></td>
</tr>
</tbody>
</table>

1 Requires concurrent registration for Principles of Pharmacology, or prior completion of Medical Physiology

**Non Thesis Track**

Masters students on the non-Thesis Track need to take all 4 electives listed below:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanism</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7060</td>
<td>Endocrine Pharmacology</td>
<td>2</td>
</tr>
</tbody>
</table>

**Thesis Track**

Masters students on the Thesis Track need to take 2 of the 4 electives, and take Pharmacology Lab Research in the Fall & Spring (for 2 credit hours per semester).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
<td>4</td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
<td></td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanism</td>
<td></td>
</tr>
</tbody>
</table>
Physiology, MS

The Physiology Graduate Program at Tulane University School of Medicine in New Orleans, LA has developed a Master’s program specifically designed to provide advanced training and understanding of the functions of the body, and to serve as the foundation for the study of medicine. Successful completion of this one-year program will increase your competitiveness for medical schools or equivalent professional programs. The program includes Advanced Medical Physiology, Neurophysiology, Molecular and Cellular Biology, and Translational Physiology. The program is open for applications all year around.

Students can participate in research, grant writing, and protocol creation. Students will have a chance to interact with faculty and researchers from Tulane School of Medicine, the VA healthcare system, and Pennington Biomedical Research Center. This program also facilitates learning the materials tested on the MCAT.

- Application Information ([https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information](https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information))
- Apply Now ([https://applygrad.tulane.edu/apply](https://applygrad.tulane.edu/apply))
- Course Descriptions ([https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/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](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](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](https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards))

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPSO 7175</td>
<td>Med Terminology</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 6010</td>
<td>Medical Physiology</td>
<td>6</td>
</tr>
<tr>
<td>GPSO 7910</td>
<td>Seminar Physiology</td>
<td>1</td>
</tr>
<tr>
<td>GPSO 7350</td>
<td>Translational Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Select 1-2 Fall Electives</td>
<td></td>
<td>6-10</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td><strong>18-22</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPSO 7600</td>
<td>Vascular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 6060</td>
<td>Experimental Physiol Lab</td>
<td>2</td>
</tr>
<tr>
<td>GPSO 7910</td>
<td>Seminar Physiology</td>
<td>1</td>
</tr>
<tr>
<td>GPSO 7560</td>
<td>Signal Transduction/Hormone Ac</td>
<td>2</td>
</tr>
</tbody>
</table>

### Course Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSO 7350</td>
<td>Translational Physiology</td>
<td>2</td>
</tr>
</tbody>
</table>

### Fall Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>GBCH 7500</td>
<td>Human Medical Cellular Biochem</td>
<td>5</td>
</tr>
<tr>
<td>NSCI 7110</td>
<td>Graduate Neuroscience I</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 7180</td>
<td>Selected Topics</td>
<td>1-5</td>
</tr>
<tr>
<td>INTD 6010</td>
<td>Responsible Conduct of Researc</td>
<td>0</td>
</tr>
</tbody>
</table>

### Spring Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSO 6250</td>
<td>Membrane Physiology</td>
<td>2</td>
</tr>
<tr>
<td>GPSO 7320</td>
<td>Renal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 7980</td>
<td>Research (Independent Study)</td>
<td>2-5</td>
</tr>
</tbody>
</table>

### MD Degree Program

#### Programs

**Graduate**

- Medicine, MD (p. 29)

### 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 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.

### Course Title Credit Hours

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GANT 1008</td>
<td>Gross Anatomy</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>BIOC 1010</td>
<td>Biochemistry</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>GENE 1007</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>HSTO 1001</td>
<td>Histology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PYSI 1002</td>
<td>Physiology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FIM1 1005</td>
<td>Foundations Med I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One pre-clinical elective in first or second year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BRBH 2006</td>
<td>Brain, Mind and Behavior</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CLDG 2004</td>
<td>Clinical Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIM2 2005</td>
<td>Foundations Med II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IMMU 2001</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MICR 2000</td>
<td>Intro to Infectious Diseases</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PATH 2002</td>
<td>Mechanms of Disease</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>PHAR 2003</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One pre-clinical elective in first or second year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Passing score on USMLE Step 1</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>FAMY 3000</td>
<td>Family Medicine</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SURG 3000</td>
<td>Surgery</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Peds 3000</td>
<td>Pediatrics</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PYCH 3000</td>
<td>Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NEUR 3000</td>
<td>Neurology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OBGY 3000</td>
<td>Obstetrics &amp; Gynecology</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>MED 3000</td>
<td>Medicine</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

**Year 4**

Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 4409</td>
<td>Community Health</td>
<td>4</td>
</tr>
<tr>
<td>EMER 4020</td>
<td>Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>RADS 3020</td>
<td>Radiology</td>
<td>2</td>
</tr>
<tr>
<td>SURG 3120</td>
<td>Outpatient Surgery</td>
<td>2</td>
</tr>
<tr>
<td>Subinternship (see various departments)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Clinical electives (see various departments)</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

5 Interdisciplinary Seminars (offered through Office of Medical Education)

**Credit Hours** | **42**

Total Credit Hours | **156**

---

1. Students must record a passing USMLE Step 1 score by October of their third year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.

2. Students must record passing USMLE Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) scores to graduate. Students are encouraged to take both Step 2 CK and Step 2 CS by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.

3. Students in Tulane's MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 32 weeks' worth of electives.

4. ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.
COURSE DESCRIPTIONS

• # (p. 31)
• A (p. 31)
• B (p. 31)
• C (p. 31)
• D (p. 32)
• E (p. 32)
• F (p. 32)
• G (p. 32)
• H (p. 32)
• I (p. 33)
• J (p. 33)
• K (p. 33)
• L (p. 33)
• M (p. 33)
• N (p. 34)
• O
• P (p. 34)
• Q
• R (p. 34)
• S (p. 34)
• T (p. 34)
• U (p. 35)
• V
• W (p. 35)
• X
• Y (p. 35)
• Z

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

A
• Accounting (ACCN) (https://catalog.tulane.edu/courses/accn)
• Accounting (BSAC) (https://catalog.tulane.edu/courses/bsac)
• Admiraltry Law (ADMR) (https://catalog.tulane.edu/courses/admr)
• Africana Studies (AFRS) (https://catalog.tulane.edu/courses/afrs)
• Aging Studies (AGST) (p. 35)
• American Studies (AMST) (https://catalog.tulane.edu/courses/amst)
• Anatomy - Graduate (ANAT) (p. 35)
• Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth)
• Anthropology (PAAN) (https://catalog.tulane.edu/courses/pan)
• Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc)
• Arch - Design (DESG) (https://catalog.tulane.edu/courses/desg)
• Arch - Preservation Studies (PRST) (https://catalog.tulane.edu/courses/prst)
• Architecture (ARCH) (https://catalog.tulane.edu/courses/arch)
• Architecture (PAAR) (https://catalog.tulane.edu/courses/paar)
• Art History (ARHS) (https://catalog.tulane.edu/courses/arhs)
• Art History (PAAH) (https://catalog.tulane.edu/courses/paah)
• Art Studio (ARST) (https://catalog.tulane.edu/courses/arst)
• Asian Studies (ASTA) (https://catalog.tulane.edu/courses/asta)
• Astronomy (ASTR) (https://catalog.tulane.edu/courses/astr)

B
• Biochemistry & Molecular Biol (GBCH) (p. 36)
• Bioinformatics (BINF) (https://catalog.tulane.edu/courses/binf)
• Biology (PABI) (https://catalog.tulane.edu/courses/pabi)
• Biomedical Engineering (BMEN) (https://catalog.tulane.edu/courses/bmen)
• Biomedical Sciences (BMSP) (p. 37)
• Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios)
• Business & Leadership Studies (BSLS) (https://catalog.tulane.edu/courses/bsls)
• Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn)
• Business Law (BSBL) (https://catalog.tulane.edu/courses/bsbl)
• Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm)

C
• Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma)
• Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv)
• Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/ctl)
• Chemical Engineering (CENG) (https://catalog.tulane.edu/courses/ceng)
• Chemistry (CHEM) (https://catalog.tulane.edu/courses/chem)
• Chinese Language (ASTC) (https://catalog.tulane.edu/courses/astc)
• City, Culture, and Community (CCCC) (https://catalog.tulane.edu/courses/cccc)
• Civic and Cultural Management (CVCL) (https://catalog.tulane.edu/courses/cvcl)
• Classics (CLAS) (https://catalog.tulane.edu/courses/clas)
• Clinical Research (MSCR) (p. 37)
• Colloquia (COLQ) (https://catalog.tulane.edu/courses/colq)
• Communication (COMM) (https://catalog.tulane.edu/courses/comm)
• Community Health Sciences (CHSC) (https://catalog.tulane.edu/courses/chsc)
• Computational Science (COSC) (https://catalog.tulane.edu/courses/cosc)
• Computer Science (CMPS) (https://catalog.tulane.edu/courses/cmp)
• Computer Sys & Technologies (CPST) (https://catalog.tulane.edu/courses/cpst)
D  
• Dance (DANC) (https://catalog.tulane.edu/courses/danc)  
• Dance - Applied (DANA) (https://catalog.tulane.edu/courses/dana)  
• Digital Design (DDSN) (https://catalog.tulane.edu/courses/ddsn)  
• Digital Media Production (DMPR) (https://catalog.tulane.edu/courses/dmpr)  
• Disaster Resilience Leader Sci (DRLS) (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)  
• Economic Analysis (ECAN) (https://catalog.tulane.edu/courses/ecan)  
• Economics (BSEC) (https://catalog.tulane.edu/courses/bsec)  
• Economics (ECON) (https://catalog.tulane.edu/courses/econ)  
• Education (EDUC) (https://catalog.tulane.edu/courses/educ)  
• Education - Lib Arts (EDLA) (https://catalog.tulane.edu/courses/edla)  
• EMBA (EMBA) (https://catalog.tulane.edu/courses/emba)  
• Emergency Management (EMMT) (https://catalog.tulane.edu/courses/emmt)  
• Energy (ENRG) (https://catalog.tulane.edu/courses/engr)  
• Energy (ENGS) (https://catalog.tulane.edu/courses/engs)  
• English (BSEN) (https://catalog.tulane.edu/courses/bsen)  
• 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 Acad/Prof 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)  
• Exec Health Systems Mgmt (ESCD) (https://catalog.tulane.edu/courses/escd)  
• Exec Medical Management (EMMM) (https://catalog.tulane.edu/courses/emmm)

