# TABLE OF CONTENTS

2020-2021 University Catalog ........................................... 2
The University ........................................................................ 3
Graduate Degrees and Professional Programs ....................... 11
  Office of Graduate and Postdoctoral Studies ....................... 11
    Academic Policies .......................................................... 11
    Master’s Programs Requirements .................................... 12
    Ph.D. Program Requirements ......................................... 15
  Graduate Programs .......................................................... 18
School of Medicine ............................................................ 24
  Biomedical Sciences Graduate Programs ......................... 66
    Anatomy Research, MS .................................................. 66
    Anatomy, MS .............................................................. 67
    Biochemistry, MS ....................................................... 67
    Biomedical Sciences, PhD .............................................. 68
    Clinical Anatomy, MS ................................................... 69
    Clinical Research Methods, MS ...................................... 70
    Clinical Research, MS .................................................. 70
    Medical Genetics and Genomics, MS ............................... 71
    Microbiology and Immunology, MS ................................. 72
    Molecular and Cellular Pathobiology, MS ......................... 73
    Molecular Medicine, MS .............................................. 74
    Pharmacology, MS ..................................................... 74
    Physiology, MS ........................................................ 76
  MD Degree Program ........................................................ 76
  Medicine, MD .................................................................. 76
Course Descriptions ........................................................... 78
  Aging Studies (AGST) ...................................................... 81
  Anatomy - Graduate (ANAT) ............................................ 82
  Biochemistry & Molecular Biol (GBCH) ............................ 83
  Biomedical Sciences (BMSP) ........................................... 83
  Clinical Research (MSCR) .............................................. 84
  Emergency Medical Services (EMSR) ................................ 84
  Human Genetics (HMGN) ................................................ 84
  Immunology (IMMU) ..................................................... 84
  MD - Anesthesiology (ANES) .......................................... 84
  MD - Biochemistry (BIOC) .............................................. 85
  MD - Brain & Behavior (BRBH) ....................................... 85
  MD - Cell & Molecular Biology (CMBI) ............................. 85
  MD - Clinical Diagnosis (CLDG) ....................................... 85
  MD - Dermatology (DERM) ............................................ 85
  MD - Disease Based Summary (DIBS) ............................... 86
  MD - Emergency Medicine (EMER) ................................. 86
  MD - Family Medicine (FAMY) ....................................... 86
  MD - Foundations Medicine I (FIM1) .................................. 89
  MD - Foundations Medicine II (FIM2) ............................... 89
  MD - General Medicine (GENM) ..................................... 90
  MD - Genetics (GENE) ................................................ 90
  MD - Gross Anatomy (GANT) ........................................... 90
  MD - Histology (HISTO) ............................................... 91
  MD - Mechanism of Disease (PATH) ................................. 91
  MD - Medicine (MED) ................................................. 94
  MD - Microbiology (MICR) ............................................ 101
  MD - Musculoskeletal (MUSK) ....................................... 101
  MD - Neurology (NEUR) ............................................. 101
  MD - Neuroscience (NESCE) ......................................... 102
  MD - Neurosurgery (NRSR) .......................................... 102
  MD - Obstetrics & Gynecology (OBGY) ......................... 102
  MD - Ophthalmology (OPTH) ....................................... 103
  MD - Orthopaedic Surgery (ORTH) ............................... 104
  MD - Otolaryngology (OTLNG) ..................................... 106
  MD - Pediatrics (PEDS) .............................................. 106
  MD - Pharmacology (PHAR) ......................................... 109
  MD - Physiology (PYSI) .............................................. 109
  MD - Psychiatry (PYCH) ............................................ 109
  MD - Public Health (PHEA) .......................................... 110
  MD - Radiology (RADS) ............................................. 111
  MD - Surgery (SURG) ............................................... 112
  MD - Urology (UROL) ................................................ 113
  MD/PHD Grad Seminar (MEDI) ..................................... 114
  Microbiology - Graduate (MIIM) .................................. 114
  Molecular & Cellular Biology (MCBP) ............................ 114
  Pathology - Graduate (GPTH) ...................................... 114
  Pharmacology - Graduate (GPHR) ................................. 115
  Physiology - Graduate (GPSO) ..................................... 115
  Faculty ....................................................................... 116
Index ........................................................................... 164
This version of the catalog was published in February of 2020 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.


Catalog Production Information

The 2020-2021 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 equal to 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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Academic Policies

Address Changes

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

Behavior Norms

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

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

Code of Student Conduct

All students are bound by the Code of Student Conduct that is administered by the Office of Student Affairs. The full text is available here (https://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20of%20Conduct.pdf).

Credit-Hour

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

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

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

Curriculum Effective Date

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

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

Discipline

For all academic activities and disruptive behavior, the authority for control and discipline rests with the dean of Newcomb-Tulane College and the deans of the undergraduate schools. In all other areas, the vice president of student affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. Students should refer to the Code of Student Conduct (https://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20w;%20Cover.pdf) for a full description.

Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Tulane University: Code of Student Conduct (https://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20w;%20Cover.pdf), Newcomb-Tulane College Students: Code of Academic Conduct (https://college.tulane.edu/sites/ntc.tulane.edu/files/HonorCode2019.pdf), Graduate Students: Unified Code of Graduate Student Academic Conduct (https://www.google.com/url?client=internal-element-cse&amp;cx=01796709676080950669:bl9vlsoqwooo&amp;q=https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-Graduate-Conduct-06-18-13.pdf&amp;sa=U&amp;ved=2ahUKEwiEgpup95MznAhVSRK0KHT0AsgQfFjAAegQIAGEkAM)), 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.

General Policies

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

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

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

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

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

Reporting the Complaint: It is not necessary to first confront the harasser prior to instituting a complaint under this policy. However, it is appropriate to promptly report a complaint so that a full and complete investigation is possible. Any person designated to receive complaints or designated by Institutional Equity (https://equity.tulane.edu/)(or Viceroy of Student Affairs (or person designated by same), 504-865-5180)) 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
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.

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

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/).

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

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

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

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

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

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

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

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

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

Tulane University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a **covered individual**
To be eligible for the Yellow Ribbon Program:

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

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

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

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

**Tuition Assistance**

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

To receive Tuition Assistance benefits:

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

**Yellow Ribbon Program**

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

To be eligible for the Yellow Ribbon Program:

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

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

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

Conditions are as follows:

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

**Name Changes**

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

**Posthumous Degree Award Policy**

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

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

**Registration Policies and Procedures**

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

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

Transfer Credit Acceptance After Matriculation

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

Overview

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.

International Students and Scholars

Contact Information

6901 Willow Street
New Orleans, LA 70118

Phone: (504) 865-5208

Web: https://global.tulane.edu/oiss (https://global.tulane.edu/oiss/)

Kristy Magner, Director

OISS assists Tulane's international community with immigration, cultural adjustment, academic integration, professional growth, and personal support. OISS oversees orientation and arrival, regulatory compliance, immigration services, sponsor services and programming. The primary community served by OISS are international students in F and J status. We also welcome anyone who identifies as international (such as international students sponsored by Fulbright or dependents of people in other visa categories) to reach out to us so that we can be of support.

For academic support resources and other information, please make an appointment with one of our advisors or visit our website (https://global.tulane.edu/oiss/).

Academic Policies

Code of Student Conduct

The University requires of all of its students behavior compatible with its high standards of scholarship and conduct. By accepting admission to Tulane University, a student accepts its regulations, including the Code of Student Conduct, and acknowledges the right of the University to take conduct action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Vice President for Student Affairs is responsible for formulating appropriate procedures and, as set forth in the Code of Student Conduct (https://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20w%20Cover.pdf), 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-GS-Source-Book-042618.pdf) for more information.

Graduate Council

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

Graduate Studies Student Association

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

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.
Childbirth and Planned Educational Leave Policies

Graduate students may be eligible for childbirth or planned educational leave. Please see the policies below for further information.

- Childbirth Leave Policy FAQ (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FAQs%20Childbirth%20Leave%20Policy.pdf)
- Planned Educational Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/PELP%20Final.pdf)

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.

Rules and Regulations

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

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

Tuition and Fees

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

Unified Code of Graduate Student Academic Conduct

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


Professional Codes of Academic Conduct and Professionalism

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

- Law School: Student Handbook, Honor Code, and Other Policies (https://law.tulane.edu/policies/)
- School of Medicine: Student Handbook (https://medicine.tulane.edu/sites/medicine.tulane.edu/files/StudentHandbook%20October10.19.18%20Final.pdf)

General Policies, Guidelines, and Schedules

- Guidelines and Policies for Graduate Assistants (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FINALIZED%20GUIDELINES%20AND%20POLICIES%20FOR%20GRADUATE%20ASSISTANTS.pdf)
- 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)
- 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.
Admission to Degree Programs

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

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

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

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

Master's Degree Minimum Degree Requirements

Minimum Credit Hour Requirements

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

Continuous Registration Requirements

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

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

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

Full-Time Status

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

Part-Time Status

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

Transfer Credit

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

Tenure for Degree Students

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

Dual Degree Programs

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

Thesis Requirements

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

Students are required to submit their completed theses to the University's Theses and Dissertations Archive (http://library.tulane.edu/dissertations_and_theses/). Schools may require students to submit a paper copy of their thesis.
Thesis Committees
Master’s thesis committees must consist of at least three faculty members, the majority of whom are Tulane faculty. Exceptions to this stipulation may be made by the appropriate school’s dean.

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

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

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

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

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

Grades
Grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</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>
</tr>
<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</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>I</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>R</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>
<tr>
<td>W</td>
<td>Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student’s work in a course is unsatisfactory at the time of withdrawal.</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 appeal procedure has been established in cases involving academic performance or possible infringement of academic freedom. Schools also have appeal procedures in cases involving non-reappointment of fellowships or scholarships when the formal terms of the first award have given reasonable expectation of renewal. Such procedures may also apply to cases in which a graduate, teaching, or research assistant, is relieved of a position before the end of the term of the appointment or is not reappointed when the formal terms of the first appointment have given reasonable expectation of reappointment. Copies of these procedures are available in the dean’s office.

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

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

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, no more than 50% of all credits for a graduate degree may be transferred from another university or program. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs. Please see the Graduate Credit Transfer Policy (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Credit%20Transfer%20Policy_0.pdf) for more details.

Tenure for Degree Students
Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane. 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.

Grades

Grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></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 of the appropriate school.

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

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

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

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

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

Ph.D., M.A., M.S., Professional Degree
- School of Architecture (https://catalog.tulane.edu/architecture/)
- A. B. Freeman School of Business (https://catalog.tulane.edu/business/)
- School of Law (https://catalog.tulane.edu/law/)
- School of Medicine (p. 24)
- School of Public Health & Tropical Medicine (https://catalog.tulane.edu/public-health-tropical-medicine/)
- School of Social Work (https://catalog.tulane.edu/social-work/)

Ph.D., M.A., M.F.A., M.S. only
- School of Liberal Arts (https://catalog.tulane.edu/liberal-arts/)
- School of Science & Engineering (http://tulane.edu/sse/)

Master of Liberal Arts, Master of Professional Studies
- School of Professional Advancement (https://catalog.tulane.edu/professional-advancement/)

Architecture

Tulane School of Architecture
Richardson Memorial
New Orleans, LA 70118
tel 504-865-5829
tel 504-862-8798
Graduate Programs

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

Certificate Programs

- Preservation Studies Certificate (Graduate) (https://catalog.tulane.edu/architecture/preservation/preservation-studies-cer/)
- Sustainable Real Estate Development Certificate (Graduate) (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-cer/)

Business

A. B. Freeman School of Business
Goldring/Woldenberg Business Complex
7 McAlister Drive
Tulane University
New Orleans, LA 70118
tel 504-865-5410
fax 504-865-6748

Graduate Programs

- Accounting, MACCT (https://catalog.tulane.edu/business/accounting/accounting-mac/)
- Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MMG (https://catalog.tulane.edu/business/global-management/business-alliance-global-mba/)
- Business Administration, Executive MBA (https://catalog.tulane.edu/business/mba/business-executive-mba/)
- Business Administration, Fast Track MBA (https://catalog.tulane.edu/business/mba/fast-track-mba/)
- Business Administration, Full-Time MBA (https://catalog.tulane.edu/business/mba/business-full-time-mba/)
- Business Administration, Professional MBA (https://catalog.tulane.edu/business/mba/business-professional-mba/)
- Business, PhD (https://catalog.tulane.edu/business/finance/business-phd/)
- Energy, MME (https://catalog.tulane.edu/business/energy/business-mme/)
- Finance, MFN (https://catalog.tulane.edu/business/finance/finance-mfn/)
- International EMBA with University of Chile, Centrum, & ICESI (https://catalog.tulane.edu/business/mba/business-international-executive-mba/)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (https://catalog.tulane.edu/business/finance/international-finance-mfnn/)
- Master of Management in Energy with UCASS (https://catalog.tulane.edu/business/energy/business-international-mme/)
- Master of Management with Universidad Francisco Marroquin, MMG (https://catalog.tulane.edu/business/management/master-management-mmg/)

Law

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

Graduate Programs

- Admiralty, LMA (https://catalog.tulane.edu/law/master-laws/admiralty-lma/)
- American Law, AML (https://catalog.tulane.edu/law/master-laws/american-law-aml/)
- Doctor of Juridical Science (https://catalog.tulane.edu/law/doctor-juridical-studies/)
- General Law, LLM (https://catalog.tulane.edu/law/master-laws/general-law-llm/)
- International and Comparative Law, LMI (https://catalog.tulane.edu/law/master-laws/international-law-lmi/)
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)

Certificate Programs

- Civil Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/civil-law-certificate/)
Graduate Programs

- Anthropology, MA (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-ma/)
- Anthropology, PhD (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/)
- Art History, MA (https://catalog.tulane.edu/liberal-arts/art/art-history-ma/)
- Art Studio, MFA (https://catalog.tulane.edu/liberal-arts/art/art-studio-mfa/)
- City, Culture, and Community, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/city-culture-community-phd/)
- Classical Studies, MA (https://catalog.tulane.edu/liberal-arts/classical-studies/classical-studies-ma/)
- Computational Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/computational-linguistics-ma/)
- Economics Analysis and Policy, PhD (https://catalog.tulane.edu/liberal-arts/economics/economics-analysis-policy-phd/)
- English, MA (https://catalog.tulane.edu/liberal-arts/english/english-ma/)
- French Studies, MA (https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-ma/)
- French Studies, PhD (https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-phd/)
- History, MA (https://catalog.tulane.edu/liberal-arts/history/history-ma/)
- History, PhD (https://catalog.tulane.edu/liberal-arts/history/history-phd/)
- Interdisciplinary Dance Performance, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/interdisciplinary-dance-performance-mfa/)
- Latin American Studies and Art History, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-art-phd/)
- Latin American Studies, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-ma/)
- Latin American Studies, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-phd/)
- Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-ma/)
- Linguistics, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-phd/)
- Music, MA (https://catalog.tulane.edu/liberal-arts/music/music-ma/)
- Music, MFA (https://catalog.tulane.edu/liberal-arts/music/music-mfa/)
- Philosophy, MA (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-ma/)
- Philosophy, PhD (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-phd/)
- Policy Economics, MA (https://catalog.tulane.edu/liberal-arts/economics/policy-economics-ma/)
- Political Science, PhD (https://catalog.tulane.edu/liberal-arts/political-science/political-science-phd/)
- Spanish and Portuguese, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-ma/)
- Spanish and Portuguese, PhD (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-phd/)
- Spanish, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-ma/)
- Theatre Design and Production, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/theatre-design-production-mfa/)