F  
• Film Studies (FMST) (https://catalog.tulane.edu/courses/fmst)  
• Finance (BSFN) (https://catalog.tulane.edu/courses/bsfn)  
• Finance (EFIN) (https://catalog.tulane.edu/courses/efin)  
• Finance (FINE) (https://catalog.tulane.edu/courses/fine)  
• Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar)  
• Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln)  
• French (FREN) (https://catalog.tulane.edu/courses/fren)  
• German (GERM) (https://catalog.tulane.edu/courses/germ)  
• Global Development (GDEV) (https://catalog.tulane.edu/courses/gdev)  
• Global Environmental Hlth Sci (GEHS) (https://catalog.tulane.edu/courses/gehs)  
• Global Finance (GFIN) (https://catalog.tulane.edu/courses/gfin)  
• Global Health (GHCP) (https://catalog.tulane.edu/courses/ghcp)  
• Global Health Mgmt & Policy (GHSD) (https://catalog.tulane.edu/courses/ghsd)  
• Greek (GREK) (https://catalog.tulane.edu/courses/grek)  
• Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr)  
• Health Communication/Education (HCED) (https://catalog.tulane.edu/courses/hced)  
• Health Policy and Management (HPAM) (https://catalog.tulane.edu/courses/hpam)  
• Health Systems Management (HSMG) (https://catalog.tulane.edu/courses/hsmg)  
• Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw)  
• History (HIST) (https://catalog.tulane.edu/courses/hist)  
• History (PAHS) (https://catalog.tulane.edu/courses/pahs)  
• History-Africa (HISB) (https://catalog.tulane.edu/courses/hisb)  
• History-Ancient & Med Europe (HISA) (https://catalog.tulane.edu/courses/hisa)  
• History-Asia (HISC) (https://catalog.tulane.edu/courses/hisc)  
• History-Latin Amer & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl)  
• History-Middle East & N Africa (HISM) (https://catalog.tulane.edu/courses/hism)  
• History-Modern Europe (HISE) (https://catalog.tulane.edu/courses/hise)  
• History-United States (HISU) (https://catalog.tulane.edu/courses/hisu)  
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  • Information Systems (INFO) (https://catalog.tulane.edu/courses/info)
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  • Interdiscip Newcomb-Tulane Col (INTU) (https://catalog.tulane.edu/courses/intu)
  • Interdiscip Studies - Graduate (INTD) (https://catalog.tulane.edu/courses/intd)
  • International Business (INBS) (https://catalog.tulane.edu/courses/inbs)
  • International Health (INHL) (https://catalog.tulane.edu/courses/inhl)
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  • Intl Studies Intl Business (ISIB) (https://catalog.tulane.edu/courses/isib)
  • Italian (ITAL) (https://catalog.tulane.edu/courses/ital)
  • Italian Studies (ITST) (https://catalog.tulane.edu/courses/itst)

J
  • Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj)
  • Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst)
  • Journalism (JOUR) (https://catalog.tulane.edu/courses/jour)

K
  • Kinesiology (KINE) (https://catalog.tulane.edu/courses/kine)

L
  • Labor and Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl)
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  • Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law)
  • Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini)
  • Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls)
  • Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws)
  • Law Summer Program in England (LENG) (https://catalog.tulane.edu/courses/leng)
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  • Law Summer Program in Greece (LGRC) (https://catalog.tulane.edu/courses/lgrc)
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  • Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law)
  • Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law)
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  • Management (MGMT) (https://catalog.tulane.edu/courses/mgmt)
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  • Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc)
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  • Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg)
  • Master of Liberal Arts Courses (MLAR) (https://catalog.tulane.edu/courses/mlar)
  • Materials Phys. & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen)
  • Maternal And Child Health (MPEN) (https://catalog.tulane.edu/courses/mchd)
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- Musical Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs)

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- Poli Sci - International (POLI) (https://catalog.tulane.edu/courses/poli)
- Poli Sci - Political Theory (POLT) (https://catalog.tulane.edu/courses/polt)
- Political Economy (PECN) (https://catalog.tulane.edu/courses/pecn)
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R
- Professional MBA (PMBA) (https://catalog.tulane.edu/courses/pmba)
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- Public Health Undergraduate (SPHU) (https://catalog.tulane.edu/courses/sphu)
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S
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- Religious Studies (RLST) (https://catalog.tulane.edu/courses/rlst)
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- ROTC - Naval Science (NAVS) (https://catalog.tulane.edu/courses/navs)
- Russian (RUSS) (https://catalog.tulane.edu/courses/russ)

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• Theatre (THEA) (https://catalog.tulane.edu/courses/thea)
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• Tides - Liberal Arts (TIDL) (https://catalog.tulane.edu/courses/tidl)
• Tides - TU Interdisc Experienc (TIDE) (https://catalog.tulane.edu/courses/tide)
• Tropical Medicine (TRMD) (https://catalog.tulane.edu/courses/trmd)

• Urban Studies (URST) (https://catalog.tulane.edu/courses/urst)

• Wellness & Human Performance (WLHP) (https://catalog.tulane.edu/courses/wlhp)
• Women's Studies (WMST) (https://catalog.tulane.edu/courses/wmst)

• Yoruba (YRBA) (https://catalog.tulane.edu/courses/yrba)

### Aging Studies (AGST)

**AGST 7020. Interdisc Seminar on Aging I.** (3 Credits)
This course is the first in a two-part, team-taught seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal impact of aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

**AGST 7040. Interdisc Seminar on Aging II.** (3 Credits)
This course is the continuation of a two-part seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal changes associated with aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

**AGST 7060. Topics in Aging Research I.** (1 Credit)
This team-taught course introduces students to aging research topics and methods.

**AGST 7080. Topics in Aging Research II.** (1 Credit)
This team-taught course is a treatment of select topics and methods in aging research for advanced students.

**AGST 7100. Seminar in Aging.** (1 Credit)
This team-taught course is a treatment of advanced topics and methods in aging research for graduate students.

**AGST 7120. Independent Study/Research.** (6 Credits)
Independent Study/Research.

**AGST 7140. Dissertation Research.** (9 Credits)
Dissertation Research.

**AGST 7160. Internship.** (1-6 Credits)
Internship.

**AGST 9990. Dissertation Research.** (0 Credits)
Dissertation Research.

### Anatomy - Graduate (ANAT)

**ANAT 6010. Histology.** (5 Credits)

**ANAT 6090. Gross Anatomy/Embryology.** (11 Credits)

**ANAT 7055. Graduate Histology.** (5 Credits)

**ANAT 7065. Graduate Anatomy.** (11 Credits)

**ANAT 7120. Anatomy Research Sem I.** (1 Credit)

**ANAT 7130. Anatomy Research Sem II.** (2 Credits)

**ANAT 7240. Advances in Anatomical Sci I.** (1 Credit)

**ANAT 7250. Advances in Anatomical Sci II.** (1 Credit)

**ANAT 7350. Anatomical Techniques.** (3 Credits)

**ANAT 7360. Leadership in Healthcare.** (3 Credits)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in leadership capabilities. The Association of American Medical Colleges (AAMC) calls for a “focus on organizational leadership in a new era of healthcare. 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.
Biochemistry & Molecular Biol (GBCH)

GBCH 4060. Topics in Pediatric Research. (2 Credits)
GBCH 6010. Graduate Biochemistry. (4 Credits)
GBCH 6020. Biochem & Molec Bio Seminar. (1 Credit)
GBCH 6110. Basic Medical Biochemistry Seminar. (1 Credit)
GBCH 7090. Seminar. (1 Credit)
GBCH 7100. Seminar. (1 Credit)
GBCH 7110. Selected Topics. (1-4 Credits)
GBCH 7120. Special Problems. (1-6 Credits)
GBCH 7130. Selected Topics. (1-4 Credits)
GBCH 7140. Selected Topics. (1-3 Credits)
GBCH 7150. Tutorial Topics. (1-6 Credits)
GBCH 7160. Tutorial Topics. (1-6 Credits)
GBCH 7170. Principles of Genetics. (4 Credits)
GBCH 7180. Chromosome Instabil in Cancer. (4 Credits)
GBCH 7190. Seminar Presentation. (2 Credits)
GBCH 7220. Structure/Function Biomol. (4 Credits)
GBCH 7230. Intro to Bioinformatics. (3 Credits)
GBCH 7250. Biomed Stats & Data Analysis. (2 Credits)
GBCH 7500. Human Medical Cellular Biochem. (5 Credits)
GBCH 7520. Metabol Biochem Human Disease. (5 Credits)
GBCH 7540. Med Biochem Grand Rnds Externs. (3 Credits)
GBCH 7550. Med Biochem Grand Rounds Exter. (3 Credits)
GBCH 7560. Academic Writing & Critique. (2 Credits)
GBCH 7570. Signal Transduction/Hormone Ac. (2 Credits)
GBCH 7580. Methods in Biochemistry. (2 Credits)
GBCH 7590. Cases Research Ethics. (2 Credits)
GBCH 9980. Master's Research. (0 Credits)
GBCH 9990. Dissertation Research. (0 Credits)
Biomedical Sciences (BMSP)

BMSP 6050. Advanced Cell Biology - MS. (3 Credits)
BMSP 6070. Advanced Cell Biology. (3 Credits)
BMSP 6800. Technology Commercialization. (3 Credits)
BMSP 7100. Biomed Sciences Workshop. (1 Credit)
BMSP 7110. Workshop. (1 Credit)
BMSP 7120. Research Methods. (2-4 Credits)
BMSP 7130. Research Methods. (2-4 Credits)
BMSP 7140. Biomedical Sci Seminar. (1 Credit)
BMSP 7150. Seminar. (1 Credit)
BMSP 7500. Special Topics. (1-6 Credits)
BMSP 7770. Systems Biology. (3 Credits)
BMSP 7990. Independent Study. (1-6 Credits)
BMSP 9980. Masters Research. (0 Credits)
BMSP 9990. Dissertation Research. (0 Credits)

Clinical Research (MSCR)

MSCR 6420. Responsible Conduct of Resrch. (1 Credit)
MSCR 6430. Topics in Clinical Research. (3 Credits)
MSCR 6440. Protocol Design and Writing. (1-3 Credits)
MSCR 6450. Therapeutics Seminar. (4 Credits)
MSCR 7070. Molecular Medicine. (4 Credits)
MSCR 7080. Cultural Competence Research. (3 Credits)
MSCR 7090. Grant Writing. (3 Credits)
MSCR 7150. Journal Club. (1 Credit)
MSCR 7300. Clerkship. (0.5-5.75 Credits)
MSCR 7400. Surgical Education Conference. (1 Credit)
MSCR 7410. Surgical Research Consortium. (0.5 Credits)
MSCR 7420. Clinical Mentorships. (2 Credits)
MSCR 7430. Residency Didactics. (0.5-0.75 Credits)
MSCR 7440. Independent Study. (3 Credits)
MSCR 7450. Practical Skills. (3 Credits)
MSCR 7880. Writing Intensive: MSCR 7400. (1 Credit)
MSCR 9980. Mentored Research Component. (2 Credits)

Human Genetics (HMGN)

HMGN 7010. Grand Rounds in Human Genetics. (1 Credit)
HMGN 7020. Intro to Human Genetics. (3 Credits)
HMGN 7030. Clinical Aspects Humn Gen. (3 Credits)
HMGN 7040. Human Cytogenetics. (3 Credits)
HMGN 7050. Medical Biochemistry, Genetics. (3 Credits)
HMGN 7060. Human Mol. Genetics & Genomics. (4 Credits)
HMGN 7100. Intro Population Genetic. (3 Credits)
HMGN 7950. Advanced Topics in Genomics. (3 Credits)
HMGN 7980. Spec Proj In Molec Genet. (1-6 Credits)
HMGN 7990. Sp Proj In Clinical Gen. (1-6 Credits)
HMGN 9990. Dissertation Research. (0 Credits)

Immunology (IMMU)

IMMU 1111. Immunology Summer Course. (1 Credit)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

IMMU 2001. Immunology. (1 Credit)
The Immunology course is designed to provide a basis of terminology relevant to the basic concepts of immunology. It commences with the important components (cell, tissues; antibodies; immunoglobulin) involved in host defense against infectious agents. Introductory lectures serve to describe and differentiate between natural defense (innate) mechanisms and adaptive immunity mediated by functional B and T lymphocytes and their products. Subsequently, cellular interactions, especially the differentiation of helper T cells subsets and the production of relevant cytokines, will be described. This will include the mechanisms of T cell activation and regulation. Finally, clinical immunology will be discussed: autoimmunity and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders.

MD - Anesthesiology (ANES)

ANES 4020. Basics of Anesthesiology. (2 Credits)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesiography subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process.

ANES 4021. Advanced Anesthesiology. (2 Credits)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesiology subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesiology cases and the preoperative evaluation process.

ANES 4040. Anesthesiology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.
ANES 5000. Introduction To Anesthesiology. (1 Credit)
This elective introduces medical students to the Anesthesiology specialty. The course includes differing combinations of classroom problem-based case discussions, group lectures with other students or residents, and visits to the simulation center and operating rooms. Operating rooms and the simulation center are where students are provided with hands-on experience with endotracheal intubation and the placement of intravenous lines. Supervision is by residents and/or attendings. Discussion topics might include airway management, general vs. regional anesthetic techniques, preoperative & postoperative assessment, intraoperative monitoring, pharmacology, cardiovascular and pulmonary physiology, and co-existing disease, as well as anesthetic complications such as awareness during general anesthesia, malignant hyperthermia, regional anesthetic mishaps, and failed intubation.

ANES 5500. Clinical Preceptorship - Anes. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ANES 5540. Anesthesiology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ANES 9020. ANES Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Biochemistry (BIOC)

BIOC 1003. Metabolic Biochemistry. (5 Credits)
BIOC 1004. Cellular Biochemistry. (2 Credits)
BIOC 1010. Biochemistry. (7 Credits)
Biochemical understanding of proteins and nucleic acids is fueling a revolution in medicine, demonstrating how the basic principles of biochemical structure govern molecular regulation in normal human health or malfunction in disease. Medical Biochemistry at Tulane University School of Medicine divides its focus into two sets of broad topics. Cellular Biochemistry focuses upon the cellular and cellular level of biochemistry, providing information about how cell organelles and structures function. Metabolic Biochemistry focuses upon biochemical pathways involved in intermediary metabolism. Both stress normal function and why disease states occur if these functions are abrogated. In this manner students can appreciate the relevance of biochemical structure and function. Numerous clinical cases are provided, relating disease states to biochemistry, to help students integrate complex disease states viewed from a cellular stand point.

BIOC 1111. Biochemistry Summer Course. (5 Credits)

MD - Brain & Behavior (BRBH)

BRBH 2006. Brain, Mind and Behavior. (6 Credits)
The Brain, Mind, and Behavior course is an integration of neuroscience and its application in pre-clerkship neurology and psychiatry.

MD - Clinical Diagnosis (CLDG)

CLDG 2004. Clinical Diagnosis. (3 Credits)
Clinical Diagnosis is a required, year-long course for sophomore medical students. It is designed to enhance history-taking skills while introducing the student to both normal and abnormal exam findings. The course is inter-digitated with the mechanisms of disease course and is, therefore, organ systems-based. This allows the student to approach the patient's exam with an understanding of the underlying pathophysiology, thus reinforcing the principles of basic science at the bedside. In addition to the history and physical exam sessions with the preceptor, the student will be introduced to statistics and evidence-based medicine, clinical reasoning sessions, SP FEX sessions, and SIM Center activities. There are also ward preparation sessions which present and allow for group discussion of ethical issues which the students may face as clinical clerks.

MD - Dermatology (DERM)

DERM 4000. Dermatology. (4 Credits)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Students on the 4-week rotation will be expected to give a 15-minute oral presentation at the conclusion of their rotation.

DERM 4020. Dermatology. (2 Credits)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology’s Basic Derm Curriculum.

DERM 4040. Dermatology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

DERM 5500. Clinical Preceptorship - Derm. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

DERM 5540. Dermatology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
Dermatology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

Dermatology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

Emergency Medicine (EMER)

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.

Emergency Medicine. (2 Credits)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient — that is, figuring out who is truly "sick" or "not sick" — is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates.

Family Medicine (FAMY)

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.

Family Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

Family Medicine. (2 Credits)
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.

Family Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

Family Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

Family Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

Family Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

Family Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.

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This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and meant to further our students' family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine.
FAMY 4042. Spanish Clinical Elective. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4121. Community Medicine. (2 Credits)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health.

FAMY 4140. Community Medicine. (4 Credits)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health.

FAMY 4520. Rural Montana Medicine. (2 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4540. Rural Montana Medicine. (4 Credits)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation.

FAMY 4800. International. (8 Credits)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world.

FAMY 4840. International. (4 Credits)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world.