Medicine

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

Professional Program
- Medicine, MD (p. 76)

Combined Degrees
- MD/MBA (https://catalog.tulane.edu/medicine/combined-degrees/md-mba/)
- MD/MPH (https://catalog.tulane.edu/medicine/combined-degrees/md-mph/)
- MD/MS in Bioethics (https://catalog.tulane.edu/medicine/combined-degrees/md-ms-bioethics/)
- MD/PhD (https://catalog.tulane.edu/medicine/combined-degrees/md-phd/)

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

Residency & Fellowship Programs (p. 64)

Graduate Program in Biomedical Sciences
1430 Tulane Avenue
New Orleans, LA 70112
tel 504-988-5226
fax 504-988-3779
**Graduate Program**
- Aging Studies, PhD (https://catalog.tulane.edu/medicine/tulane-center-for-aging/aging-studies-phd/)
- Anatomic Pathology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/anatomic-pathology-ms/)
- Anatomy Research, MS (p. 66)
- Anatomy, MS (p. 67)
- Biochemistry, MS (p. 67)
- Bioethics and Medical Humanities, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/bioethics-medical-humanities-ms/)
- Biomedical Sciences, PhD (p. 68)
- Clinical Anatomy, MS (p. 69)
- Clinical Research Methods, MS (p. 70)
- Clinical Research, MS (p. 70)
- MD/MBA (https://catalog.tulane.edu/medicine/combined-degrees/md-mba/)
- MD/MPH (https://catalog.tulane.edu/medicine/combined-degrees/md-mph/)
- MD/MS in Bioethics (https://catalog.tulane.edu/medicine/combined-degrees/md-ms-bioethics/)
- MD/PhD (https://catalog.tulane.edu/medicine/combined-degrees/md-phd/)
- Medical Genetics and Genomics, MS (p. 71)
- Microbiology and Immunology, MS (p. 72)
- Molecular and Cellular Pathobiology, MS (p. 73)
- Molecular Medicine, MS (p. 74)
- Pharmacology, MS (p. 74)
- Physiology, MS (p. 76)

**Tulane Center for Aging**
1430 Tulane Ave., SL-12
New Orleans, LA 70112
tel 504-988-3369
- Aging Studies, Phd (https://catalog.tulane.edu/medicine/tulane-center-for-aging/aging-studies-phd/)

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

**Graduate Programs**
- Cybersecurity Management, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-management-mpr/)
- Health and Wellness Management, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/kinesiology/health-wellness-management-mpr/)
- Information Technology Management, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/information-technology/information-technology-mpr/)
- Liberal Arts, Master of Liberal Arts (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/)
- Public Administration, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa/)
- Sport Studies, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/)

**Certificates**
- Advanced Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-emergency-management-certificate-graduate/)
- Advanced Security Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-security-management-certificate-graduate/)
- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/corporate-wellness-cert/)
- Cyber Defense Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyber-defense-cer/)
- Cyber Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyberleadership-cer/)
- Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)
- Economic Development Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-certificate/)
- Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-certificate-graduate/)
- Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cert/)
- Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/)
- Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
- IT Strategic Planning Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/it-strategic-planning-cert/)
Public Health

Public Health & Tropical Medicine

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

- Biostatistics, MS (catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-ms/)
- Biostatistics, MSPH (catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/)
- Biostatistics, PhD (catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/)
- BS/MHA Joint Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/)
- BS/MPH, MSPH or MPH&TM Joint Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mp-msp-mphtm/)
- BSPH/MPH or MSPH or MPH&M Joint Combined Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mp-msp-mphm-mha/)
- Clinical Investigation, MS (catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/)
- Community Health Sciences, MPH (catalog.tulane.edu/public-health-tropical-medicine/global-community-health-behavioral-sciences/community-health-sciences-mph/)
- Disaster Management, MPH (catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
- Environmental Health Science, PhD (catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/)
- Environmental Health Sciences, MSPH (catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/)
- Epidemiology, MPH (catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)
- Epidemiology, MS (catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-ms/)
- Epidemiology, PhD (catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-phd/)
- Health Policy and Management, PhD (catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-phd/)
- Health Policy, MPH (catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/)
- Health Systems Management, MPH (catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/)
- Industrial Hygiene, MSPH (catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/)
- International Health, MPH (catalog.tulane.edu/public-health-tropical-medicine/global-community-health-behavioral-sciences/international-health-mph/)
- JD/MPH or MHA Joint Degrees (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mp-mha/)
- Master Health Administration, MHA (catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/)
- Master of Social Work/Master of Public Health Joint Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/msw-mph/)
- MBA/MHA Joint Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mba-mha/)
- MD/MPH or MPH&M Joint Degree (catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mp-mphm-mphmt/)

- K-12 Education Leadership Certificate (Graduate) (catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cert/)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/)
- Security Management Certificate (Graduate) (catalog.tulane.edu/professional-advancement/emergency-security-studies/security-management-cert/graduate/)
- Sport Administration Certificate (Graduate) (catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/)
- Sport Coaching Certificate (Graduate) (catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/)
- Sport Security Certificate (Graduate) (catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-cert/graduate/)
- Technology Architecture Certificate (Graduate) (catalog.tulane.edu/professional-advancement/information-technology/technology-architecture-cer/)

New Orleans, LA 70112
fax 504-988-5388
504-988-5388

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

• Public Health and Tropical Medicine, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/public-health-tropical-medicine-mphtm/)
• Tropical Medicine, MS (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/tropical-medicine-msp/)
• Tropical Medicine, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/tropical-medicine-phd/)
• Ecology and Evolutionary Biology, MS (https://catalog.tulane.edu/science-engineering/evolutionary-biology/evolutionary-biology-mp/)
• Ecology and Evolutionary Biology, PhD (https://catalog.tulane.edu/science-engineering/evolutionary-biology/evolutionary-biology-phd/)
• Interdisciplinary, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/interdisciplinary-mp/)
• Interdisciplinary, Ph.D (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/interdisciplinary-phd/)
• Materials Physics and Engineering, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/materials-physics-engineering-phd/)
• Neuroscience, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-mp/)
• Neuroscience, PhD (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-phd/)
• Physics, MS (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-mp/)
• Physics, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-phd/)
• Psychology, MS (https://catalog.tulane.edu/science-engineering/psychology/psychology-mp/)
• Psychology, PhD (https://catalog.tulane.edu/science-engineering/psychology/psychology-phd/)
• Statistics, MS (https://catalog.tulane.edu/science-engineering/mathematics/statistics-mp/)

Social Work
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

• Social Work, DSW (https://catalog.tulane.edu/social-work/social-work-dsw/)
• Social Work, MSW (https://catalog.tulane.edu/social-work/social-work-msw/)
SCHOOL OF MEDICINE

Overview

Street Address
Tulane University School of Medicine
Office of Academic Affairs
131 S. Robertson Street
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L. Lee Hamm
M.D., University of Alabama at Birmingham
Dean

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

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

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

Academic Policies

Graduate School Policies
A full description of academic policies for all students in Graduate Programs (p. 11) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Medicine Policies

Graduate Student Policies

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

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

Processes

Absences

- **Medical or Psychological Leave**: Medical or psychological leave should be requested in accordance with the Case Management Victim Support Services processes. See [https://cmvss.tulane.edu/sites/cmvss.tulane.edu/files/Medical_withdrawal_policy(1).pdf](https://cmvss.tulane.edu/sites/cmvss.tulane.edu/files/Medical_withdrawal_policy(1).pdf).

- **Vacation**: Ph.D. students are entitled to 2 weeks of vacation (10 days) per year in addition to holidays approved by Tulane University (See Academic Calendar). Foreign students holding a student visa who wish to temporarily leave the United States must obtain permission of their department chairman (if applicable) and submit a written request to the BMS Program Office at least 30 days prior to their travel and/or before making any travel arrangements. Students granted permission then apply for a new I20 or IAP-66 in order to return to the United States. Any foreign student who leaves the United States without the consent of the BMS Program Office will be subject to disciplinary action. Students not returning from leave of absence within the approved date may have their stipends suspended and may be required to re-apply to the Graduate Program in Biomedical Sciences.

- **Other than Vacation**: Master's students should coordinate absences with their individual Program Director. Any Ph.D. student desiring to take a leave of absence from the Program for any reason except medical/psychological for an extended period of time (more than one week) must submit the request in writing to their Dissertation Advisor and to the BMS Office, stating the reason(s) for the requested absence. Approval for such leave will be granted by the Steering Committee. In emergencies, the Co-Director or the Assistant Dean will grant this leave and present the request to the Steering Committee as soon as possible.
This policy applies to all full-time Ph.D. students in the BMS Program.

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

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

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

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

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

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

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

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

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

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

Missed Deadlines:
Registration deadlines are in the calendar section of the BMS website. If registration deadlines are missed, you will not be able to use
Gibson to register and must fill out a drop/add form, available in the forms section of the BMS website or in the BMS Office.

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

Enrollment Verification:
If enrollment verification is needed, contact the National Student Clearinghouse: Tel: 703-742-4200 Fax: 703-742-4239
Email: enrollmentverify@studentclearinghouse.org
Web: www.studentclearinghouse.org (http://www.studentclearinghouse.org/)

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

The School of Medicine has developed a reporting/tracking system for concerns about the environment of learning and workplace. Incidents are reported by a variety of mechanisms, documented in the system, and recorded in a confidential database. Each report will be investigated following the method of the Professionalism Pyramid for Graduated Interventions (first developed at the Vanderbilt School of Medicine. https://medicine.tulane.edu/education/professionalismenvironment-learning-program (https://catalog.tulane.edu/medicine/%20https://medicine.tulane.edu/education/professionalismenvironment-learning-program/)

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

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

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

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

Medical: Students may experience medical and/or psychological conditions as well as problems around substance misuse that significantly impacts their ability to complete their academic pursuits. During such circumstances, a medical withdrawal and leave of absence from the University provides the student an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery. Students must request a
medical withdrawal in accordance with the checklist on the Case Management and Victim Support Services Website: https://cmvss.tulane.edu/content/medical-withdrawal-leave-return (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/). Students must notify the BMS Office of their intent to request a medical withdrawal or leave prior to beginning the process.

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

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

General Policies

Academic Standards

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

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

Grades in BMS are reported as shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Fail</td>
</tr>
</tbody>
</table>

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

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

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

W – Courses may be dropped without record within six weeks of the first day of classes. Refer to Academic Calendar for exact dates each semester. Withdrawals with the grade of W after these dates may be accomplished only if the instructor notifies the dean that the student is passing and recommends permission to withdraw. WF (withdrawn failing) will be assigned if the student’s work in a course is unsatisfactory at the time of withdrawal.
In some departments grades for certain courses are reported as follows: S Satisfactory; U Unsatisfactory. In some departments, grades for certain other designated courses may also be reported simply as S or U at the student’s option, provided that the option is declared by the student no later than the end of the second week of class.

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

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

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

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

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

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

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

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

The following technical skills are required of the successful student:

- **Observation:** The candidate must be able to acquire knowledge by direct observation of demonstrations, experiments, and experiences within the research and instructional setting.

- **Intellectual/Conceptual Abilities:** The candidate must be able to measure, calculate, analyze, reason, integrate and synthesize information to solve problems.

- **Motor Skills:** The candidate must possess motor skills necessary to perform procedures
required for experimentation within the chosen discipline. Those individuals with physical challenges are encouraged to contact the appropriate administration to determine their educational options within the chosen discipline.

- **Communication**: The candidate must be able to communicate and discuss his or her experimental hypotheses and results to the scientific community.

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

**The Tulane University Code**
The University requires of all of its student’s behavior compatible with its high standards of scholarship and conduct. The Vice President for Student Affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. A more detailed description can be found at: https://nextcatalog.tulane.edu/university/#academicpoliciestext. (p. 6)

**Medical Students**
The Office of Admissions and Student Affairs (504.988.5331) is your primary source for answers to academic questions and problems. Dr. Marc J. Kahn has been the dean of students since 2001. As a former residency director, national leader in the Association of American Medical Colleges, and board member of the National Residency Match Program, he has a wealth of experience advising medical students. His office houses the registrar function and maintains grade records and evaluations. The staff schedules dean’s hours, keeps up-to-date on curriculum requirements, processes paperwork for USMLE testing, and serves as a general resource for all student issues. The office also administers the application process for Tulane medical students applying to residencies. The Office of Admissions and Student Affairs is responsible for the annual White Coat Ceremony, graduation, and orientation activities for incoming first-year students and for third-year students’ transition into the clinical years.

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

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

**Non-Curricular Academic Policies**

**School of Medicine Academic Calendars**
The T1/T2 preclinical academic calendars are maintained by the T1/T2 course curriculum committee in the Office of Academic Affairs. Detailed calendars are available in Canvas.

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

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

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

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

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

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

**Essential Functions/Technical Standards**
To accomplish its mission and to meet its institutional education program objectives (https://medicine.tulane.edu/sites/g/files/rdw761/f/pictures/TUSOM-Institutional-Educational-Program-Objectives-1.pdf), Tulane University School of Medicine has established a curriculum consisting of core courses and clerkships, required rotations, and elective rotations. The faculty and administration of the school have developed essential functions with which all students must comply independently in order to satisfy medical school curricular
demands. The essential functions are listed below:

**Physical Health**
A medical student must possess the physical health and stamina necessary to carry out a physically and intellectually demanding program of study independently in both the basic and clinical sciences.

**Intellectual Skills**
A medical student must have sufficient powers of intellect to acquire, assimilate, integrate, and apply information obtained from written, oral, and visual sources. A medical student must have the intellectual ability to use both objective and subjective criteria to solve problems. A medical student must possess the ability to comprehend three-dimensional and spatial relationships, as well as concrete and abstract concepts. A medical student must be able to extract information from written sources.

**Motor Skills**
A medical student must have sufficient motor skills to carry out all necessary procedures involved in the learning of the basic and clinical sciences, as well as those required in the hospital and clinical environment. These may include, but are not limited to, anatomical dissection, basic science laboratory exercises, basic and technical cardiac life support activities, physical examinations, surgical, clinical laboratory and other technical procedures as required for diagnosis and treatment.

**Communication**
A medical student must have sufficient use of the senses of speech, hearing, and vision to be able to communicate effectively with patients, teachers, and peers in both the oral and written form.

**Sensory Abilities**
A medical student must have sufficient use of the senses of vision, hearing, touch, and smell to observe effectively in the classroom, scientific laboratory, and clinical setting.