FAMY 5001. Autonomy in the Clinical Rel.. (1 Credit)
Autonomy is a cornerstone value of medical ethics. Even so, there is widespread disagreement regarding the nature of autonomy, what it means to respect the autonomy of others, and autonomy’s proper role – as well as its limits – in medicine. This course provides students an opportunity to explore these issues and how they affect the students’ professional lives. It begins with a treatment of the various theories of autonomy. It then moves on to such questions as: Does respecting patient autonomy require providing patients with whatever treatment they wish? How do we respect the autonomy of patients who can no longer make autonomous decisions of their own? Does physician autonomy justify withholding medically indicated interventions to which the physician has moral objections? Students will have the opportunity to wrestle with these and other questions in an open, supportive, discussion-based setting. Doing so will provide students with an understanding of important issues in professionalism and patient care which will be valuable for their Step 2 exams.
FAMY 5002. Bioethics and Film. (1 Credit)
FAMY 5003. Clinical Research Ethics. (1 Credit)
FAMY 5004. Stories in Order to Live. (1 Credit)
FAMY 5051. Health Care Policy and Reform. (1 Credit)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients’ behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term.

FAMY 5052. Tibetan Refugee Health. (1 Credit)
This elective is a 2 week international rotation in Dharmsala, India, where students will gain experience working in an underserved global health setting, while providing health services to Tibetan refugees. Daily activities will include medical assessments of refugees, team meetings with attending physician, lectures by various local medical experts, tours of local medical facilities, and opportunities to learn from local practitioners. Students will be supervised by a board certified physician during the rotation. The 2 week elective will be followed by an optional 1 week of organized travel to experience further cultural immersion.

FAMY 5200. Art of Observation. (1 Credit)
FAMY 5500. Clinical Preceptorship - Fam M. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
FAMY 5551. Health and Human Rights. (1 Credit)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights.
FAMY 5555. Family Medicine Elective. (1 Credit)
his is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation, history taking (T1’s) and history and physical taking (T2’s), and a final clinical evaluation.

FAMY 5559. Pre-Clinical Primary Care. (1 Credit)
Pre-clinical students may apply to participate in a 4 week primary care preceptorship program during the summer following their T1 year. Preceptorships are arranged with practitioners, group practices, or clinics in the disciplines of Family Practice, General Internal Medicine, General Pediatrics, or OB/GYN that provide primary care in rural or medically disadvantaged areas through out Louisiana. As this is an early clinical experience during the basic science years of medical education, the approach to this preceptorship has been characterized by some as an ‘observer-ship’ reflecting the limited ability of the early trainee to participate in independent patient care. However, the preceptorship provides a rich opportunity for early development of clinical skills and application of basic science knowledge.

FAMY 9000. Family Med. Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
FAMY 9020. Family Med. Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Foundations Medicine I (FIM1)
FIM1 1005. Foundations Med I. (5 Credits)
Foundations in Medicine I serves as the clinical counterpart to the basic science courses. While the medical knowledge you’ll acquire via your basic science coursework is the traditional cornerstone of medical education, it’s the tip of the iceberg when it comes to what it takes to be a competent physician. In recent years, the organization that accredits medical schools has developed a list of competencies in which medical schools should ensure students are proficient prior to graduation. Tulane has adapted these competencies into our own set of objectives encompassing, in addition to knowledge, the domains of patient care, practice-based learning and improvement, interpersonal communication, professionalism, systems-based practice, interprofessional collaboration, personal and professional development, and community health and engagement. Foundations in Medicine is tasked with ensuring you are introduced to each of these domains, whose mastery is critical in your journey toward competency as a practicing physician.
FIM1 5003. Service Learning Leadership. (1 Credit)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.
FIM1 5004. Summer Preceptorship. (1 Credit)
FIM1 5005. Social Contexts in Medicine. (1 Credit)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.
FIM1 5007. Intro to Medical Education. (1 Credit)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom’s taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

MD - Foundations Medicine II (FIM2)
FIM2 2005. Foundations Med II. (2 Credits)
Foundations in Medicine II serves as the clinical counterpart to the basic science courses. This course is tasked with ensuring you are introduced to each of Tulane’s institutional competency domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM2 5005. Social Contexts in Medicine. (1 Credit)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM2 5007. Intro to Medical Education. (1 Credit)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom's taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

FIM2 5205. Service Learning Leadership. (1 Credit)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

MD - General Medicine (GENM)
GENM 8000. Full Time Medical Stud. (12 Credits)
This course has no specific content: it serves as a place-holer for T1 & T2 curriculum.

MD - Genetics (GENE)
GENE 1007. Genetics. (1 Credit)
The Genetics course is designed to provide an overview of human genetic concepts and clinical disorders that have a genetic component. The course seeks to teach students to apply knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical areas including cytogenetics, molecular genetics, biochemical genetics, population genetics and clinical genetics.

GENE 5500. Clinical Preceptorship. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

GENE 5540. Genetics Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Gross Anatomy (GANT)
GANT 1008. Gross Anatomy. (8 Credits)
GANT 1111. Gross Anatomy Summer Course. (8 Credits)
GANT 5005. Teaching Medical Gross Anatomy. (1 Credit)
Students will serve as a teaching assistants in gross anatomy. Each student will assist a faculty member in the laboratory.

GANT 5006. Teaching Medical Histology. (1 Credit)
Students will serve as teaching assistants in the Medical Histology course and will gain hands-on teaching experience in small group facilitation and presentation.

GANT 5007. MS Elective. (1 Credit)
GANT 5008. Medical Mandarin I. (1 Credit)
6 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5009. Medical Mandarin II. (1 Credit)
7 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5010. China Summer Mission Trip. (1 Credit)
4 week-long mission trip dedicated to learning about an alternative healthcare systems in both rural and urbanized China. Students will be engaged in clinical encounters, improving cultural competency, navigating language barriers. When not on rotation, students will be able to experience the local culture and partake in excursions.

GANT 5011. Spirituality in Medicine. (1 Credit)
Interested in learning more about the different religions and cultures of New Orleans and their views on medicine, death and disease? Want to know how this can help you provide better health services to your patients? This elective will develop your understanding of a wide variety of religions and cultural views on health care, including such faith practices as Islam, Voodoo, Buddhism, and local Vietnamese culture. Through this elective, you will become a more sensitive and compassionate physician to those of differing faith practices and cultural traditions.
GANT 5012. Leadership in Healthcare I. (1 Credit)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. 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 Credit)
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 5500. Advanced Gross Anatomy. (1 Credit)
Individual projects of dissection by advanced medical and graduate students. Enrollment may be limited by the availability of cadavers. No final examination.

GANT 5540. Anatomy and Med Ed Research. (1 Credit)
Students participate with a member of the faculty in an ongoing research program as a means of learning research principles and techniques. In addition, reading assignments from original literature will be made and if results warrant, a publication should develop from the work. No final exam.

MD - Histology (HSTO)

HSTO 1001. Histology. (5 Credits)
The Histology course is designed to provide students with a thorough understanding of the microscopic appearance and function of normal structures in the human body. This allows students to integrate this information with other disciplines such as Gross Anatomy, Pathology, and Physiology.

HSTO 1111. Histology Summer Course. (5 Credits)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MD - Mechanism of Disease (PATH)

PATH 1111. Pathology Summer Course. (14 Credits)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

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.

PATH 2003. Advances in Pathology Research. (1 Credit)

PATH 2004. Mechanisms of Disease Research - MS. (5 Credits)

PATH 4000. Pathology, (4 Credits)
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 sections, 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.

PATH 4040. Pathology Research - (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

PATH 4210. Cytopathology. (2 Credits)
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.
PATH 4220. Dermatopathology. (2 Credits)
The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday.

PATH 4230. Hematopathology. (2 Credits)
Students will encounter about 20 new cases, involving CBC’s, blood smears, bone marrow biopsies, flow cytometry, molecular diagnostics, coagulation studies, hemoglobin electrophoresis and protein electrophoresis. The student will gather pertinent clinical history on assigned cases, and preview slides with the hematopathology fellow. At each afternoon’s sign-out with the faculty and fellow, the student will have the opportunity to present their brief case histories and to summarize the laboratory data at hand. Morphologic evaluation and case interpretation will take place during sign-out. The student will also have an opportunity to observe specimen work-up in the flow cytometry lab. Every evening, the student will be given sample cases to solve that reflect the kinds of cases seen at sign-out. These exercises will be reviewed with the course director every morning.

PATH 4240. Surgical Pathology. (2 Credits)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center or UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday.

PATH 4440. Surgical Pathology. (4 Credits)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday.

PATH 5500. Clinical Preceptorship - Path. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PATH 5540. Pathology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PATH 6100. Pathology Research Elective. (2,4 Credits)

PATH 6300. Mechanisms of Disease 1. (5 Credits)
The course integrates the study of the nature of disease with the structural and functional changes that accompany those disease processes. This course is for graduate students and not intended for medical students.

PATH 6310. Mechanisms of Disease 2. (5 Credits)
This course follows Mechanisms of Disease 1. It is intended for graduate students and not intended for medical students.

PATH 6400. Molec & Cellular PATH. (4 Credits)

PATH 7600. Cancer Biology and Pathology. (3 Credits)

PATH 9000. Pathology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

PATH 9020. Pathology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

PATH 9980. Pathology Master's Research. (6 Credits)
Master’s Research is mandatory for students in the 2-year M.S. in Molecular and Cellular Pathobiology program to conduct research to fulfill the thesis requirement. It is the student’s responsibility to choose a Pathology faculty member as the thesis advisor by the end of the second semester. It is expected that the student spend a minimum of 20 hours a week working on the thesis project. The thesis is expected to be completed in two semesters and must be approved by a thesis committee, consisting of three faculty members.

MD - Medicine (MED)

MED 3000. Medicine. (8 Credits)
The entire rotation is an inpatient rotation. In other words, all patients seen will be hospitalized patients or patients being evaluated for hospitalization. Students will spend their time at either Tulane University Hospital or the University Medical Center-NO or both. The Veterans Hospital service is contained within the Tulane University Hospital until the new VA hospital is built (estimated Spring 2017). Students will spend 6 weeks on a general internal medicine hospitalist service and 2 weeks on a subspecialty consulting service, either cardiology, hematology/oncology,
MED 3020. Medicine. (2 Credits)
gastroenterology, infectious disease, or nephrology.

MED 3040. Medicine Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

MED 3041. DeBakey Scholar Research. (4 Credits)
The DeBakey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBakey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students’ professional growth through continuing education and lifelong learning. DeBakey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.

MED 3400. Medicine. (4 Credits)
This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

MED 3401. Eli Lilly. (4 Credits)
This 4-week elective involves enrollment in the Medical Student Rotation Program at Eli Lilly in Indianapolis. It’s an experiential learning program that features a student-centric curriculum and structured mentorship in various aspects of pharmaceutical development. It includes independent projects, industry-led workshops, exposure to many facets of drug discovery and development, and networking opportunities with Lilly medical leaders.

MED 3410. Internal Med Specialty Clinic. (4 Credits)
The Ambulatory and Subspecialty Clinics Rotation is designed to supplement the Internal Medicine Clerkship. Most of Internal Medicine is practiced in the outpatient setting and this is an opportunity to learn from clinic and subspecialty faculty. Students will rotate through a variety of clinics, including both primary care and subspecialty clinics. Students will be exposed to common internal medicine complaints, chronic disease, and highly specialized care. Students will also attend a number of education seminars focused on specific topics in internal medicine, such as Allergy, Hypertension, Dyslipidemia, etc. In addition, students will complete a self-study curriculum rooted in general internal medicine. Students will read the most up to date literature and guidelines on the treatment and prevention of IM diseases.

MED 3500. Medicine Subinternship. (4 Credits)
The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital setting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.

MED 4000. MD/MBA Elective. (4 Credits)

MED 4019. Learning in Venture Capital. (2 Credits)
The New Orleans BioFund (NOBF) has created an educational program that brings highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects most of which will be current investment deals the fund is working on. Students will track their deals from due diligence to deal closing. NOBF associates will assign tasks, answer questions, and provide guidance to each student. Students will research, draft memos, and give presentations periodically to demonstrate their work. NOBF associates will provide targeted feedback to ensure by the end of the term students are comfortable with the basics of VC.
MED 4020. Stories: Narrative Medicine. (2 Credits)

MED 4021. Technology Commercialization. (4 Credits)
This is an elective primarily for fourth-year students in the 4-yr combined MD/MBA program. The elective is an experiential learning opportunity in Tulane’s Office of Technology Transfer. Students participating in the elective will be able to combine their interests and training in business and medicine to contribute to commercialization of biomedical intellectual property developed at Tulane. Students will be given projects that include patent research, marketing research, and feasibility studies for products at various stages of development in the Office of Technology Transfer. Students will apply concepts of strategy, marketing, new venture planning, and valuation in real time. Students will be assigned projects that are actively being commercialized through the Office of Technology Transfer. Students will gain experience with intellectual property law, the role of venture capital, and the role of universities in developing an idea into a commercializable product. The one-month rotation will be experiential in nature. Students participating in the elective will work full time for the entire month. Students will participate in the mechanics of bringing an idea to market through activities in the Office of Technology Transfer and the New Orleans Bioinnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.

MED 4022. Online Medical Spanish Level 1. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4023. Online Medical Spanish Level 2. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4024. Online Medical Spanish Level 3. (2 Credits)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4025. Making Medicines: Drug Dev. (2 Credits)
This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

MED 4026. Intro to Clinical Teaching. (2 Credits)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4027. Upperclassman Tutoring. (4 Credits)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program’s current resources by providing group tutoring reviews, rather than replacing the PAL program’s traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassmen students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.
MED 4030. Upperclassman Tutoring. (2 Credits)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for 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 Credits)
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 Credits)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane’s student-run clinics. T3s/T4s are a valuable part of the 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 Credits)

MED 4201. Palliative Care. (2 Credits)
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 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4220. Endocrinology. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat endocrine diseases. Students are to become familiar with the principles of clinical endocrinology in an outpatient setting. Teaching will be largely focused on clinical activities; seeing patients in the clinic setting at three locations. Students will also be encouraged to attend and participate in our weekly endocrine conference on Monday afternoons, from 4 – 6 pm, monthly multidisciplinary tumor board meetings (4th Wednesday of the month, 2-3 pm), and other weekly didactic sessions.

MED 4230. Gastroenterology. (2 Credits)
This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

MED 4250. Hematology/Oncology. (2 Credits)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consultations per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consultations 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 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.
MED 4270. Infectious Disease. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4275. Medicine-Pediatrics. (4 Credits)
This 4-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4276. Medicine-Pediatrics. (2 Credits)
This 2-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4280. Nephrology. (2 Credits)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with renal disease. Students will also learn how to assess fluid balance and manage patients on hemodialysis. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of nephrology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all renal conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds.

MED 4290. Pulmonary. (2 Credits)
This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4400. Advanced Clinical Teaching. (4 Credits)
This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane's medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane's most accomplished educators, including Dr. Jeff Wiese (author of Teaching in the Hospital) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

MED 4409. Community Health. (4 Credits)
The Tulane Community Health Clerkship is a 4-week non-clinical rotation focusing on social determinants of health. These are the non-medical aspects of patients' lives such as education, housing, employment, language, environment, nutrition, and safety that affect their health. The skills students gain in this course are vital to contextualizing care to individual patient needs and addressing broader population health issues. Students meet with the instructor once weekly (twice in the first week) for didactic instruction and group discussions based on readings. Core topics include health disparities, cultural humility, contextualization of patient care, and workforce and programmatic interventions to address social determinants of health. Students also spend approximately 20 hours per week working at a community partner organization where they design, implement, enhance or evaluate an intervention that addresses social determinants of health. Students connect classroom and community experiences through weekly reflective writing assignments and a final presentation.

MED 4410. Cardiology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.

MED 4412. Teaching Kitchen. (4 Credits)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you'll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.
MED 4420. Endocrinology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

MED 4430. Gastroenterology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in gastroenterology should see the description for the 2-week gastroenterology elective.

MED 4450. Hematology/Oncology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in hematology/oncology should see the description for the 2-week hematology/oncology elective.

MED 4460. Allergy/Immunology/Rheumatology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immunology/rheumatology should see the description for the 2-week allergy/immunology/rheumatology elective.

MED 4470. Infectious Disease. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in infectious disease should see the description for the 2-week infectious disease elective.

MED 4480. Nephrology. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in nephrology should see the description for the 2-week nephrology elective.

MED 4490. Pulmonary. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the pulmonary elective should see the description for the 2-week pulmonary elective.

MED 4500. MED/PEDS Subinternship. (4 Credits)

MED 4520. ICU. (2 Credits)
This 2-week elective is for students interested in critical care medicine. The students will see 2-3 VA ICU level patients each day and present on rounds. Students will work with Tulane/VA faculty as well as Tulane Pulmonary/Critical Care Fellows.

MED 4540. ICU. (4 Credits)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the ICU elective should see the description for the 2-week ICU elective.

MED 4620. Quality Improvement. (2 Credits)
This 2-week elective is for students interested in Quality Improvement and Patient Safety. This is an online elective. Students are expected to complete a required number of modules on the Institute for Health Improvement (IHI) Open School Model over a two-week period for credit. The modules can be done as correspondence and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules.

MED 5000. Affordable Care Act. (1 Credit)
This elective provides students opportunities to learn about nuances of the Affordable Care Act (ACA). Emphasis will be on the three pillars of ACA, including individual mandate, employer mandate and insurance companies.

MED 5001. Bioethics Seminar. (1 Credit)
This elective provides students opportunities to explore issues of organ donation, genetic screening and controversial medical procedures. Research ethics, and reproductive autonomy will be part of the discussion.

MED 5003. Disparities in Health Care. (1 Credit)
The United States is the most diverse country in the world. The US is made up of citizens from all types of backgrounds, races, ethnicities, and beliefs. Cultural competence in health care is a course that gives students the opportunity to learn about cultural biases, social determinants of health, and adapt clinical and communication skills to adequately treat a diverse patient population. Furthermore, this course will help prepare students for USMLE Step II CS, a mandatory nationwide exam in which students must interact with patients of different races and ethnicities. This is an opportunity for students to gain worthy clinical and communication skills in order to deliver effective care to all patients, regardless of their background.

MED 5004. MBA Elective. (1 Credit)

MED 5007. Narrative Medicine. (1 Credit)
What does it mean to experience illness? What emotions are felt when a patient 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 Credit)
This elective provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. By the end of this elective students should be able to explain both the current state of American health law and the social forces that have shaped its historical development. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. This elective is intended to provide only an introductory overview of the major issues in health law.