**Behavioral Qualities**
A medical student must possess emotional health sufficient to function in the academic and clinical environments.

<table>
<thead>
<tr>
<th>Clerkship</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>8</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>6</td>
</tr>
<tr>
<td>Surgery</td>
<td>8</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>8</td>
</tr>
</tbody>
</table>

A medical student must possess sufficient flexibility to function in new and stressful environments. A medical student must possess appropriate motivation, integrity, compassion, and a genuine interest in providing care for others.

(Approved by Student Professionalism and Promotion Committee July 2018.)

**Exemption of Basic Medical Science Courses**
Goals of the undergraduate medical program include integration across all basic science disciplines and developing teamwork skills that are necessary to practice medicine in the evolving healthcare system. While it is recognized that students may enter medical school with advanced training in a basic science discipline, even if obtained at Tulane, they will not be exempted from course work or examinations. One exception will be made for students who have completed the Anatomy Certification Program and successfully completed gross anatomy, and who also serve as a teaching assistant for the first-year anatomical sciences courses. These students will also be required to take the same courses and examinations as all other students, with the exception of the anatomical sciences courses that they teach.

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

(Adopted 5/20/82)

**Clinical Rotation Requirements**
During the third and fourth years of medical school, students are required to complete 22 months of educational activity. Clinical clerkships are assigned according to a predetermined order ("the donut"). Students receive detailed information about clinical scheduling and registration generally in mid to late October, a few months before each annual registration period begins.

Required rotations include the following:
Psychiatry: 4 Weeks  
Neurology: 4 Weeks  
OB/Gyn: 8 Weeks  

**Required Rotations (generally T4 year)**

<table>
<thead>
<tr>
<th>Rotations</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Medicine</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>Radiology</td>
<td>2 Weeks*</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>2 Weeks*</td>
</tr>
<tr>
<td>Ambulatory Surgery</td>
<td>2 Weeks*</td>
</tr>
<tr>
<td>Sub-i</td>
<td>4 Weeks*</td>
</tr>
<tr>
<td>Electives (may include MD/MPH rotation)</td>
<td>24 Weeks*</td>
</tr>
</tbody>
</table>

*may be completed outside of Tulane University affiliated hospitals

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

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

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

**Universal Precautions Training**

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

**USMLE Requirements: Step 1 and Step 2**

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

Please note the following scheduling considerations:

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

3. Students not passing both Step 2CK and CS by April of their fourth year of medical school will be required to take a leave of absence until passing scores on both Step 2CK and CS are achieved.

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

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

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

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

**Educational Site Requests**

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

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

Changing the order of rotations for the required third-year rotations is discouraged unless there are extenuating circumstances. Such requests are made directly to the senior associate dean who will document approval or denial.

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

**Senior Scheduling Requirements**

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

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

Right to a Healthcare Provider not involved in Evaluation

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

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

Grading Policy

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

Grading Guidelines for Pre-Clinical and Clinical Courses

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

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

Grades for Clinical Rotations (T3 and T4 Years)

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

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

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

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

**F - Failure**

Assigned to the student whose performance did not meet the minimum standards required by the faculty for this course. In pre-clinical courses or in clinical clerkships for which an overall final numerical grade is derived, “Failure” might correspond to grades below 65. In clinical clerkships, “Failure” should be assigned to students whose performance on the ward or in other clinical aspects of the clerkship was unsatisfactory irrespective of their having passed the final comprehensive examination. **NOTE:** When a student “fails,” the “F” remains on the transcript. The course is listed again when the student passes, and the actual grade earned is recorded. Thus a student can “Honor” a course after failing it the first time. The student must make a minimum of 75 for the course to pass a course that is repeated.
I - Incomplete
Assigned in cases where there is an unavoidable delay, caused by illness or other emergencies, in completion of course requirements. This grade will be assigned at the end of the course(s) when all but a minor portion of the course requirements have been completed. The “I” is a temporary grade and will be replaced on the transcript with the grade earned by the student. The student must satisfactorily complete the course requirements, thus earning at least a passing grade before being eligible for promotion to the succeeding year of study. All incompletes must be completed within six months of receiving the incomplete grade. After six months, incomplete grades are converted to failures. Grades of incomplete will be considered academic deficiencies for the purposes of advancement. Students with incomplete grades in pre-clinical courses must resolve the incompletes before they can advance to the next year. Students in the clinical curriculum who have two or more unresolved academic deficiencies (including any combination of incomplete grades, failures, or condition grades) must stop clinical rotations until all deficiencies are resolved. Students may not graduate with an incomplete on their transcript, even if they have completed all other graduation requirements. All incompletes must be resolved or converted to failures before a student is eligible to graduate. For example, if the student has earned an incomplete in an elective he or she does not need to meet graduation requirements, the incomplete must be converted to an F on the student’s transcript if the student opts not to resolve the incomplete.

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

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

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

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

Preclinical (T1 and T2) Elective Courses
Students are required to complete one pre-clinical elective during the first two years (four semesters) of medical school. This pre-clinical elective does not count toward the required minimum number of clinical electives students must complete in their T3/T4 years. This may include research, MPH classes, MBA classes, or other electives listed on the Office of Admissions
and Student Affairs website. These are graded P (Pass) or no-credit (no indication on transcript). The specific grade awarded to each student shall be based on the following criteria:

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Awarded to a student whose performance met or surpassed the minimum standards required by the faculty</td>
</tr>
<tr>
<td>No Credit</td>
<td>Assigned to a student whose performance failed to meet the standards required by the faculty</td>
</tr>
</tbody>
</table>

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

**Clinical (T3/T4) Elective Courses**

**Retention and Student Support**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Pre-Clinical Coursework (Phases 1 and 2):**
- **Clinical Clerkships (Phase 3):**
  These changes were recommended by Committee on Student Professionalism and Promotion Affairs. The changes were approved by Executive Faculty August 26, 2014.
  Further changes were adopted by the Student Professionalism and Promotion Committee in January 2019 and on August 6, 2019.

**Appeal Process for Grades and MSPE**

**General Policy Statement:**

### Appeal Process for Grades

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

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

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

### Appeal Process for Re-admission

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

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

**Masters of Medical Sciences**

Background: In 2002, the Student Professionalism and Promotion Committee (formerly “Committee on Student Affairs”) recommended and the Executive Faculty approved requiring a passing score on USMLE Steps 1, 2 CK, and 2 CS as conditions for
advancement and graduation. Initially passing Step 1 was required to advance to the fourth year. This requirement has been modified so that a passing Step 1 score is now required by the end of October of the third year.

Students who successfully complete at least two years of medical school, but who do not graduate with the MD degree, are allowed to earn a Masters of Medical Sciences (MMS) degree. To complete the MMS degree requirements, students must complete a 20-page library thesis. The thesis will be reviewed and approved by a panel of full-time medical school faculty members mutually agreed upon by the student and the Biomedical Sciences Committee.

Approved by Biomedical Sciences Steering Committee (10/20/11) Modified to include language regarding a thesis (12/4/11)

Modified to include language relating to thesis committee (1/24/12) Approved by Medical School Executive Faculty (1/24/12)

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

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

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

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

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

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

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

The School of Medicine has the following rules concerning absences:

Preclinical (T1 and T2 years):
Clinical (T3 and T4 years):
During clinical years, students have responsibilities to their patients and team. Reliable attendance is one significant component of professionalism. Therefore, attendance expectations are high.

Students are required to attend the following activities:

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

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

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

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

**Leave of Absence**

Students on LOA are not eligible for federal financial aid.

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

Leaves of absence will generally be granted for one year. Students may request one additional year of leave. Requests are to be made directly to the senior associate dean for Admissions and Student Affairs. Leaves of absence will not be granted for additional time after two years have been granted. Students failing to report following a leave of absence will be dismissed. All reasonable attempts will be made to notify students that an approved leave of absence is nearing expiration.

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

**Financial Matters**

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

**Tuition Refunds for Withdrawals**

T1 or T2 students who withdraw from the MD program will receive a 100% tuition and fees refund if withdrawal from the program within two weeks after the start of the semester.

For T1 or T2 students, if withdrawal occurs after two weeks, yet prior to four weeks, students receive a 50% refund of current tuition charges. Students are responsible for all fees.

For T1 or T2 students, if withdrawal occurs after four weeks, yet prior to eight weeks, students receive a 25% refund of current tuition charges. Students are responsible for all fees.

Students who withdraw from individual courses for medical reasons will be expected to pay all tuition and fees for repeated courses providing the student has completed at least 50% of the course.

**Off-Cycle and Leave of Absence Billing**

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

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

In general, tuition for students making satisfactory academic progress is capped at four years (or eight semesters). Tuition for students who take leaves of absence in the T3 or T4 year is front-loaded: that is, students may be charged a full semester of tuition if their leave begins in the middle of the semester. However, students may not be charged tuition in their final semester if they have already paid eight semesters. Fees are not capped or credited: students will be able to benefit from the resources that fees pay for, even if students have reached their tuition “cap.”

In general, tuition for students who need to repeat courses or rotations because of academic deficiencies will be assessed tuition on a pro-rated basis for the requirements they must repeat. Students repeating courses or rotations because of academic deficiencies will be assessed full fees during each semester of enrollment.

**Other Refunds**

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

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

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

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

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**Student Conduct and Behavioral Expectations**

**Code of Student Conduct (University Policy)**

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

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

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

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

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

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

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

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

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

Approved by Executive Faculty (5/5/04)

**Work hours**

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

**Dress Code**

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

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

**Email**

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

General Principles:

This policy is based upon the following fundamental principles:

Policy on Social, Electronic and Print Media:

Patients
Description of the Patient Care/Work Environment
Description of Self and/or Self Opinions

Association With, and Naming of Tulane University:

Offering Medical Advice:

Outside-of-Work Conduct:

The University's Role in Monitoring and Enforcement:

Honor Code

Constitution

ARTICLE V: THE HONOR SYSTEM

Section 1.

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

Section 2.

General Violations

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

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

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

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

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

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

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

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

Section 3.

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

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

Sanctions:

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

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

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

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

I. Permanent expulsion from the Medical School.

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

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

Section 4.
The Honor Board shall be responsible for educating the student body on all issues concerning this honor code.

ARTICLE VI: BYLAWS AND AMENDMENTS
Section 1.
Adoption, amendment, or repeal of bylaws may be brought about through a 2/3 vote of the Executive Committee.

Section 2.
Amendment of this Constitution can only be accomplished by the majority vote at a general election held for that purpose.

Section 3.
Amendments must be published two (2) weeks in advance of voting and notices must be posted throughout the School of Medicine.

Section 4.
Bylaws may be suspended by a 2/3 vote of the Executive Committee.

ARTICLE VII: MISCELLANEOUS
Section 1.
All matters of interpretation of this constitution shall be decided by the members of the Honor Board.

Section 2.
Taxes, dues, and fees or revenues may be levied upon the Student Body only by consent of a majority of said body.

Effective: March 1935

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

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

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

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

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

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

II. The alleged violation.

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

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

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

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

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

Section 2.
Investigation

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

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

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

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

e. The investigators may interview the accused, complainant, witnesses,

and any other person relevant to the investigation.

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

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

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

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

Section 3.
Hearing Determination

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

b. The Chief Administrator and the two investigators shall elect to refer the alleged violation(s) to an Honor Board hearing if they believe that there is sufficient evidence such that "It is more likely than not" that the accused has violated this Honor Code.
c. A majority vote of the two investigators and the Chief Administrator shall be necessary to refer the alleged violation(s) to an Honor Board hearing. This vote shall be made by secret ballot.

Section 4
Notification of the Accused of the Hearing

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

a. Shall state the name of the accused.

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

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

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

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

Section 5
Recusal

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

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

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

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

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

ARTICLE V: HEARING

Section 1.

Timing

The hearing addressing the alleged Honor Code violation(s) shall take place within a reasonable time of the decision to proceed with a hearing, taking into account the time of year, the availability of Honor Board representatives, and the needs of the accused. In the event the accused refuses to appear before the hearing panel, the trial will proceed in their absence.

Section 2.

Hearing Panel

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

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

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

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

Section 3.
Hearing Procedure

a. General.

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

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

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

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

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

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

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

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

b. Testimony.

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

I. The Investigators

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

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

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

II. The Complainant.

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

b. The hearing panel shall then question the complainant.

c. The accused may question the complainant.

d. The hearing panel may question the complainant again.

III. The Accused.

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

b. The hearing panel shall question the accused.

c. The complainant may question the accused.

d. The hearing panel may question the complainant again.

IV. The Witnesses.

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

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

b. The hearing panel may question the witness.

c. The complainant may question the witness.

d. The accused may question the witness.

e. The hearing panel may question the witness again.

V. Closing Statement

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

Section 4.

Deliberation

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

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

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

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

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

d. A vote of at least two-thirds of the hearing panel members shall be required to recommend other sanctions.
e. Deliberations of the hearing panel shall not be recorded.

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

Section 5.
Submission of findings to the Dean

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

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

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

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

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

ARTICLE VI: REVIEW OF FACULTY OR ADMINISTRATOR ACTION

Section 1.
Standard

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

Section 2.
Review by the Honor Board

a. Investigation.

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

b. Hearing.

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

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

Section 3.

Review by the Dean

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

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

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

ARTICLE VII: HONOR BOARD FILE

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

ARTICLE VIII: SELECTION OF HONOR BOARD REPRESENTATIVES

Section 1.

Composition

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

Section 2.

Chief Administrator

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

Section 3.

Assistant Administrator

Upon election, the Chief Administrator shall designate another member of the Honor Board with at least one (1) year's experience to preside over Honor Board activities during any period(s) that the Chief Administrator should be unable to perform his/her duties. If the Assistant Administrator is subsequently unable to perform his/her duties, then the Chief Administrator shall appoint a new Assistant Administrator to act in his/her place.
Section 4.

Duration of term

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

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

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

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

ARTICLE IX: FACULTY-HONOR BOARD LIAISON

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

ARTICLE X: REMOVAL OF HONOR BOARD REPRESENTATIVES

Section 1.

Removal Due to an Honor Code Violation

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

Section 2.

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

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

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

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


Alcohol and Other Drugs Policy (University Policy)

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

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

Narcotics, Marijuana, and Other Controlled Substances

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

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

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

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

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

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

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

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

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

• The end dates of the October block change each year. Please consult the clinical block calendar in eMedley’s eCurriculum for relevant October block dates.

• USMLE step 1 results generally take 4 weeks to be recorded, and results are released only on Wednesdays. Therefore, the last possible date a student should plan on taking Step 1 to avoid being placed on a leave of absence is 4 Wednesdays BEFORE the end of Tulane’s October block.

• Students who are not passing step 1 practice tests should consult with Dr. Kahn for advising and strategies before scheduling/sitting for step 1. The top priority should be achieving a passing score on the first attempt.

• Each department or teaching program shall determine for each course the most appropriate method for evaluation of student achievement, based on the nature of the course and on defined course objectives. Such methods as written examinations, oral examinations, literature reports, case reports, problem solving, or other reasonable means by which the student may demonstrate his or her knowledge
2020-2021

of the subject under consideration may be employed at the discretion of the course director. Each course director shall present to the students, in written form on the first day the course meets formally, a statement describing course requirements, evaluative methods to be used, and criteria for awarding specific grades. Whenever possible, narrative comments are provided in addition to a final grade to students in preclinical courses.

• Each department will also present, in writing on the first day of class, its specific course requirements that may in any way deviate from the overall grading policy. For example, students must successfully complete the laboratory phase of the course in order to achieve a passing grade. Failure to successfully complete the laboratory phase will result in a grade of “Condition Repeat,” even though the overall grade point average is 70 or higher.

• A letter grade describing the student’s performance shall be awarded to each student enrolled in each course. Depending on the nature of the course, this grade may simply reflect the student’s achievement on objective evaluative instruments or may also include evaluation of non-cognitive qualities and skills. The specific grade awarded to each student shall be based on the criteria listed below. (Note that where specific numerical grades or grade ranges are cited below for awarding letter grades, these should be considered as suggested guidelines rather than as inflexible rules. Each course director has the authority and responsibility for the final determination of letter grades for each student.)

• Each student's official transcript grade (P, C/P, F, I, or W) will be entered directly into the university’s student records system by the department issuing the grade. The Office of Admissions and Student Affairs will enter PASS grades only for T1 and T2 electives.

• The summary course grade (numerical and qualitative) that resulted from the applied evaluation procedures shall also be transmitted to the Office of Admissions and Student Affairs.

• Departments maintain records for each student detailing how final grades were calculated.

• At the conclusion of a course, each student will be given his or her transcript grade of P, C/P, F, I, or W, as well as the summary grade and narrative comments. Information transmitted to the student shall also include the class average, highest score, and lowest score, when quantitative procedures were applied.

• All progress exams that are returned to students will carry letter designations of P, C/P, F, I, or W. If a department desires, progress exams may be returned to
the students with numerical grades under condition that each student's grade is reported solely to that student. Numerical grades, when derived by a department for portions of a course or for the entire course, are considered confidential information.

- All 8-week, 6-week, and 4-week required clerkships, along with most 4-week required and elective rotations, are graded H, HP, P, C/P, F, I, or W. Some 4-week and all 2-week rotations are graded pass/fail. Departments determine the grades and enter the grades direction into the university's student records system.

- Student evaluations are completed by supervising faculty, are maintained by the relevant department, and are entered by the department into SOM's evaluation software. Summary comments for required core clerkships are transmitted by the department to the Office of Admissions and Student Affairs for inclusion in the student's Medical School Performance Evaluation (MSPE, formerly the “dean's letter”).

- At the conclusion of a course, all students will be given their grade of H, HP, P, C, F, I, or W.

- Each department or teaching program shall determine for each course the most appropriate method for evaluation of student achievement, based on the nature of the course and on defined course objectives. Such methods as written examinations, oral examinations, literature reports, case reports, problem solving, or other reasonable means by which the student may demonstrate his or her knowledge of the subject under consideration may be employed at the discretion of the course director. Each course director shall present to the students, in written form on the first day the course meets formally, a statement describing course requirements, evaluative methods to be used, and criteria for awarding specific grades.

- A letter grade describing the student's performance shall be awarded to each student enrolled in each course. Depending on the nature of the course, this grade may simply reflect the student's achievement on objective evaluative instruments or may also include evaluations of non-cognitive qualities and skills. All 2-week electives are graded pass/fail. Most 4-week electives, with some exceptions, are graded on the H (Honors), HP (High Pass), P (Pass), C (Condition), or F (Fail) scale. On the first day the elective meets formally, the course director shall present to the students the grading scale.

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

  b. When repeating a pre-clinical course following a failure, the student must earn a grade of at least 75 or higher depending on the parameters.
established by the particular department. Failure to meet these requirements results in a second failure of that course and the student is dismissed, according to rule #1.

c. Failure in one pre-clinical course and a “C” in a second one in a single year requires repetition of the year.

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

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

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

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

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

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

a. A student may only repeat a clerkship once.

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

c. Failure of two individual clerkships results in dismissal.

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

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

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

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

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

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

- **Legitimate educational interest**: the need to review an education record in order to fulfill an official’s professional responsibility.

  a. The right to inspect and review your education records (with certain limited exceptions)
within 45 days of the
day Tulane receives
your request for access.
You should submit
any such request to
the Registrar’s Office
in writing, identifying
the records you
wish to inspect. The
Registrar’s Office will
make arrangements
for access and notify
you of the time and
place where the records
may be inspected.
Records that are
customarily open for
student inspection will
be accessible without
written request.

b. The right to request
the amendment of your
education records if
you believe them to be
inaccurate. You should
submit any such request
to the Registrar’s
Office in writing, clearly
identifying the records
that you want to have
amended and specifying
the reasons you believe
them to be inaccurate.
The Registrar’s Office
will notify you of its
decision and, if the
decision is negative,
of your right to a
hearing regarding your
request for amendment.
Additional information
regarding the hearing
procedures will be
provided to you at that
time.

c. The right to consent
to disclosures of
personally identifiable
information contained
in your education
records, except to the
extent that FERPA
authorizes disclosure
without consent.
One such exception
permits disclosure to
“school officials” with
“legitimate educational
interests.” A “school
official” is any person
employed by Tulane
in any administrative,
supervisory, academic
or research, or support
staff position (including
public safety and health
services staff); any
person or company
with whom Tulane has
contracted to provide a
service to or on behalf
of Tulane (such as
an attorney, auditor,
or collection agent);
any person serving
on Tulane’s Board of
Administrators; or any
student serving on an
official committee, such
as a disciplinary or
grievance committee, or
assisting another school
official in performing
his or her tasks. A
school official has a
“legitimate educational
interest” if the official
needs to review an
education record in
order to fulfill the
official’s professional
responsibility. Another
such exception permits
Tulane to disclose your
“directory information,”
consisting of your name;
local, home, and e-
mail addresses; local
and home telephone
number; major field
of study; enrollment
status/rank (e.g.,
undergraduate or
graduate; freshman,
sophomore, junior, or
senior; first-year, second-
year, or third-year);
dates of attendance;
anticipated degree
and degree date;
degrees, honors, and
awards received;
participation in officially
recognized activities;
student ID number,
user ID, or other unique
personal identifier
used by the student for
purposes of accessing
or communicating in
electronic systems; most recent educational agency or institution attended; and photograph, to anyone within the Tulane community and to the general public. Students who wish to have their directory information withheld must notify the Registrar’s Office in writing. (Please note that such a notification will prevent Tulane from providing your directory information to your friends, prospective employers, arts organizations, and others with whom you may wish us to share such information, so make your decision carefully.) You may give such notification at any time, but it will be effective only prospectively. Students who do not wish to have their address (or other information) published in the student directory must notify the Registrar’s Office annually by no later than September 30. Upon request, Tulane also discloses education records without consent to officials of another school in which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer. Information on other such exceptions is available through the Registrar’s Office.

d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tulane University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605. For full information about FERPA, please see Tulane University’s FERPA policy here (https://registrar.tulane.edu/privacy-policies-forms/).

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

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

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

d. Any absence not excused will be considered unexcused.

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

f. In general, excused absences should be limited to a maximum of 2 per month.
   • T3 orientation
   • Mandatory Clerkship/rotation orientation days
   • NBME Subject Examinations (shelf exams)
   • Clinical skills exams
   • MLK Jr.
   • The Saturday and Sunday before and Wednesday after Mardi Gras
   • Good Friday
   • Memorial Day
   • Independence Day
   • Labor Day
   • The Wednesday before and Monday after Thanksgiving break
   • During interview season, students are encouraged to schedule vacation time and/or multiple online electives. Whenever possible, students should not schedule required rotations during interview season. This includes the four-week MED4409 and MED3410, but it particularly includes, the sub-internship, and the two-week required rotations: RAD3020, SURG3120, EMER4020. Students who schedule required rotations during interview season should be prepared to schedule interviews around required rotation responsibilities.
   • Course and clerkship directors understand that interviews are a priority and that students may have minimal control over scheduling. It is, however, expected that students will take the necessary steps to avoid conflict as much as possible by:
     • Scheduling required rotations outside of the heaviest part of interview season. These months are generally October, November, December, and January.
     • When there is an option, scheduling interviews outside of required rotations.
     • Notifying the course director as
soon as possible of the interview, what days are to be missed, and understanding that make-up work will likely be required.

- If the situation arises in which a student must schedule an interview during a 2- or 4-week rotation that would put the student above the allotted excused absence cap for that rotation, the student must communicate the situation to the appropriate faculty elective director as soon as possible.
  - Given the reality that interview slots can fill up in a matter of minutes, it is assumed that the student will schedule the interview and formulate a plan with the faculty elective director AFTER scheduling the interview.
  - The faculty elective director may require that the student make up the lost time, and the student must make up the missed days either during the current block or a later block.

- Students are allowed two days off from an elective rotation to complete the **USMLE Step 2 CS and Step 2 CK examinations.** Students are discouraged from scheduling their Step 2 CS or CK exams during a block when they have a required rotation scheduled, especially a two-week rotation (RADS3020, SURG3120, and EMER4020). Students must submit an Excused Absence request form for Step 2 CS and CK-related absences at least 14 days before the absence.
  - Students who request absences for Step 2 CS, Step 2 CK, or interviews should not request Excused Absences for other reasons during the same block.
    - Students are expected to fill
out an Excused Absence Request Form to request absences. The form is on TMEdWeb on the Institutional Forms page within the Student Guide tab. Excused absences are coordinated through the Office of Admissions and Student Affairs.

b. An excused absence does not obviate the need to make up work missed. Make-up processes are determined by clerkship directors, and may include additional shifts during the current or a later block.

c. Students are expected to notify their attending physicians and house officers of any excused absences.

d. Students can receive a maximum of three days excused absence for any 6- or 8-week rotation, a maximum of two days for any 4-week rotations, and one day for 2-week rotations. The only exceptions are for Step 2 CS exams, Step 2 CK exams, and interviews (see above), and students are discouraged from scheduling Step 2 CS, Step 2 CK, and interviews during required rotations (see above).

e. Excused absences will be given for significant life events and are not to be used simply for a day off.

f. Any absence not excused will be considered unexcused.

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

• Patient welfare is our primary concern, for only by this commitment do we justify the trust placed in us by patients and the community at large.

• Relationships with our colleagues, faculty, and staff are an essential part of professional conduct.

• Integrating personal growth into our professional development is essential to our commitment to medicine.

• As medical professionals, we shall strive to be responsible citizens.

a. Any breach that falls under the purview of the Honor Board should be referred to the Honor Board directly. This procedure is outlined in the April 1999 revision of the Honor Code, available on the Student Affairs website. Such breaches include cheating, stealing, impairing another student's ability to learn, or acting in a deceitful manner.

b. Breaches in behavior outside of those considered by the Honor Board should be referred to the senior associate dean for Admissions and Student Affairs, who will investigate the complaint by speaking directly with the parties involved and reviewing evidence. The senior associate dean will also
notify the student(s) in writing describing the unprofessional conduct allegations. Students have the right to provide evidence on their behalf and/or witnesses for review by the senior associate dean.

c. If the senior associate dean believes there is a breach of professional behavior, feedback will be provided to the student or students involved. The extent and gravity of the student's unprofessional behavior and potential actions that could be taken will be reviewed. The senior associate dean will document the potential breach in professional activity, as well as the result of the subsequent conversation. This documentation will be kept on record with the senior associate dean, but will not be made part of the student's file.

d. If the problem recurs, the issue will be brought to the Committee on Student Professionalism and Promotion for discussion. The student(s) involved will be notified in writing via return-receipt mail and email within two weeks of the Committee on Student Professionalism and Promotion meeting. The accused will (1) be advised of the nature of the complaint, the date, time, and location of the committee meeting and (2) provided with a copy of this procedure. Students will be allowed to provide evidence and/or witnesses on their behalf at the meeting. If a breach is confirmed, a written statement will be placed in the student's file for possible inclusion in the Medical Student Performance Evaluation. Recommendations made by the Committee on Student Professionalism and Promotion require a majority of those voting members present.

e. As a last resort, with repetitive behavior that is deemed severe, the matter will be brought before the Committee on Student Professionalism and Promotion. The same procedure of notification and procedure will be followed as listed above. The Committee will make recommendations to the Executive Faculty for action including, but not limited to, dismissal or restriction of privileges. The student has the right to appear in person before the Committee on Student Professionalism and Promotion and Executive Faculty. When appearing before the Executive Faculty, a legal representative may be present but may not participate.

f. When the Committee on Student Professionalism and Promotion is involved, the student will be allowed to appear before the Committee and provide evidence and/or witnesses on her or his behalf. When appearing before the Committee on Student Professionalism and Promotion, a legal representative may be present but may not participate.

g. Appeals to decisions made by the Executive Faculty should be addressed in writing directly to the dean of the School of Medicine. The dean recuses him/herself in deliberations regarding adverse actions and the dean is the final level of appeal.

- No flip-flops or Crocs

- No plunging necklines or visible body cleavage/undergarments

- No shorts, cut-offs, or skirts that are shorter than student's white coat. Skirts should cover at least to the mid-thigh when a student is seated.

- No fading, holes, dragging or frayed cuffs on trousers/slacks. Blue jeans are NOT acceptable. Professional-appearing trousers or slacks of full-length should be worn.
• No t-shirts or shirts with slogans, stains, tears. A collared shirt for men and a conservative shirt/blouse for women is expected. For gentlemen, a tie is highly recommended but not mandatory. Ties should be clean and well-fitted.
• A clean white coat must be worn. Your Tulane I.D. badge should be visible.
• Body art should not be visible.
• Fingernails should be trimmed, clean, and not flamboyantly decorated/painted.
• Hair should be clean and neat; if long, hair should not interfere with the exam (hair should not touch patient). Facial hair should be neatly trimmed.
• Earrings and other body piercings should not be bizarre or distracting. Tongue rings are not allowed.
• Cell phone use of any kind is not permitted while interviewing/examining patients.
• Patient confidentiality is of primary importance, as outlined in The Health Information Portability and Accountability Act [HIPAA].
• Tulane University, as a University, values the importance of free speech and open discourse. As such, the University, being respectful of free speech and expression of ideas, does not prohibit students from engaging in social media and/or voicing opinion outside of the workplace.
• Maintaining respect for colleagues and co-workers is requisite for establishing a professional environment in the workplace, thereby ensuring optimal team-based patient care.
• Enrollment in the School of Medicine educational program bestows upon the student the reputation and prestige of Tulane University. In exchange, it is the responsibility of each student to uphold and protect the reputation of Tulane University.
• Any and all depictions or descriptions of patients must comply with The Health Information Portability and Accountability Act [HIPAA]. Personal health information is defined by HIPAA as any information about an individual in oral or recorded form, where the information identifies an individual or for which there is a reasonable basis to believe it can be used to identify the individual.
• At no time shall patient information be shared without the signed consent of the patient. The University does not govern the content, format or process for obtaining this consent; Tulane students must strictly adhere to the policies and procedures of the respective hospital, clinic or healthcare system in which the patient received care.
• These guidelines apply even if the individual patient is the only person who may be able to identify him or herself on the basis of the posted description. Anonymous descriptions must not contain information that will enable any person, including people who have access to other sources of information about a patient, to identify the individuals described. This encompasses all emails and text messages sent from personal phones.
• At no time shall patients, or patient stories, be depicted in a disparaging, demeaning, or insulting manner. Even if patients are not identified (by name, record number, image), or even if consent has been obtained form the patient, any description of patient care should be professional and respectful of the patient.
• All descriptions of the workplace environment shall respect the privacy rights of colleagues and co-workers. Individuals shall not be identified by name, or be described in such a fashion that their identity is easily apparent, without explicit consent of that individual.