MED 5010. Integrative Medicine Elective. (1 Credit)
Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven’t been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrated Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.
MED 5011. Foundations: Ethics & Justice. (1 Credit)
This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

MED 5052. History of Medicine Seminars. (1 Credit)
Weekly speakers will discuss various topics of interest to medical historians. Discussion of the medical aspects and their impact on current medical thought and practice will be emphasized.

MED 5100. DeBakey Program. (1 Credit)

MED 5101. Sexual Health. (1 Credit)
This elective is designed to develop medical students’ knowledge and skills toward encouraging healthy sexualities and managing sexual concerns among their patients. Medical students will be able to apply a lot of this information during their rotations. Sessions vary in topics and teaching methods and are purposefully designed to provide cross-disciplinary perspectives.

MED 5149. Recruiting the Next Generation. (1 Credit)
Participants in this course will learn how to serve as standardized patients. They will run role-play scenarios with applicants to the School of Medicine. They will rate applicants’ performance for the admissions committee as well provide formal feedback to applicants to exemplify how focused Tulane is on formally developing students’ interpersonal skills.

MED 5152. Culinary Medicine in Practice. (1 Credit)
The T1/T2 course will teach fundamental dietary and nutrition knowledge with basic culinary skills through hands-on cooking classes. Lessons will be keyed to the basic science curriculum (biochemistry, physiology, etc.) while linking concepts learned to the practical clinical skills needed for the patient-physician discussion about the importance of dietary and lifestyle change. Students will be expected to watch a 15-20 minute presentation and take a short quiz prior to scheduled class time. Step preparation is tied into the course, and students get to eat what is cooked! Most time in the classroom is spent in a fun, interactive environment in the kitchen.

MED 5153. Medicine in Martial Arts. (1 Credit)
This course will provide students a brief overview of some of the anatomical, physiological, and pathological concepts encountered in the first 2 years of medical school and Step 1 through the context of martial arts. Lecture topics will include such things as boxing, the mystical “touch of death,” and rear-naked choke. There will be both a lecture component and optional practical component where students will learn select techniques and be able to practice them in a controlled and supervised environment. Please note that this is not a self-defense class.

MED 5500. Clinical Preceptorship - Med. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5501. Out In The Field With Geriatri. (1 Credit)
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS). 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 Credit)
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

MED 5506. Medical Humanities. (1 Credit)
This elective focuses on the application of literature and film to medical education and practice.

MED 5507. Palliative & End of Life Care. (1 Credit)
The art and science of palliative and end of life care remain under-discussed and under-taught during the preclinical years of medical education. This can lead to both patient and provider frustration in addition to less than optimal patient centered care. This elective will foster a better understanding of core concepts palliative and end of life care while empowering students to begin the journey of feeling comfortable with having difficult conversations.

MED 5540. Medicine Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5567. Emergency Medicine Volunteerin. (1 Credit)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.
MED 5568. Entrepreneurship In Bioscience. (1 Credit)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

MED 5570. Medical Spanish. (1 Credit)
Medical Spanish is a half-semester long course dedicated to learning and improving medically-related Spanish speaking skills. The class will involve students in learning medical vocabulary, going through clinical cases, applying vocabulary in mock interview situations, and learning about various aspects of Latino culture. This elective is facilitated by members of the Tulane Latin American Medical Student Association (LAMSA).

MED 9000. Medicine Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MED 9020. Medicine Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Microbiology (MICR)

MICR 1111. Microbiology Summer Course. (4 Credits)
T1 & T2 summer courses may be required for students who need to remeplate pre-clinical coursework. Contact your course director for more information.

MICR 2000. Intro to Infectious Diseases. (4 Credits)
The IID course is designed to provide medical students with a broad-based foundation in the basic concepts of medical microbiology. Course material is presented in two distinct sections: 1) a 3-week introductory module touching upon basic principles in immunology, bacteriology, mycology, virology, and parasitology; 2) more in-depth sessions on specific pathogens within the context of their respective diseases taught throughout systems modules.

MICR 5541. Immunology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MICR 5542. Microbiology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Neurology (NEUR)

NEUR 3000. Neurology. (4 Credits)
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the 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.

NEUR 3020. Neurology. (2 Credits)
This is a 2-week elective for students who want to learn more about neurocritical care. Students will be exposed to a variety of cases at Tulane Medical Center including neurosurgical patients in the ICU, neurology consults from other ICU services and critical care management of patients on the stroke service. Attendance is required daily for the 2-week block. Topics covered include but are not limited to evaluation of coma, ventilator management, subarachnoid hemorrhage management, intracranial pressure monitoring and management, sodium management in the ICU and post-operative care of spinal surgery. There is no call associated with this elective and there is no final examination.

NEUR 3500. Neurology Subinternship. (4 Credits)

NEUR 4000. Neurology. (4 Credits)
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site.

NEUR 4040. Neurology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

NEUR 5500. Clinical Preceptorship - Neuro. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NEUR 5540. Neurology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NEUR 9020. Neurology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
MD - Neurosciences (NESC)

NESC 5500. Neuroscience Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Neurosurgery (NRSR)

NRSR 3500. Neurosurgery Subinternship. (4 Credits)
NRSR 4000. Neurosurgery. (4 Credits)
NRSR 4020. Neurosurgery. (2 Credits)
NRSR 4040. Neurosurgery Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

NRSR 5500. Clinical Preceptorship - Nsur. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NRSR 5502. Introduction To Neurosurgery. (1 Credit)
Students will be given an introduction to career opportunities in neurosurgery. The course will be conducted through weekly conferences, daily rounds, clinic, and observation in the operating room. Students will be provided exposure to the neurological examination, as well as the diagnosis and treatment of common neurosurgical pathologies.

NRSR 5540. Neurosurgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

NRSR 9000. Neurosurgery Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Obstetrics & Gynecology (OBGY)

OBGY 3500. OB/GYN Subinternship. (4 Credits)
OBGY 4000. Obstetrics & Gynecology. (4 Credits)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience.

OBGY 4020. Obstetrics & Gynecology. (2 Credits)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. At the conclusion of the course the student will achieve a more advanced level of knowledge, clinical skills, and independence of judgment under faculty and resident supervision in a focused aspect of Obstetrics and Gynecology. Such students are expected to demonstrate increased initiative in the care of their patients and increased knowledge gained through more advanced reading and discussion of principles related to the care their patients.

OBGY 4040. OB/GYN Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OBGY 4220. Advance OB/GYN. (2 Credits)
OBGY 5000. Introduction to OB/GYN. (1 Credit)
This elective is an introduction to the field of Obstetrics and Gynecology for interested first and second year medical students. Besides shadowing attendings and residents providing obstetric and gynecologic care to patients in the outpatient setting, students have the opportunity to observe continuity of care by following a patient throughout their care. Students will also observe surgeries at Tulane Medical Center and Lakeside. Students will participate in a lecture series which will introduce the different sub-specialties as well as practice settings in OB/GYN.

OBGY 5500. Clinical Preceptorship - Obgyn. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OBGY 5540. Ob/Gyn Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OBGY 9000. OB/GYN Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OBGY 9020. OB/GYN Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
MD - Ophthalmology (OPTH)

OPTH 4000. Ophthalmology. (4 Credits)
A four-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periorcular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery.

OPTH 4020. Ophthalmology. (2 Credits)
A two-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periorcular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery.

OPHTH 4040. Ophthalmology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OPHTH 4046. Ophthalmology Research. (6 Credits)

OPHTH 5500. Clinical Preceptorship - Ophth. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OPHTH 5501. Introduction To Ophthalmology. (1 Credit)
This course is designed to provide the student with an introduction to clinical ophthalmology and with knowledge of the relationships of ocular problems which physicians will encounter during their practice of medicine. The lectures will be conducted between 1:00 and 3:00 p.m. on Fridays. Students are to attend at least one day of the 68th Annual Symposium: Updates in Glaucoma, Retina and Neuro-Ophthalmology, February 15-17, 2019, at the Sheraton New Orleans Hotel, 500 Canal Street, New Orleans, LA 70130. Students are also invited to attend any of the following Lectures and Grand Rounds as time allows:

OPHTH 5540. Ophthalmology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

OPHTH 9000. Ophthalmology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OPHTH 9020. Ophthalmology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Orthopaedic Surgery (ORTH)

ORTH 4000. Orthopaedic Surgery. (4 Credits)
This is a four-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Each week, students will join a resident-faculty team at our affiliated hospitals. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties, including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference.

ORTH 4020. Orthopaedic Surgery. (2 Credits)
This is a two-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference.

ORTH 4040. Orthopaedic Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

ORTH 4041. Orthopaedic Pediatric. (4 Credits)
This is a four-week elective designed for the student interested in pediatric orthopaedics. The student will join a resident-faculty team for four weeks at our affiliated hospitals. They will take call, attend grand rounds and conferences, and participate in all inpatient and outpatient clinical activities including surgical cases. Student evaluation is by faculty.

ORTH 4042. Physical Medicine and Rehab. (4 Credits)
Students may be eligible to complete a PM&R elective at an away site. See eMedley information about approval for away rotations. Students should see ORTH4121 and ORTH4140 for a Tulane-based PM&R elective.