• The tone and content of all conversations, social media and otherwise, shall remain professional and respectful of all healthcare and University colleagues. Posting demeaning or insulting comments or images about colleagues and co-workers to third parties is unprofessional behavior, and a violation of the Honor Code.

• While the University does not prohibit describing disagreements on issues and with people in the workplace, students are strongly cautioned to not express these disagreements in social, electronic and print media for the following reasons:
  • The description of the disagreement is likely to be one-sided, without the "other side" having the opportunity to present their side of the agreement.
  • Readership of the described disagreement is likely to take the description out of context.
  • The description on social, electronic or print media is unlikely to result in a meaningful solution/resolution of the disagreement.
  • The student retains the right to express their individuality via pictures, opinions and posts on social, electronic and print media.
  • All posted opinions and images, however, are to be professional; unprofessional statements evoking, but not limited to, racism, sexism, and discriminatory statements will not be allowed, and are grounds for review by the program’s clinical competency committee with respect to the professionalism core competency.

• Students are advised to be cognizant of the image being portrayed, particularly with respect to posted images and photographs, and how that image would be viewed as being consistent with the professional physician. Employers, patients, and administrators can search and view all information posted in any forum. Enacting privacy settings does not necessarily mean that information will not end up in a public format.

• In engaging in social, electronic or print media communications, students are reminded of the following:
  • The student has full responsibility for the content of individual online postings (for example: blogs, social networking sites and other digital media).
  • The permanency of published material on the Web. Most electronic media becomes cached. This means that even if the information is
  • The importance of your individual safety when posting personal materials, such as phone/pager numbers or daily schedules online.

• In expressing opinions via external communications, students should exercise caution in identifying themselves as Tulane University students; comments made by an individual are easily ascribed to the opinion/position of the
University as a whole. If the student does disclose their association with Tulane University, the communication should explicitly note that the opinion/position expressed within the communication is solely the position of the student, and not of Tulane University or the respective healthcare institution (i.e., hospital, clinic or healthcare system) in which they work.

• If there is any question as to how an external communication will be received, students are strongly encouraged to consult with the Tulane University and/or respective hospital’s Office of Public Relations. The Office of Admissions and Student Affairs, and the Sr. Associate Dean can also provide advice in reference to external communications.

• Students are strongly discouraged from voicing opinions on medical topics via electronic or print media.

• It is expected that students behave professionally in and out of work, as behavior in both settings exemplifies the development of the professionalism competency, and reflects upon Tulane University reputation.

• Tulane University respects the privacy of all of its students. Tulane does not prospectively monitor students’ outside-of-work activities.

• All professionals have a collective professional duty to assure appropriate behavior, particularly as it pertains to professional behavior.

• Unprofessional behavior outside of work may be investigated if it is brought to the attention of the Sr. Associate Dean and may be investigated by the Honor Board and/or Student Professionalism and Promotion Committee.

• Tulane University will not monitor students’ social, electronic or print communications without cause to do so. Tulane University assumes no liability or responsibility for student’s social, electronic or print communications of which it is not aware.

• All professionals have a collective professional duty to assure appropriate behavior, particularly in matters of privacy and confidentiality. It is the responsibility of each University employee to self-monitor this policy and to report violations to the Sr. Associate Dean for Admissions and Student Affairs.

• Tulane University reserves the right to inspect a student’s social and/or electronic media for cause, as defined by a report of a violation of this policy.

• Tulane University reserves the right to monitor a student’s social and/or electronic media for cause, as defined by a previous violation of this policy.

• Penalties
  • If a social, electronic, or print media posts/communication is deemed to be inappropriate by the student professionalism and promotion committee, the student will be asked to redact or take down the communication. The student has a right to appeal this decision to the Dean, who shall have the final decision regarding redacting or taking down the communication.
  • The student professionalism and promotion committee is entitled to integrate violations of this policy into their decisions regarding promotion and into the Medical Student Performance Evaluation.
  • Students in violation of this policy may also be subject to discipline from the respective hospital, clinic or healthcare network. Students in violation of this policy may also be subject to prosecution or a lawsuit for damages for a contravention of the PHIPA.

  a. Sign another student’s name on an attendance sheet: this includes anatomy lab, histology lab, TBL/PBL sessions, grand rounds, and any other mandatory class/clerkship or event.
Degree Requirements

General Graduate School Requirements

A full description of Master's (p. 12) and PhD Degree (p. 15) requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Biomedical Sciences Graduate Program - Master of Science (MS)

One Year Programs (Applications open October 1st)

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

Two Year Programs (Applications open October 1st)

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

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

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

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

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

Biomedical Sciences Graduate Program - Doctor of Philosophy

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

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

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

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

**Doctor of Medicine**

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The 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.

**Academic Departments**

- Biomedical Sciences Graduate Programs (p. 66)
- Combined Degrees (https://catalog.tulane.edu/medicine/combined-degrees/)
- MD Degree Program (p. 76)
- Tulane Center for Aging (https://catalog.tulane.edu/medicine/tulane-center-for-aging/)

**Office of Graduate Medical Education**

**Street Address**

131 South Robertson Street, Suite 1520
New Orleans, LA 70112
Phone: 504-988-5464

**Mailing Address**

1430 Tulane Ave, #8025
New Orleans, LA 70112

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

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

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

**Mission**

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

**Tulane Center for Aging**

**Street Address**

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

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

**Mailing Address**

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

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

**An Aging Population**

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

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

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

Program
- Aging Studies, Phd (https://catalog.tulane.edu/medicine/tulane-center-for-aging/aging-studies-phd/)

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

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

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

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

The MD/MPH program is a global, integrated program in an excellent learning environment which:
- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills, and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

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

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

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

1. Dual-degree students in Medicine;
2. Interested in applying for admission to medical, dental, and other health-related professional schools;
3. Mid-Career Professionals who wish to enhance their scholarly and clinical background in these areas for future service or scholarship.
MD/PhD
Tulane brings together some of the nation’s most talented young people with nationally- and internationally-recognized teachers and researchers: all in the context of a vibrant city replete with opportunities both in and out of the lab and classroom. Whatever studies you pursue, your learning will intersect with the city’s unique mix of influences: ethnic, musical, architectural, geographical, commercial, political, environmental, and social. Beyond the classroom and lab, Tulane also provides you with multiple opportunities for career development and possible career exploration, both in and outside of academia. As a Tulane graduate student, you will find unmatched opportunities: opportunities to pursue ideas and work that matters to others, and opportunities to grow and mature.

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

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

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

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

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

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 those who wish to become biomedical and medical education researchers. Applicants must have completed a bachelor degree in the biomedical sciences and be accepted into the Tulane University School of Medicine.

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

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

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

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

## Requirements

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

**LIST OF SCB ELECTIVE COURSES**

**Offered in Fall Semester**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7065</td>
<td>Graduate Anatomy</td>
<td>11</td>
</tr>
<tr>
<td>ANAT 7120</td>
<td>Anatomy Research Sem I</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7240</td>
<td>Advances in Anatomical Sci I</td>
<td>1</td>
</tr>
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<td>ANAT 7350</td>
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<td>3</td>
</tr>
<tr>
<td>ANAT 7410</td>
<td>Grad Intro Functional Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7510</td>
<td>Teaching Micro Anatomy</td>
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</tr>
<tr>
<td>ANAT 7610</td>
<td>Teaching Techniques in Hlth Sc</td>
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<td>ANAT 7630</td>
<td>Clinical Grand Rounds Surgery</td>
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<td>ANAT 7640</td>
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<tr>
<td>ANAT 7750</td>
<td>Teaching Gross &amp; Deve Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7810</td>
<td>Research Design &amp; Methods 1</td>
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</tr>
<tr>
<td>ANAT 7830</td>
<td>Research Project Presentation</td>
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</tr>
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</table>

**Offered in Spring Semester**

<table>
<thead>
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<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANAT 7055</td>
<td>Graduate Histology</td>
<td>5</td>
</tr>
<tr>
<td>ANAT 7130</td>
<td>Anatomy Research Sem II</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7250</td>
<td>Advances in Anatomical Sci II</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7420</td>
<td>Anatomy Seminar</td>
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</tr>
<tr>
<td>ANAT 7520</td>
<td>Teaching Microscopic Anat 2</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7560</td>
<td>Signal Transduction/Hormone Ac</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7620</td>
<td>Interactive Teaching Technique</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7630</td>
<td>Clinical Grand Rounds Surgery</td>
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<td>ANAT 7640</td>
<td>Clinical Grand Rounds Medicine</td>
<td>1</td>
</tr>
<tr>
<td>ANAT 7760</td>
<td>Teaching Neuroanatomy</td>
<td>1</td>
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<tr>
<td>ANAT 7820</td>
<td>Research Design &amp; Methods 2</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7840</td>
<td>Research Thesis</td>
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</table>

**Offered in the Summer**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7790</td>
<td>Adv Surgery based Anat Dissect</td>
<td>5</td>
</tr>
</tbody>
</table>

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

## 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,
the Department of Microbiology and Immunology, the Department of
Physiology, and the Department of Pathology and Laboratory Medicine.
Students may elect to take Tulane first-year medical course equivalents
in Graduate Medical Microbiology and Medical Immunology, Medical
Physiology, Cancer Biology & Pathology, or Molecular & Cellular
Pathology.

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

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,
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
Sheff 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

What Makes Tulane’s Program Unique?

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

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 complete all course requirements in their first two years.
Core courses including Advanced Cell Biology, Biochemistry, Human
Molecular Genetics, Biostatistics and Systems Biology, which along
with Basic Science electives provide a broad foundation for future
research. More than one hundred scientists from Basic Science and
Clinical Departments and School Of Medicine Centers participate fully
in the BMS program. Students have ample opportunities to match with
one of these scientists by conducting at least three lab rotations in
their first year prior to selecting their Dissertation Advisor. A funded
rotation prior to classes begin in August is optional. Finally, you get to
study in perhaps the most unique city in the United States – New
Orleans.

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.

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

Coursework in the 2nd year must include at least 6 credit hours of lecture-based course work (Electives) and 11 credit hours of Independent Study (Research).

A minimum of 48 credit hours of course work and independent study is required for the PhD. All formal course work is to be completed within the first two years. Students may take Independent Study (BMSP 7990 Independent Study (1-6 c.h.) or equivalent) for 1-6 credits per semester for a maximum of 12 credits total during the first two years. The remaining hours of coursework are selected from the elective curriculum by the student in consultation with the dissertation advisor. Once coursework is completed, the student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. Students ordinarily complete the requirements for the Ph.D. degree between four and seven years from the date of matriculation in the program.

**Clinical Anatomy, MS**

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

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

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

**Requirements**

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

**LIST OF SCB ELECTIVE COURSES**

**Offered in Fall Semester**

<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>
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</tr>
<tr>
<td>ANAT 7120</td>
<td>Anatomy Research Sem I</td>
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</tr>
<tr>
<td>ANAT 7240</td>
<td>Advances in Anatomical Sci I</td>
<td>1</td>
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<tr>
<td>ANAT 7350</td>
<td>Anatomical Techniques</td>
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<tr>
<td>ANAT 7410</td>
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<td>ANAT 7510</td>
<td>Teaching Micro Anatomy</td>
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<td>Teaching Techniques in Hlth Sc</td>
<td>2</td>
</tr>
<tr>
<td>ANAT 7630</td>
<td>Clinical Grand Rounds Surgery</td>
<td>1</td>
</tr>
</tbody>
</table>

1. BMSP 7110 Workshop (1 c.h.), BMSP 7990 Independent Study (1-6 c.h.), or another mentor focused workshop course

Ideally, the student should choose a dissertation advisor at the end of the Spring semester.

Total for Second Year Fall + Spring must equal at least 21 credit hours
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.

Requirements

Sample Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 7790</td>
<td>Adv Surgery based Anat Dissect</td>
<td>5</td>
</tr>
</tbody>
</table>

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>
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</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>
</tbody>
</table>
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

Fall (https://medicine.tulane.edu/masters-medical-genetics-genomics/curriculum/)

**HMGN 7010 - Seminar in Human Genetics** (1 credit hour): This class meets weekly for one hour. Human Genetics faculty, other Tulane faculty and guests from other institutions, as well as graduate students, and medical residents are invited to speak on topics of interest. Topics include basic, applied, and clinical research and reviews to canvass the latest developments in the field of genetics.

Spring (https://medicine.tulane.edu/masters-medical-genetics-genomics/curriculum/)

**HMGN 7040 - Human Cytogenetics** (3 credit hours): This course provides the student an overview of the field of cytogenetics. Topics include laboratory diagnostic procedures, mechanisms of chromosomal rearrangement, loss, and duplication, classical and recently described chromosomal abnormalities leading to disease, and molecular cytogenetics including fluorescent in situ hybridization techniques (FISH) and other molecular techniques.

**HMGN 7060 - Molecular Genetics and Genomics** (4 credit hours): This course will take a detailed look at molecular genetics in humans. It will cover the structure and organization of the human genome; DNA replication, DNA mutation and repair; current molecular techniques used in research; the details of gene expression including transcription, RNA processing, translation and how expression is regulated at the various levels; and the molecular basis of human disease.

HMGN 7020 - Intro to Human Genetics (3 credit hours): This class is an overview of basic disciplines and content areas within human genetics. The emphasis is clinical application of this knowledge within selected topic areas in biochemical, molecular, and population genetics as well as cytogenetics.

**HMGN 7030 - Clinical Aspects of Human Genetics** (3 credit hours): This is a class taught by genetic counselors that reviews the clinical aspects of genetic disorders seen in clinic, and provides tools for assessing patients with these conditions. The class is meant to convey to the student the problems of diagnosing and managing genetic disease from the physician's and patient's standpoint. Students are also allowed to attend a limited number of genetics clinics as observers.

**HMGN 7040 - Human Cytogenetics** (3 credit hours): This course covers the structure and organization of the human genome; DNA replication, DNA mutation and repair; current molecular techniques used in research; the details of gene expression including transcription, RNA processing, translation and how expression is regulated at the various levels; and the molecular basis of human disease.

Spring (https://medicine.tulane.edu/masters-medical-genetics-genomics/curriculum/)

**HMGN 7010 - Seminar in Human Genetics** (1 credit hour): This class meets weekly for one hour. Human Genetics faculty, other Tulane faculty and guests from other institutions, as well as graduate students, and medical residents are invited to speak on topics of interest. Topics include basic, applied, and clinical research and reviews to canvass the latest developments in the field of genetics.

**HMGN 7030 - Clinical Aspects of Human Genetics I and II** (3 credit hours): This is a class taught by genetic counselors that reviews the clinical aspects of genetic disorders seen in clinic, and provides tools for assessing patients with these conditions. The class is meant to convey to the student the problems of diagnosing and managing genetic disease from the physician's and patient's standpoint. Students are also allowed to attend a limited number of genetics clinics as observers.

**HMGN 7050 - Medical Biochemistry** (3 credit hours): This course is an overview of genetic metabolic diseases. It concentrates on inborn errors of metabolism and lysosomal storage diseases. The student is presented with the clinical phenotypes, current methods of treatment, diagnostic procedures, and the biochemical defects resulting in the specific clinical presentation of selected metabolic diseases.

**HMGN 7100 - Population Genetics** (3 credit hours): This class will acquaint the student with the various theories and methods used in population genetics and genetic epidemiology. Topics include Hardy-Weinberg theory, Baysian theory, forensics, paternity testing, segregation, linkage and association analyses.

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Total Credit Hours 38
HMGN 7950 - Advanced Topics in Genomics (3 credit hours): This course will focus on familiarizing students with the current, published scientific literature. It will include introductory lectures by faculty on the research methods used in various fields of Genetics. Students will be required to read current literature articles and present the research findings to the class in the form of short seminars.

HMGN 7980 or HMGN 7990 - Special Topics (depends on course): Credit hours for writing a 20 to 30 page literature research thesis-type paper.

**Microbiology and Immunology, MS**

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

Upon graduation, students

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

**Requirements**

Degree Requirements (two tracks available) (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)

**Thesis Track**

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

**Non-thesis track**

- At least 30 credit hours of course work during Fall and Spring semesters.
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.
- Program Curriculum (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)

Students must complete a minimum of 30 credit hours from the courses listed below. Students can take as many credits as desired.

**Required Courses** (https://medicine.tulane.edu/departments/basic-sciences/microbiology-immunology/academic-programs/masters/)

**Fall semester:**

**MIIM-7500 Graduate Medical Microbiology** (4 credits). This course is designed to introduce graduate students to bacterial, fungal and viral pathogens that are the etiological agents of the most significant infectious diseases worldwide. The course will focus on the basic mechanisms of microbial pathogenesis with emphasis on the host-microbe interactions and the most recent advances on therapeutic and prophylactic treatments to combat these diseases. Important historical discoveries along with current scientific strategies to study the molecular basis of virulence will be discussed, and recent high impact publications will be assigned for reading and discussion. Course Director: Dr. Lucy Freytag.

**MIIM-7600 Medical Immunology** (3 credits). This course is designed to provide a basis of terminology relevant to the basic concepts of immunology. It commences with the important components (cell, tissues; antibodies; immunoglobulins) involved in host defense against infectious agents. Introductory lectures serve to describe and differentiate between natural defense (innate) mechanisms and adaptive immunity mediated by functional B and T lymphocytes and their products. Subsequently, cellular interactions, especially the differentiation of helper T cells subsets and the production of relevant cytokines, will be described. This will include the mechanisms of T cell activation and regulation. Finally, clinical immunology will be discussed: autoimmunity and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders. Course Director: Dr. Mairi Noverr.

**MIIM-7550 Microbiology Lab** (3 credits). This course is designed to teach students how to perform basic laboratory tests using simple diagnostic tests for infectious diseases techniques. The bulk of the course consists of hands-on laboratory experience conducting laboratory tests with simulated clinical specimens and analyzing prepared teaching specimens. Procedures for organism isolation and identification and rapid diagnostic kits will be covered. Course Director: Dr. Louise Lawson.

**MIIM-7010 Seminar In Microbiology** (1 credit). The main purpose of the Seminar is to provide students with the opportunity to develop the confidence and skills necessary to make successful scientific presentations, enhance their critical thinking, and engage in thoughtful and productive scientific discussions with their professors and peers. In this course, doctoral graduate students are scheduled to present either a research article or their own work in a 50 min seminar (allowing for 10 min discussion). Masters students are required to attend and participate in the seminars and to write a one-page summary
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) (hzhang@tulane.edu) or Co-Director (Dr. Gilbert Morris, gmorris2@tulane.edu).

Requirements

Year 1 Fall Semester

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

Electives totaling 2 credits

Year 1 Spring Semester
Tulane University

Course ID    Title                  Credits
PATH 6310    Mechanisms of Disease 2  5
PATH 2003    Advances in Pathology Research  1
PATH 6400    Molec & Cellular PATH    4

Electives totaling 5 credits

Year 2 Fall and Spring Semester

Course ID    Title                  Credits
PATH 2003    Advances in Pathology Research  1
BMSP 7990    Independent Study        1-6
PATH 9980    Pathology Master's Research  6

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

Molecular Medicine, MS

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

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

The Molecular Medicine Program is a full-time two semester post-baccalaureate program leading to a Master of Science degree. This program is designed to provide a solid foundation in human diseases and their molecular pathways for students considering applying to medical, dental, and other health-related professional schools. All courses in this program are taught by full-time faculty in the Tulane School of Medicine. The degree requirements of this program include 30 credit hours of coursework with a cumulative GPA ≥ 3.0. Although no thesis is required, students will prepare written assignments and oral presentations as part of the required course work. Recipients of the MS in Molecular Medicine will demonstrate advanced knowledge in the molecular and cellular basis of disease and a basic understanding of biomedical research.

Requirements

Course    Title                  Credit Hours
Year 1
Fall
Mechanisms of Disease I                5
Advanced Cell Biology                  3
Molecular Medicine                     4
Advances in Pathology Research         1
Electives                              2
Credit Hours                           15
Spring
Mechanisms of Disease II               5
Molecular & Cellular Pathobiology      4
Advances in Pathology Research         1
Electives                              5
Credit Hours                           15
Total Credit Hours                     30

Pharmacology, MS

One Year Masters Program

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

Objectives

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

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

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

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

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

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

**Requirements**

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

**Thesis Track:** Students are required to complete the requirements for a Master’s thesis, and successfully complete a minimum of 26 credit hours of course work, plus a total of 4 credit hours of Pharmacology Masters Research (divided between Fall & Spring semesters), for a total of 30 credit hours. The thesis can be based on either laboratory or library research (the topic to be chosen by the student in consultation with the advisor and the thesis committee). Students can also earn up to 32 credit hours for the year by signing up for 2 credit hours in the ePortfolio course each semester. Students on the thesis track should also sign up for Masters Thesis Research (0 credit hours) which will be included on a student’s Transcript as evidence of having written a Thesis.

**Community Service:** A track record of community or public service has become a prerequisite for admission to most US medical schools. Students must complete a minimum of 1 hour of community service per week, or >12 hours per semester. Documentation & reflection on what students learn from community service activities is a component of the Pharmacology ePortfolio course. Students can also elect to perform 24 hours of community service in a semester for 2 credit hours in the ePortfolio course each semester. This can be used to complete 32 total credit hours at the end of the program.

**Curriculum**

**Fall Semester 2019 and Spring Semester 2020**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHR 7210</td>
<td>Pharm Advances</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7250</td>
<td>Medical Pharmacology ¹</td>
<td>6</td>
</tr>
<tr>
<td>GPHR 7530</td>
<td>Molecular &amp; Cellular Pharmacol</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7230</td>
<td>Principles of Pharmacol</td>
<td>3</td>
</tr>
<tr>
<td>GPHR 7190</td>
<td>Pharmacology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Research Electives</td>
<td></td>
<td>0-2</td>
</tr>
<tr>
<td>GPHR 7510</td>
<td>Pharmacological Lab Research</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7505</td>
<td>Master’s Research</td>
<td>2</td>
</tr>
</tbody>
</table>

| Credit Hours | 19-21 |

| Spring |                                            |              |
| GPHR 7220 | Adv In Pharmacology                         | 1            |
| GPHR 7260 | Medical Pharmacology ¹                      | 4            |
| GPHR 7520 | Pharmacology ePortfolio                     | 1-2          |
| GPHR 7200 | Seminar Pharmacology                       | 1            |
| GPHR 7240 | Principles of Pharmacol                     | 2            |

| Thesis or Non-Thesis Track |                                      | 4-8          |

| Credit Hours | 13-18 |

| Total Credit Hours | 32-39 |

1 Requires concurrent registration for Principles of Pharmacol, 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>Spring Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanm</td>
<td>2</td>
</tr>
<tr>
<td>GPHR 7060</td>
<td>Endocrine Pharmacology</td>
<td>2</td>
</tr>
</tbody>
</table>

**Thesis Track**

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Electives</td>
<td></td>
<td></td>
</tr>
<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 Mechanm</td>
<td></td>
</tr>
</tbody>
</table>

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

**Course ID**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHR 7040</td>
<td>Neuropharmacology</td>
</tr>
<tr>
<td>GPHR 7160</td>
<td>Env Signaling</td>
</tr>
<tr>
<td>GPHR 7050</td>
<td>Cellular Control Mechanm</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.

In addition, our program incorporates opportunities for research, interaction with faculty across multiple disciplines, MCAT prep and physician shadowing.

We feel our program has been instrumental in helping students become more competitive for admission to medical school or other professional programs. On average, 84% of our graduates from our first three years (2015-2017) have received acceptance letters to medical or equivalent schools. Students that graduated in May 2018 receive responses to their applications in late Summer or early Fall of 2019. As of mid-August 2019, 40% of our 2018 graduates have already been accepted. Congratulations to all our graduates; we wish them great success in their future careers!

- Application Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information/)
- Apply Now (https://applygrad.tulane.edu/apply/)
- Course Descriptions (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/course-descriptions/)
- Curriculum (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/crurriculum/)
- General Student Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/general-student-information/)
- Honors & Awards (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards/)

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPSO 7175</td>
<td>Med Terminology</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 6010</td>
<td>Medical Physiology</td>
<td>6</td>
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<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>
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</tbody>
</table>

Select 1-2 Fall Electives  6-10 Credit Hours  18-22

Spring

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

Total Credit Hours  28-32

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>
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<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>
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<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>
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<tbody>
<tr>
<td>GPSO 6250</td>
<td>Membrane Physiology</td>
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</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

Graduate

- Medicine, MD (p. 76)

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 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 containing 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 structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

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

Pre-clinical MD curriculum in the School of Medicine is available only to those students who have been accepted into Tulane's MD program.

Clinical MD electives in the School of Medicine may be available to visiting students from United States medical schools who apply and are accepted for individual electives through AAMC's VSAS/VSLO platform. *Tulane School of Medicine does not offer electives to visiting students from international schools of medicine.*

Current MD students in the School of Medicine should log into eMedley's eCurriculum for additional registration details, and for more details about courses and rotations, such as objectives, syllabi, permission to add, etc.

**Requirements**

**Degree requirements**

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will receive information through email listservs and dean's hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean’s hours about how and when to find information about their third-year clerkships through eMedley’s eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean’s hours about how to use eMedley’s eCurriculum’s registration and scheduling resources.

### Course Title Credit Hours

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>GANT 1008</td>
<td>Gross Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>BIOC 1010</td>
<td>Biochemistry</td>
<td>7</td>
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<tr>
<td>GENE 1007</td>
<td>Genetics</td>
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<tr>
<td>HSTO 1001</td>
<td>Histology</td>
<td>5</td>
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<tr>
<td>PSYI 1002</td>
<td>Physiology</td>
<td>5</td>
</tr>
<tr>
<td>FIM1 1005</td>
<td>Foundations Med I</td>
<td>5</td>
</tr>
<tr>
<td>One pre-clinical elective in first or second year</td>
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<table>
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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td>BRBH 2006</td>
<td>Brain, Mind and Behavior</td>
<td>6</td>
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<tr>
<td>CLDG 2004</td>
<td>Clinical Diagnosis</td>
<td>3</td>
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<tr>
<td>FIM2 2005</td>
<td>Foundations Med II</td>
<td>2</td>
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<tr>
<td>IMMU 2001</td>
<td>Immunology</td>
<td>1</td>
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<tr>
<td>MICR 2000</td>
<td>Intro to Infectious Diseases</td>
<td>4</td>
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<tr>
<td>PATH 2002</td>
<td>Mechanms of Disease</td>
<td>14</td>
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<tr>
<td>PHAR 2003</td>
<td>Pharmacology</td>
<td>5</td>
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<table>
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<tr>
<th>Year 3</th>
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<tbody>
<tr>
<td>FAMY 3000</td>
<td>Family Medicine</td>
<td>6</td>
</tr>
<tr>
<td>SURG 3000</td>
<td>Surgery</td>
<td>8</td>
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<tr>
<td>PEDS 3000</td>
<td>Pediatrics</td>
<td>8</td>
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<tr>
<td>PYCH 3000</td>
<td>Psychiatry</td>
<td>4</td>
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<tr>
<td>NEUR 3000</td>
<td>Neurology</td>
<td>4</td>
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<tr>
<td>OBGY 3000</td>
<td>Obstetrics &amp; Gynecology</td>
<td>8</td>
</tr>
<tr>
<td>MED 3000</td>
<td>Medicine</td>
<td>8</td>
</tr>
</tbody>
</table>

| Total Credit Hours | 156 |

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

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

3. Students in Tulane’s MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 34 weeks’ worth of electives.

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

5. Students in Class of 2021 are limited to a maximum of 1 online elective in their T3 year, and are limited to a maximum of 4 online electives in their T4 year. This limit should assist students with the busy interview season, but will also help students focus primarily on face-to-face, clinical elective opportunities. Students graduating after 2021 are advised that the Curriculum Committee may further reduce the maximum number of online electives that T4s may complete.
COURSE DESCRIPTIONS

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

A

- Accounting (ACCN) (https://catalog.tulane.edu/courses/accn/)
- Admiralty Law (ADMR) (https://catalog.tulane.edu/courses/admr/)
- Africana Studies (AFRS) (https://catalog.tulane.edu/courses/afrs/)
- Aging Studies (AGST) (p. 81)
- Anatomy - Graduate (ANAT) (p. 82)
- Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth/)
- Anthropology (PAAN) (https://catalog.tulane.edu/courses/paan/)
- Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc/)
- Architecture (ARCH) (https://catalog.tulane.edu/courses/arch/)
- Architecture (PAAR) (https://catalog.tulane.edu/courses/paar/)
- Architecture - Design (DESG) (https://catalog.tulane.edu/courses/desg/)
- Architecture - Preservation Studies (PRST) (https://catalog.tulane.edu/courses/prst/)
- Art History (ARHS) (https://catalog.tulane.edu/courses/arhs/)
- Art History (PAAH) (https://catalog.tulane.edu/courses/paaah/)
- 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/ast/)
- Biochemistry & Molecular Biol (GBCH) (p. 83)
- Bioethics and Medical Humanities (BEMH) (https://catalog.tulane.edu/courses/bemh/)
- 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. 83)
- Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios/)
- Business & Leadership Studies (BSLS) (https://catalog.tulane.edu/courses/bsls/)
- Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn/)
- Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm/)
- Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma/)
- Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv/)
- Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/cell/)
- 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/)
- Classics (CLAS) (https://catalog.tulane.edu/courses/clas/)
- Clinical Research (MSCR) (p. 84)
- Colloquia (COLQ) (https://catalog.tulane.edu/courses/colq/)
- Communication (COMM) (https://catalog.tulane.edu/courses/comm/)
- Computational Science (COSC) (https://catalog.tulane.edu/courses/cosc/)
- Computer Science (CMPS) (https://catalog.tulane.edu/courses/cmps/)
- Cybersecurity Management (CSMT) (https://catalog.tulane.edu/courses/csmt/)