ORTH 4121. PM&R/Sports Medicine. (2 Credits)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.
ORTH 4141. PM&R/Sports Medicine. (4 Credits)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4500. PM&R Subinternship. (4 Credits)
Students may be eligible to complete a PM&R Subinternship at an away site. See eMedley information about approval for away rotations.

ORTH 5053. Orthopaedic Pathways. (1 Credit)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through 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.

ORTH 5056. Orthopaedic Spring Elective. (1 Credit)
Participants will be given hands-on learning on how to reduce fractures and dislocations, make splints and casts, and incise, debride, and suture wounds. They will receive biweekly lectures on the following topics: musculoskeletal chief complaints and their workup, a primer to fractures and dislocations, being a team physician, and musculoskeletal imaging. Students may be given the opportunity to observe operative cases. Students will be required to participate in a scheduled Sim Center activity on Sterile Scrubbing Technique and Proper OR Procedure. Students will take a musculoskeletal competency test at the end of their elective in order to solidify their knowledge. This test will be compiled by the residents. No book will be required for purchase—all material tested will be included in information provided to students in electronic form. The students completing the elective will be given a certificate stating their participation in the musculoskeletal elective.

ORTH 5500. Clinical Preceptorship - Ortho. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ORTH 5501. Introduction To Orthopaedic Su. (1 Credit)
This elective is designed to give students an introduction to orthopaedic surgery and the diagnosis and treatment of the musculoskeletal system. It is taught by senior faculty in the Department of Orthopaedic Surgery. The sessions will consist of problem-based case presentations via a Socratic interactive dialogue between faculty and students. Students will be exposed to various aspects of orthopaedic surgery including general orthopaedics, total joints, sports medicine, pediatrics, trauma, oncology, hand, spine and foot/ankle. There will be no written or oral examinations. Pass/fail grades will be based upon class attendance, class participation, and oral student presentations.

ORTH 5540. Orthopaedic Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

ORTH 9000. Orthopaedic Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

ORTH 9020. Orthopaedic Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Otolaryngology (OTLN)

OTLN 3500. Otolaryngology Subinternship. (4 Credits)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations.

OTLN 4000. Otolaryngology. (4 Credits)
The student will function as a sub-intern during this four-week rotation. The rotation is divided into two two-week rotations at Tulane University Hospital and Clinics and Ochsner. The elective is designed to be an outstanding learning environment for students interested in pursuing Otolaryngology as a career or students who would benefit from exposure to Otolaryngology for their career. Students will be expected to track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient’s hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is an intense clerkship experience.

OTLN 4020. Otolaryngology. (2 Credits)
The student is introduced to Clinical Otolaryngology during this two-week rotation at Tulane University Hospital and Clinics. The elective is designed to be an outstanding learning environment for students interested in learning more about Otolaryngology as either a possible career, or students who would benefit from exposure to Otolaryngology for their career. Students are expected to attend both the Otolaryngology clinic as well as track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient’s hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is a focused clerkship experience. The student is expected to read the Primary Care Otolaryngology online textbook from the American Academy of Otolaryngology Head and Neck Surgery. During the rotation, the faculty will review relevant topics and the students are expected to demonstrate competency in the subject matter.
OTLN 4040. Otolaryngology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

OTLN 9000. Otolaryngology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

OTLN 9020. Otolaryngology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pediatrics (PEDS)

PEDS 3000. Pediatrics. (8 Credits)
The Pediatric Clerkship is an 8-week clinical rotation designed to provide an introductory experience in the care of children for junior or senior medical students. The curriculum is based on a national curriculum formulated by the Council on Medical Student Education in Pediatrics and is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general or specialty oriented inpatient ward services, and the well-baby and neonatal intensive care nurseries.

PEDS 3004. Pediatrics. (4 Credits)
This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care.

PEDS 3020. Pediatrics. (2 Credits)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care.

PEDS 3040. Pediatric Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

PEDS 3500. MED/PEDS Subinternship. (4 Credits)

PEDS 4119. Advanced Pediatric Experience. (4 Credits)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T-4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/ peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student.

PEDS 4120. PEDS Emergency Medicine. (2 Credits)
This is a 2-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases.

PEDS 4140. PEDS Emergency Medicine. (4 Credits)
This is a 4-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases.

PEDS 4210. PEDS Cardiology. (2 Credits)
This is a two-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenital Heart Diseases and how they are managed in infants, children and adults.

PEDS 4230. PEDS Gastroenterology. (2 Credits)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues.

PEDS 4240. PEDS Genetics. (2 Credits)

PEDS 4250. PEDS Hematology/Oncology. (2 Credits)

PEDS 4270. PEDS Infectious Disease. (2 Credits)
During this 2-week elective, the student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature.

PEDS 4275. PEDS Medicine-Pediatrics. (4 Credits)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations.

PEDS 4276. PEDS Medicine-Pediatrics. (2 Credits)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations.

PEDS 4280. PEDS Nephrology. (2 Credits)
This is a two-week elective on the Nephrology service.
Associate Dean of Admissions and Student Affairs.

must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PEDS 4290. PEDS Pulmonary. (2 Credits)
This is a two-week elective that provides an introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will be exposed to a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing.

PEDS 4410. PEDS Cardiology. (4 Credits)
This is a four-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenital Heart Diseases and how they are managed in infants, children and adults.

PEDS 4430. PEDS Gastroenterology. (4 Credits)
This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues.

PEDS 4440. PEDS Genetics. (4 Credits)
PEDS 4450. PEDS Hematology/Oncology. (4 Credits)
PEDS 4461. PEDS Allergy/Immunology. (4 Credits)
PEDS 4462. PEDS Allergy/Immunology. (2 Credits)
PEDS 4475. PEDS Infectious Disease. (4 Credits)
The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature.

PEDS 4480. PEDS Nephrology. (4 Credits)
This is a four-week elective on the Nephrology service.

PEDS 4490. PEDS Pulmonary. (4 Credits)
A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing.

PEDS 4500. Pediatric Wards Subinternship. (4 Credits)
PEDS 4501. Pediatric NICU Subinternship. (4 Credits)
PEDS 4502. Pediatric PICU Subinternship. (4 Credits)
PEDS 4520. PEDS Adolescent Medicine. (2 Credits)
This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules.

PEDS 4540. PEDS Adolescent Medicine. (4 Credits)
Care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules.

PEDS 5500. Clinical Preceptorship - Peds. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PEDS 5501. Pediatric Hematology/Oncology. (1 Credit)
The student is expected to participate for a semester in the elective, which will involve about 1/2 day per week following patients in the Pediatric Hematology/Oncology clinic. The students will be mentored by the Pediatric Hematology/Oncology attending physician. Initially, students will see and examine patients in the presence of the attending. As the student becomes more experienced and comfortable, he/she will take histories, do examinations, formulate the assessments and plans and make presentations to the attending physician before the physician sees the patient. Because the majority of patients have chronic illnesses, the student will be able to follow many patients over most of the year. A variety of illnesses are seen such as leukemia, solid tumors, and sickle cell disease, anemia's and coagulation disorders. Emphasis will be placed on understanding the pathophysiology of these disorders.

PEDS 5540. Pediatric Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PEDS 9000. Pediatrics Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

PEDS 9020. Pediatrics Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pharmacology (PHAR)

PHAR 2003. Pharmacology. (5 Credits)
The Pharmacology course covers primary concepts such as mechanisms of drug action, drug indications, contraindications, drug interactions & side effects.

PHAR 5001. Health and the Environment. (1 Credit)
This course will introduce students to topics about the intersection between the environment and human health. Lectures will explore topics ranging from molecular biology to ecosystem-level determinants of health. The courses will be a mixture of lectures and interactive discussion sessions mediated by various faculty and visiting lecturers.

PHAR 5500. Clinical Preceptorship - Phar. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
PHAR 5530. Cardiovascular Pharmacology Res. (1 Credit)
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.

PHAR 5540. Pharmacology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Physiology (PYSI)

PYSI 1002. Physiology. (5 Credits)
This course involves the study of the body’s function from molecules to the whole organism. Students are expected to apply fundamental principles of physics and chemistry to the understanding of the body’s function and regulatory mechanisms.

PYSI 1111. Physiology Summer Course. (5 Credits)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

PYSI 5110. Capstone component: PYSI 1002. (0 Credits)

PYSI 5500. Clinical Preceptorship - Pysi. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYSI 5540. Physiology Research. (1 Credit)
Several faculty members, led by our Chairman, Dr. L.G. Navar, are investigating the role of the kidney and blood vessels in the pathophysiology of hypertension. Students will be exposed to various experimental approaches used in the study of renal function, hemodynamics, tubular transport processes, and fluid and electrolyte regulation. Students will 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 will be covered in a systematic manner. The remainder of the student’s time will be spent in one or more laboratories of participating faculty.

MD - Psychiatry (PYCH)

PYCH 3000. Psychiatry. (4 Credits)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose.

PYCH 3500. Psychiatry Subinternship. (4 Credits)
During the psychiatry sub-internship, students will gain increased supervised responsibility for patients with severe psychopathology in an inpatient setting. The goals are to deepen understanding of psychopathology and psychotherapeutics, learn evaluation and management skills for patients with a broad range of psychiatric disturbances, and begin to gain skills necessary for first-year residency as a psychiatry intern.