B

- 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 Practices (DMPC) (https://catalog.tulane.edu/courses/dm/)
- Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls/)

C

- Earth & Environmental Sciences (EENS) (https://catalog.tulane.edu/courses/eens/)
- Ecology & Evolutionary Biology (EBIO) (https://catalog.tulane.edu/courses/ebio/)
- Economics (ECON) (https://catalog.tulane.edu/courses/econ/)
- Education (EDUC) (https://catalog.tulane.edu/courses/educ/)
- Education - Liberal Arts (EDLA) (https://catalog.tulane.edu/courses/edla/)
- Emergency Management (EMMT) (https://catalog.tulane.edu/courses/emmt/)
- Energy (ENRG) (https://catalog.tulane.edu/courses/eng/)
- Engineering Physics (ENGP) (https://catalog.tulane.edu/courses/engp/)
- English (ENGL) (https://catalog.tulane.edu/courses/engl/)
- English (ENLS) (https://catalog.tulane.edu/courses/ens/)
- English (PAEN) (https://catalog.tulane.edu/courses/paen/)
- English for Academic/Professional Purposes (EAPP) (https://catalog.tulane.edu/courses/eapp/)
- Environmental Health Sciences (ENHS) (https://catalog.tulane.edu/courses/ehs/)
- Environmental Studies (EVST) (https://catalog.tulane.edu/courses/evst/)
- Epidemiology (EPID) (https://catalog.tulane.edu/courses/epid/)
- Executive MBA (EMBA) (https://catalog.tulane.edu/courses/emb/)

D

- Executive MBA (EMBA) (https://catalog.tulane.edu/courses/emb/)

E
F
- Film Studies (FMST) (https://catalog.tulane.edu/courses/fmst/)
- Finance (EFIN) (https://catalog.tulane.edu/courses/efin/)
- Finance (FINE) (https://catalog.tulane.edu/courses/fine/)
- Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar/)
- Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln/)
- French (FREN) (https://catalog.tulane.edu/courses/fren/)

G
- Gender & Sexuality Studies (GESS) (https://catalog.tulane.edu/courses/gess/)
- General Legal Studies (GLSP) (https://catalog.tulane.edu/courses/glsp/)
- German (GERM) (https://catalog.tulane.edu/courses/germ/)
- Global Business (GMBA) (https://catalog.tulane.edu/courses/gmba/)
- Global Community Health & Behavioral Sciences (GCHB) (https://catalog.tulane.edu/courses/gchb/)
- Global Development (GDEV) (https://catalog.tulane.edu/courses/gdev/)
- Global Finance (GFIN) (https://catalog.tulane.edu/courses/gfin/)
- Greek (GREK) (https://catalog.tulane.edu/courses/grek/)

H
- Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr/)
- Health Policy & Management (HPAM) (https://catalog.tulane.edu/courses/hpam/)
- Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw/)
- History (HIST) (https://catalog.tulane.edu/courses/hist/)
- History (PAHS) (https://catalog.tulane.edu/courses/pahs/)
- History - Africa (HISB) (https://catalog.tulane.edu/courses/hisb/)
- History - Ancient & Medieval Europe (HISA) (https://catalog.tulane.edu/courses/hisa/)
- History - Asia (HISC) (https://catalog.tulane.edu/courses/hisc/)
- History - Latin America & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl/)
- History - Middle East & North Africa (HISM) (https://catalog.tulane.edu/courses/hism/)
- History - Modern Europe (HISE) (https://catalog.tulane.edu/courses/hise/)
- History - United States (HISU) (https://catalog.tulane.edu/courses/hisu/)
- Homeland Security (HMLS) (https://catalog.tulane.edu/courses/hmls/)
- Human Genetics (HMGN) (p. 84)
- Humanities (PAHM) (https://catalog.tulane.edu/courses/pahm/)
- Humanities - Interdisciplinary (HUMA) (https://catalog.tulane.edu/courses/huma/)

I
- Immunology (IMMU) (p. 84)
- Individual Study (ISTU) (https://catalog.tulane.edu/courses/istu/)
- Information Systems (INFO) (https://catalog.tulane.edu/courses/info/)
- Information Technology (CPST) (https://catalog.tulane.edu/courses/cpst/)
- Interdisciplinary Newcomb-Tulane College (INTU) (https://catalog.tulane.edu/courses/intu/)
- Interdisciplinary Studies (INTD) (https://catalog.tulane.edu/courses/intd/)
- International Business (INBS) (https://catalog.tulane.edu/courses/inbs/)
- International Development (IDEV) (https://catalog.tulane.edu/courses/idev/)
- International Development (INDV) (https://catalog.tulane.edu/courses/indv/)
- International Studies & Business (ISIB) (https://catalog.tulane.edu/courses/isib/)
- Internship (INTR) (https://catalog.tulane.edu/courses/intr/)
- Italian (ITAL) (https://catalog.tulane.edu/courses/ital/)

J
- Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj/)
- Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst/)

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

L
- Labor & Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl/)
- Latin (LATN) (https://catalog.tulane.edu/courses/latn/)
- Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last/)
- Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin/)
- Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law/)
- Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini/)
- Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls/)
- Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws/)
- Law Summer Program in England (LENG) (https://catalog.tulane.edu/courses/lenz/)
- Law Summer Program in France (LFRN) (https://catalog.tulane.edu/courses/lfrn/)
- Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger/)
- Law Summer Program in Greece (LGRC) (https://catalog.tulane.edu/courses/lgrc/)
• Law Summer Program in Italy (LITL) (https://catalog.tulane.edu/courses/litl/)
• Law Undergraduate Courses (LAWU) (https://catalog.tulane.edu/courses/lawu/)
• Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law/)
• Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law/)
• Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law/)
• Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst/)
• Less Commonly Taught Languages (LCTL) (https://catalog.tulane.edu/courses/lctl/)
• Linguistics (LING) (https://catalog.tulane.edu/courses/ling/)

M
• Management (MGMT) (https://catalog.tulane.edu/courses/mgmt/)
• Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom/)
• Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc/)
• Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers/)
• Marketing (BSMK) (https://catalog.tulane.edu/courses/bsmk/)
• Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg/)
• Master of Liberal Arts Courses (MLAR) (https://catalog.tulane.edu/courses/mlar/)
• Materials Physics & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen/)
• Math offered through SoPA (PAMT) (https://catalog.tulane.edu/courses/pamt/)
• Mathematics (MATH) (https://catalog.tulane.edu/courses/math/)
• MD - Anesthesiology (ANES) (p. 84)
• MD - Biochemistry (BIOC) (p. 85)
• MD - Brain & Behavior (BRBH) (p. 85)
• MD - Clinical Diagnosis (CLDG) (p. 85)
• MD - Dermatology (DERM) (p. 85)
• MD - Emergency Medicine (EMER) (p. 86)
• MD - Family Medicine (FAMY) (p. 86)
• MD - Foundations Medicine I (FIM1) (p. 89)
• MD - Foundations Medicine II (FIM2) (p. 89)
• MD - General Medicine (GENM) (p. 90)
• MD - Genetics (GENE) (p. 90)
• MD - Gross Anatomy (GANT) (p. 90)
• MD - Histology (HSTO) (p. 91)
• MD - Mechanism of Disease (PATH) (p. 91)
• MD - Medicine (MED) (p. 94)
• MD - Microbiology (MICR) (p. 101)
• MD - Neurology (NEUR) (p. 101)
• MD - Neuroscience (NESO) (p. 102)
• MD - Neurosurgery (NRSR) (p. 102)
• MD - Obstetrics & Gynecology (OBGY) (p. 102)

P
• Pharmacology - Graduate (GPHR) (p. 115)
• Philosophy (PHIL) (https://catalog.tulane.edu/courses/phil/)
• Physics (PHYS) (https://catalog.tulane.edu/courses/phys/)
• Physiology - Graduate (GPSO) (p. 115)
• Political Economy (PECN) (https://catalog.tulane.edu/courses/pecn/)
• Political Science - American (POLA) (https://catalog.tulane.edu/courses/pola/)
• Political Science - Comparative (POLC) (https://catalog.tulane.edu/courses/polc/)
• Political Science - General (POLS) (https://catalog.tulane.edu/courses/pols/)
• Political Science - International (POLI) (https://catalog.tulane.edu/courses/poli/)
• Political Science - International Development (PSDV) (https://catalog.tulane.edu/courses/psdv/)
• Political Science - Political Theory (POLT) (https://catalog.tulane.edu/courses/polt/)
• Portuguese (PORT) (https://catalog.tulane.edu/courses/port/)
• Professional MBA (PMBA) (https://catalog.tulane.edu/courses/pmba/)
• Psychology (PSYC) (https://catalog.tulane.edu/courses/psyc/)
• Public Administration (MPAD) (https://catalog.tulane.edu/courses/mpad/)
• Public Health Special Courses (SPHL) (https://catalog.tulane.edu/courses/sphl/)
• Public Health Undergraduate (SPHU) (https://catalog.tulane.edu/courses/sphu/)
• Public Relations (PRPA) (https://catalog.tulane.edu/courses/prpa/)
• Public Relations - Digital Media & Marketing Communication (PRDM) (https://catalog.tulane.edu/courses/prdm/)
• Public Service (SRVC) (https://catalog.tulane.edu/courses/srvc/)

R
• Religious Studies (PARL) (https://catalog.tulane.edu/courses/parl/)
• Religious Studies (RLST) (https://catalog.tulane.edu/courses/rlst/)
• River-Coastal Science & Engineering (RCSE) (https://catalog.tulane.edu/courses/rcse/)
• ROTC - Aerospace Studies (AERO) (https://catalog.tulane.edu/courses/aero/)
• ROTC - Military Science (MILS) (https://catalog.tulane.edu/courses/mils/)
• ROTC - Naval Science (NAVS) (https://catalog.tulane.edu/courses/navs/)
• Russian (RUSS) (https://catalog.tulane.edu/courses/russ/)

S
• School Liberal Arts Management (SLAM) (https://catalog.tulane.edu/courses/slam/)
• School of Professional Advancement (SOPA) (https://catalog.tulane.edu/courses/sopa/)
• Science & Engineering (SCEN) (https://catalog.tulane.edu/courses/scen/)
• Science (PASC) (https://catalog.tulane.edu/courses/pasc/)
• Social Innovation/Entrepreneur (SISE) (https://catalog.tulane.edu/courses/sise/)
• Social Sciences (PASS) (https://catalog.tulane.edu/courses/pass/)
• Social Work (PASW) (https://catalog.tulane.edu/courses/pasw/)
• Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk/)
• Sociology (PASO) (https://catalog.tulane.edu/courses/paso/)
• Sociology (SOCI) (https://catalog.tulane.edu/courses/soci/)
• Spanish (SPAN) (https://catalog.tulane.edu/courses/span/)
• Special Projects (RELS) (https://catalog.tulane.edu/courses/rels/)
• Speech (SPEC) (https://catalog.tulane.edu/courses/spec/)
• Sustainable Real Estate Development (SRED) (https://catalog.tulane.edu/courses/sred/)
• Swahili (SWHL) (https://catalog.tulane.edu/courses/swhl/)

T
• Taxation (TAXN) (https://catalog.tulane.edu/courses/taxn/)
• Taylor Your Life (TYLR) (https://catalog.tulane.edu/courses/tylr/)
• Teach English Second Language (TESL) (https://catalog.tulane.edu/courses/tesl/)
• Theatre (PATR) (https://catalog.tulane.edu/courses/patr/)
• Theatre (THEA) (https://catalog.tulane.edu/courses/thea/)
• Tides - Business (TIDB) (https://catalog.tulane.edu/courses/tidb/)
• Tides - Residential Learning Communities (TIDR) (https://catalog.tulane.edu/courses/tidr/)
• Tides - TU Interdisciplinary Experience (TIDE) (https://catalog.tulane.edu/courses/tide/)
• Tropical Medicine (TRMD) (https://catalog.tulane.edu/courses/trmd/)

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

W
• Wellness & Human Performance (WLHP) (https://catalog.tulane.edu/courses/wlhp/)

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

Aging Studies (AGST)

AGST 6200 Advanced Research Methods and Design (3)
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

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

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

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

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

AGST 7100 Seminar in Aging (1)
This team-taught course is a treatment of advanced topics and methods in aging research for graduate students.
AGST 7120  Independent Study/Research  (0-6)  
Independent Study/Research.

AGST 7140  Dissertation Research  (0-9)  
Dissertation Research.

AGST 7160  Internship  (1-6)  
Internship.

AGST 7200  Advanced Research Methods and Design  (3)  
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

AGST 9990  Dissertation Research  (0)  
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Anatomy - Graduate (ANAT)

ANAT 6010  Histology  (5)
ANAT 6090  Gross Anatomy/Embryology  (11)
ANAT 7055  Graduate Histology  (5)
ANAT 7065  Graduate Anatomy  (11)
ANAT 7090  Select Topics In Anatomy  (0-4)
ANAT 7120  Anatomy Research Sem I  (1)
ANAT 7130  Anatomy Research Sem II  (2)
ANAT 7240  Advances in Anatomical Sci I  (1)
ANAT 7250  Advances in Anatomical Sci II  (1)
ANAT 7350  Anatomical Techniques  (3)
ANAT 7360  Leadership in Healthcare  (3)

To confront the challenges facing modern health care, experts and organizations are calling for an increase in leadership capabilities. The Association of American Medical Colleges (AAMC) calls for a “focus on organizational leadership in a new era of health care.’ The mission statement or the Tulane University School of Medicine states “…to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders. To meet this need, this course, Leadership In Health Care, will engage with leadership topics to intentionally train students in the qualities consistently demonstrated by leaders when performing at their personal best with a focus on topics particularly crucial to healthcare.