PYCH 4000. Psychiatry. (4 Credits)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose.

PYCH 4020. Psychiatry. (2 Credits)

PYCH 4040. Child Psychiatry. (4 Credits)
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.

PYCH 4041. Med-Psych. (4 Credits)
This elective is offered for 4th year medical students interested in combined training and want a closer look at the environments and practice styles of dual-boarded physicians. The elective involves experiences in our two Med/Psych continuity clinics and the consult/liaison service run by a combined physician. Students may also participate in a traumatic brain injury clinic run in conjunction with the NFL and observe forensic evaluations of medically-complicated psychiatric cases. Rotating students will be expected to attend didactics in both the Internal Medicine and Psychiatry departments as well as our weekly Med/Psych conference. By the end of the rotation, the student will lead the weekly conference on a topic chosen in collaboration with the course director.

PYCH 5500. Clinical Preceptorship - Pych. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYCH 5534. Psychiatry Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
PYCH 9000. Psychiatry Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Public Health (PHEA)
PHEA 4000. Public Health. (4 Credits)
Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.
PHEA 4001. Tropical Medicine. (4 Credits)
Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.
PHEA 4002. MD/MPH. (4 Credits)
Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information.
PHEA 5001. Public Health. (1 Credit)
T1/T2 elective available only to students in the MD/MPH combined degree program.

MD - Radiology (RADS)
RADS 3020. Radiology. (2 Credits)
The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and powerpoint presentation of an interesting case encountered while on service.
RADS 3040. Radiology. (4 Credits)
See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit.
RADS 3044. Radiology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

RADS 4000. Interventional Radiology. (2 Credits)
This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites.
RADS 4021. Radiation Oncology. (2 Credits)
RADS 4040. Radiology Oncology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.
RADS 4041. Radiation Oncology. (4 Credits)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
RADS 5500. Clinical Preceptorship - Radios. (1 Credit)
RADS 5540. Radiology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.
RADS 9000. Radiology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Surgery (SURG)
SURG 3000. Surgery. (8 Credits)
The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for specific operations. Students are expected to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities.
SURG 3040. Surgery Research. (4 Credits)
The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities.
SURG 3120. Outpatient Surgery. (2 Credits)
During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG 3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement.

SURG 3240. Honors Surgery. (4 Credits)
This is a four-week course creating an intense and comprehensive surgical experience. This course will be limited to 4th year medical students. Such students will be chosen/accepted to this course based on high evaluations during their core surgery rotations and have demonstrated an aptitude and interest in a surgical career. The course will consist of the following: Dedicated lectures by selected faculty, which will encompass topics including surgical diseases, innovative surgical procedures, introduction to academic research, career planning and litigation issues; student presentations on specific surgical issues and procedures; dedicated simulation training including “Intern BootCamp” that Tulane surgical interns currently undergo; an introductory course and simulation training on the DaVinci Surgical Robotic system by residents and faculty; an animal lab over two/three days where the students will perform surgical procedures themselves with supervision and feedback; individual time to meet and discuss career goals, resume/personal statement review and interview preparation with faculty members. The overall goal is to help prepare these students to become outstanding interns at the start of their surgical residency. The course will be Pass/Fail, and students may use this to help strengthen their residency applications by stating they were chosen for, and passed the Tulane Honors Surgery Course.

SURG 3500. Surgery Subinternship. (4 Credits)

SURG 4000. Surgery. (4 Credits)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon’s practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call.

SURG 4002. Surgery. (2 Credits)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon’s practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call.

SURG 4020. Plastic Surgery. (4 Credits)

SURG 4021. Plastic Surgery. (2 Credits)

SURG 4520. SICU. (2 Credits)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures.

SURG 4540. SICU. (4 Credits)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures.

SURG 5500. Clinical Preceptorship - Surg. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 5540. Surgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 5550. Surgical Pathways. (1 Credit)
This elective is designed to give you an up close look into the life of a surgeon and that of an academic center’s clinical surgical program. We have redesigned the elective in hopes that all of you are able to gain new knowledge while still maintaining your duties and obligations of being a T1/T2 pre-clinical student.

SURG 5640. Plastic Surgery Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

SURG 9000. Surgery Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

SURG 9020. Surgery Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.
MD - Urology (UROL)

UROL 3500. Urology Subinternship. (4 Credits)
The student will function as much in the capacity of an intern as can be permitted under present medico-legal limitations. Ward rounds will be made daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

UROL 4000. Urology. (4 Credits)
Students enrolled in this elective will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

UROL 4020. Urology. (2 Credits)
During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student.

UROL 4040. Urology Research. (4 Credits)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

UROL 5500. Clinical Preceptorship - Uro. (1 Credit)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

UROL 5540. Urology Research. (1 Credit)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

UROL 9000. Urology Visiting Student. (4 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

UROL 9020. Urology Visiting Student. (2 Credits)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

Microbiology - Graduate (MIIM)

MIIM 7010. Seminar Microbiol, Immun. (1,2 Credits)
MIIM 7020. Seminar Microbiol, Immun. (1,2 Credits)
MIIM 7030. Topics in Microbiology. (1-3 Credits)
MIIM 7050. Thesis Research Design. (2 Credits)
MIIM 7065. Scientific Writing. (2 Credits)
This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer.

MIIM 7100. Clinl Cases & Underlying Mech. (2 Credits)
MIIM 7120. Advanced Virology. (4 Credits)
MIIM 7150. Dynamics Immuno & Microb Inter. (3 Credits)
MIIM 7210. Special Problems. (1-5 Credits)
MIIM 7220. Advanced Research Methods. (1-4 Credits)
MIIM 7250. Vaccine Biology. (3 Credits)
MIIM 7310. Research. (1-10 Credits)
MIIM 7320. Research. (1-10 Credits)
MIIM 7400. Responsible Conduct-Biomed Rsh. (2 Credits)
MIIM 7500. Graduate Microbiology. (4 Credits)
MIIM 7550. Microbiology Laboratory. (3 Credits)
MIIM 7600. Medical Immunology. (3 Credits)
MIIM 7620. Advanced Immunology. (3 Credits)
MIIM 7720. Medical Mycology. (3 Credits)
MIIM 7750. Medical Parasitology. (3 Credits)
MIIM 8100. Viral Pathogenesis Jnl Club. (2 Credits)
MIIM 9970. Master's Thesis. (1-2 Credits)
MIIM 9980. Master's Research. (2 Credits)
MIIM 9990. Dissertation Research. (0 Credits)
Pharmacology - Graduate (GPHR)

GPHR 7040. Neuropharmacology. (2 Credits)
GPHR 7050. Cellular Control Mechanm. (2 Credits)
GPHR 7060. Endocrine Pharmacology. (2 Credits)
GPHR 7120. Adv Topics In Cardiobiol. (2 Credits)
GPHR 7160. Env Signaling. (2 Credits)
GPHR 7180. Selected Topics. (9 Credits)
GPHR 7190. Pharmacology Seminar. (1 Credit)
GPHR 7200. Seminar Pharmacology. (1 Credit)
GPHR 7210. Pharm Advances. (1 Credit)
GPHR 7220. Adv In Pharmacology. (1 Credit)
GPHR 7230. Principles of Pharmacol. (3 Credits)
GPHR 7240. Principles of Pharmacol. (3 Credits)
GPHR 7250. Medical Pharmacology. (3-6 Credits)
GPHR 7260. Medical Pharmacology. (2-3 Credits)
GPHR 7505. Master's Research. (2 Credits)
GPHR 7510. Pharmacological Lab Research. (2 Credits)
GPHR 7520. Pharmacology ePortfolio. (1-2 Credits)
GPHR 7530. Molecular & Cellular Pharmacol. (2 Credits)
GPHR 9980. Master's Research. (2 Credits)
GPHR 9990. Dissertation Research. (0 Credits)

Physiology - Graduate (GPSO)

GPSO 5520. Experimental Physiology. (2 Credits)
GPSO 6010. Medical Physiology. (6 Credits)
GPSO 6040. Human Physiology. (6 Credits)
GPSO 6060. Experimental Physiol Lab. (2 Credits)
GPSO 6070. Techniques In Physiology. (1 Credit)
GPSO 6250. Membrane Physiology. (2 Credits)
GPSO 7170. Princ of Mol Physiology. (2 Credits)
GPSO 7175. Med Terminology. (3 Credits)
GPSO 7180. Selected Topics. (1-5 Credits)
GPSO 7320. Renal Physiology. (3 Credits)
GPSO 7350. Translational Physiology. (2 Credits)
GPSO 7560. Signal Transduction/Hormone Ac. (2 Credits)
GPSO 7600. Vascular Physiology. (3 Credits)
GPSO 7910. Seminar Physiology. (1 Credit)
GPSO 7980. Research. (2-5 Credits)
GPSO 7990. Research. (1-9 Credits)
GPSO 9990. Dissertation Research. (0 Credits)
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

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<thead>
<tr>
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<th>Position</th>
<th>Department</th>
<th>Degree and Institution</th>
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<tbody>
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<td>Taylor, Wendy K</td>
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<td>Teran, Federico J</td>
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