ANAT 7410  Grad Intro Functional Anatomy  (1)
ANAT 7420  Anatomy Seminar  (3)
ANAT 7510  Teaching Micro Anatomy 1  (1)
ANAT 7520  Teaching Microscopic Anat 2  (2)
ANAT 7560  Signal Transduction/Hormone Ac  (2)
ANAT 7575  Graduate Neuroscience  (6)
ANAT 7600  Anatomy Research  (1-9)
ANAT 7610  Teaching Techniques in Hlth Sc  (2)
ANAT 7620  Interactive Teaching Technique  (2)
ANAT 7630  Clinical Grand Rounds Surgery  (1)
ANAT 7640  Clinical Grand Rounds Medicine  (1)
ANAT 7750  Teaching Gross & Deve Anatomy  (3)
ANAT 7760  Teaching Neuroanatomy  (1)
ANAT 7790  Adv Surgery based Anat Dissect  (5)
ANAT 7810  Research Design & Methods 1  (3)
ANAT 7820  Research Design & Methods 2  (3)
ANAT 7830  Research Project Presentation  (5)
ANAT 7840  Research Thesis  (6)
ANAT 9980  Master's Research  (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANAT 9990  Dissertation Research  (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
*Biochemistry & Molecular Biol (GBCH)*

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>GBCH 4060</td>
<td>Topics in Pediatric Research</td>
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<tr>
<td>GBCH 6010</td>
<td>Graduate Biochemistry</td>
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<tr>
<td>GBCH 6020</td>
<td>Biochem &amp; Molec Bio Seminar</td>
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<tr>
<td>GBCH 6110</td>
<td>Basic Medical Biochemistry</td>
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<td>GBCH 7110</td>
<td>Selected Topics</td>
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<tr>
<td>GBCH 7120</td>
<td>Special Problems</td>
<td>(1-6)</td>
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<tr>
<td>GBCH 7130</td>
<td>Selected Topics</td>
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<td>Selected Topics</td>
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<td>GBCH 7150</td>
<td>Tutorial Topics</td>
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<tr>
<td>GBCH 7160</td>
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<tr>
<td>GBCH 7170</td>
<td>Principles of Genetics</td>
<td>(4)</td>
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<td>GBCH 7180</td>
<td>Chromosome Instabil in Cancer</td>
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<tr>
<td>GBCH 7190</td>
<td>Seminar Presentation</td>
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<tr>
<td>GBCH 7220</td>
<td>Structure/Function Biomo</td>
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<tr>
<td>GBCH 7230</td>
<td>Intro to Bioinformatics</td>
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Prerequisite(s): GBCH 6010.

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<tr>
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<tr>
<td>GBCH 7520</td>
<td>Metabol Biochem Human Disease</td>
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<td>GBCH 7540</td>
<td>Med Biochem Grand Rnds Extern</td>
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<td>Med Biochem Grand Rounds Extern</td>
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<tr>
<td>GBCH 7560</td>
<td>Academic Writing &amp; Critique</td>
<td>(2)</td>
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<tr>
<td>GBCH 7570</td>
<td>Signal Transduction/Hormone Ac</td>
<td>(2)</td>
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<tr>
<td>GBCH 7580</td>
<td>Methods in Biochemistry</td>
<td>(2)</td>
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<tr>
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<td>Cases Research Ethics</td>
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<td>GBCH 9980</td>
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Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

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<tr>
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Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

*Biomedical Sciences (BMSP)*

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BMSP 6050</td>
<td>Advanced Cell Biology - MS</td>
<td>(3)</td>
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This course introduces all major aspects of cellular structure and function. It specifically covers cytoplasmic membranes, protein trafficking, cellular signaling and cell proliferating mechanisms.

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<tr>
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<th>Credit Hours</th>
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<tr>
<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
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<tr>
<td>BMSP 6800</td>
<td>Technology Commercialization</td>
<td>(3)</td>
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<tr>
<td>BMSP 7100</td>
<td>Biomed Sciences Workshop</td>
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<td>BMSP 7110</td>
<td>Workshop</td>
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<tr>
<td>BMSP 7120</td>
<td>Research Methods</td>
<td>(2-4)</td>
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<tr>
<td>BMSP 7130</td>
<td>Research Methods</td>
<td>(2-4)</td>
</tr>
<tr>
<td>BMSP 7140</td>
<td>Biomedical Sci Seminar</td>
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<tr>
<td>BMSP 7150</td>
<td>Seminar</td>
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<td>BMSP 7500</td>
<td>Special Topics</td>
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<tr>
<td>BMSP 7770</td>
<td>Systems Biology</td>
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<tr>
<td>BMSP 7990</td>
<td>Independent Study</td>
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<tr>
<td>BMSP 9980</td>
<td>Masters Research</td>
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Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

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<tbody>
<tr>
<td>BMSP 9990</td>
<td>Dissertation Research</td>
<td>(0)</td>
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</tbody>
</table>

Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

**GBCH 7500  Human Medical Cellular Biochem (5)**  
The objectives and content of the Human Medical Cellular Biochemistry course are designed to provide students with a comprehensive understanding of cellular structure and function, and the manner by which cellular processes are normally integrated and regulated. This course stresses both the normal cellular function, and why disease states occur if normal cellular processes are disrupted.

**GBCH 7520  Metabol Biochem Human Disease (5)**  
**GBCH 7540  Med Biochem Grand Rnds Extern (3)**
**GBCH 7550  Med Biochem Grand Rounds Extern (3)**
**GBCH 7560  Academic Writing & Critique (2)**
**GBCH 7570  Signal Transduction/Hormone Ac (2)**
**GBCH 7580  Methods in Biochemistry (2)**
**GBCH 7590  Cases Research Ethics (2)**
**GBCH 9980  Master's Research (0)**

Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

**GBCH 9990  Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

**Biomedical Sciences (BMSP)**

**BMSP 6050  Advanced Cell Biology - MS (3)**
This course introduces all major aspects of cellular structure and function. It specifically covers cytoplasmic membranes, protein trafficking, cellular signaling and cell proliferating mechanisms.

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

Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99

**BMSP 9990  Dissertation Research (0)**

Course may be repeated up to unlimited credit hours.  
Maximum Hours: 99
Clinical Research (MSCR)

MSCR 6420 Responsible Conduct of Resch (1)
MSCR 6430 Topics in Clinical Research (3)
MSCR 6440 Protocol Design and Writing (1-3)
MSCR 6450 Therapeutics Seminar (4)
MSCR 7070 Molecular Medicine (4)
MSCR 7080 Cultural Competence Research (3)
MSCR 7090 Grant Writing (3)
MSCR 7150 Journal Club (1)
MSCR 7300 Clerkship (0.5-5.75)
MSCR 7400 Surgical Education Conference (1)
MSCR 7410 Surgical Research Consortium (0.5)
MSCR 7420 Clinical Mentorships (2)
MSCR 7430 Residency Didactics (0.5-0.75)
MSCR 7440 Independent Study (0-3)
MSCR 7450 Practical Skills (3)
MSCR 7880 Writing Intensive: MSCR 7400 (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
MSCR 9980 Mentored Research Component (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Human Genetics (HMGN)

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

Maximum Hours: 99

Immunology (IMMU)

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

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

IMMU 2000 Immunology Summer Course (1)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MD - Anesthesiology (ANES)

ANES 4020 Basics of Anesthesiology (2)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
ANES 4021 Advanced Anesthesiology (2)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesia subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesia cases and the preoperative evaluation process.

ANES 4040 Anesthesiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
ANES 5000 Introduction To Anesthesiology (1)
This elective introduces medical students to the Anesthesiology specialty. The course includes differing combinations of classroom problem-based case discussions, group lectures with other students or residents, and visits to the simulation center and operating rooms. Operating rooms and the simulation center are where students are provided with hands-on experience with endotracheal intubation and the placement of intravenous lines. Supervision is by residents and/or attendings. Discussion topics might include airway management, general vs. regional anesthetic techniques, preoperative & postoperative assessment, intraoperative monitoring, pharmacology, cardiovascular and pulmonary physiology, and co-existing disease, as well as anesthetic complications such as awareness during general anesthesia, malignant hyperthermia, regional anesthetic mishaps, and failed intubation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
ANES 5500 Clinical Preceptorship - Anes (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Biochemistry (BIOC)

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

BIOC 1111 Biochemistry Summer Course (5)

MD - Brain & Behavior (BRBH)

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

Maximum Hours: 99

MD - Clinical Diagnosis (CLDG)

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

MD - Dermatology (DERM)

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

Maximum Hours: 99

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

Maximum Hours: 99

DERM 4040 Dermatology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99
MD - Emergency Medicine (EMER)

EMER 4000 Emergency Medicine (4)
Emergency Medicine in New Orleans is a fascinating and challenging blend of fast-paced patient care, hands-on learning, multidisciplinary team interactions, and a strong focus on the social determinants of health. In Advanced Emergency Medicine, students will obtain insight into and experience with the principles and practice of emergency medicine and trauma care; gain knowledge and skills in the evaluation and treatment of the acutely ill undifferentiated patient; be exposed to a variety of procedural experiences; and explore the variety of subspecialties and career options in Emergency Medicine. The 4-wk EMER4000 elective is open ONLY to students who intend to match in EMER. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EMER 4020 Emergency Medicine (2)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient — that is, figuring out who is truly “sick” or “not sick” — is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Family Medicine (FAMY)

FAMY 3000 Family Medicine (6)
The family medicine clerkship is a six-week required course for third-year medical students. Clerkship students are paired with a community family medicine physician “preceptor.” Preceptors are board-eligible family medicine physicians who volunteer their time to mentor Tulane medical students during the clerkship. Students work one-on-one with their preceptor to learn the essentials of family medicine through direct patient care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 3006 Family Medicine (6)

FAMY 3500 FAMY Acting Internship (4)
Hands-on, ward-based inpatient experience on a Family MEDICINE hospital service in an approved academic program under the supervision of Tulane Clinical faculty. The experience is equivalent to that of a FAMILY MEDICINE intern, but with fewer patients. Patients are of all ages and both genders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4020 Family Medicine (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
FAMY 4021 Hospice (2)  
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN’s and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4022 Spanish Clinical Elective (2)  
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4040 Family Medicine (4)  
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4041 Hospice (4)  
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN’s and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4042 Spanish Clinical Elective (4)  
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4043 Medical Ethics in Geriatrics (4)  
FAMY 4121 Community Medicine (2)  
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4140 Community Medicine (4)  
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99

FAMY 4520 Rural Montana Medicine (2)  
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.  
**Maximum Hours:** 99
FAMY 4540 Rural Montana Medicine (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

FAMY 5001 Autonomy in the Clinical Rel. (1)
Autonomy is a cornerstone value of medical ethics. Even so, there is widespread disagreement regarding the nature of autonomy, what it means to respect the autonomy of others, and autonomy’s proper role – as well as its limits – in medicine. This course provides students an opportunity to explore these issues and how they affect the students’ professional lives. It begins with a treatment of the various theories of autonomy. It then moves on to such questions as: Does respecting patient autonomy require providing patients with whatever treatment they wish? How do we respect the autonomy of patients who can no longer make autonomous decisions of their own? Does physician autonomy justify withholding medically indicated interventions to which the physician has moral objections? Students will have the opportunity to wrestle with these and other questions in an open, supportive, discussion-based setting. Doing so will provide students with an understanding of important issues in professionalism and patient care which will be valuable for their Step 2 exams.

Maximum Hours: 99

FAMY 5002 Bioethics and Film (1)

FAMY 5003 Clinical Research Ethics (1)

FAMY 5004 Stories in Order to Live (1)

FAMY 5051 Health Care Policy and Reform (1)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients’ behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

FAMY 5200 Art of Observation (1)

FAMY 5500 Clinical Preceptorship - Fam M (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5551 Health and Human Rights (1)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
FAMY 5555 Family Medicine Elective (1)
This is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation and history taking (T1’s) and history and physical taking (T2’s), and a final clinical evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Foundations Medicine I (FIM1)

FIM1 1005 Foundations Med I (5)
Foundations in Medicine I serves as the clinical counterpart to the basic science courses. While the medical knowledge you’ll acquire via your basic science coursework is the traditional cornerstone of medical education, it’s the tip of the iceberg when it comes to what it takes to be a competent physician. In recent years, the organization that accredits medical schools has developed a list of competencies in which medical schools should ensure students are proficient prior to graduation. Tulane has adapted these competencies into our own set of objectives encompassing, in addition to knowledge, the domains of patient care, practice-based learning and improvement, interpersonal communication, professionalism, systems-based practice, interprofessional collaboration, and community health and engagement. Foundations in Medicine is tasked with ensuring you are introduced to each of these domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM1 5003 Service Learning Leadership (1)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

FIM1 5004 Summer Preceptorship (1)
FIM1 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM1 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom’s taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

MD - Foundations Medicine II (FIM2)

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

FIM2 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.
FIM2 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom’s taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

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

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

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

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

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

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

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

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

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

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

GANT 5011 Spirituality in Medicine (1)
Interested in learning more about the different religions and cultures of New Orleans and their views on medicine, death and disease? Want to know how this can help you provide better health services to your patients? This elective will develop your understanding of a wide variety of religions and cultural views on health care, including such faith practices as Islam, Voodoo, Buddhism, and local Vietnamese culture. Through this elective, you will become a more sensitive and compassionate physician to those of differing faith practices and cultural traditions.

GANT 5012 Leadership in Healthcare I (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health…” The mission statement of the Tulane University School of Medicine states “…to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders.” To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.
GANT 5013 Leadership in Healthcare II (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health...” The mission statement of the Tulane University School of Medicine states “...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders.” To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5014 Theory and Basic Concepts (1)

GANT 5500 Advanced Gross Anatomy (1)
Individual projects of dissection by advanced medical and graduate students. Enrollment may be limited by the availability of cadavers. No final examination.

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

MD - Histology (HSTO)

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

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

MD - Mechanism of Disease (PATH)

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

PATH 2002 Mechanics of Disease (14)
The Mechanics of Disease course is designed to help students develop an understanding of the causes and mechanisms of disease and the associated structure and function. Students are expected to develop the skills of observation, interpretation, and integration needed to analyze human disease. Specifically, when provided with the clinical history, the anatomic lesions, and the laboratory data of a patient, students are expected to determine the most likely diagnosis and explain the pathogenesis of the disease. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2003 Advances in Pathology Research (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2004 Mechanisms of Disease - MS (5)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4000 Pathology (4)
The Pathology elective introduces the medical student to the field of pathology. The elective runs for four weeks with a choice of 2 weeks each in Surgical pathology, Cytopathology, Dermatopathology or Hematopathology. The student will participate in the pathology rotation at TMC and will experience the spectrum of responsibilities of a pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend tumor boards. This elective runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4040 Pathology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4210 Cytopathology (2)
In this elective, students will learn the value of the clinical application of cytopathology to include: diagnosis, differential diagnosis, ancillary tests and therapy. Students will learn to understand the clinical significance of morphologic changes in healthy and diseased cells from cytopathologic 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 cytopathology sign-out. Student will work closely with the cytology fellow, resident and staff cytopathologist. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
PATH 4220 Dermatopathology (2)
The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PATH 5540 Pathology Research Elective (2,4)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 6200 Autopsy Pathology (3)
This course provides a foundation in autopsy pathology and includes instruction in medical and forensic autopsy pathology, as well as perinatal and pediatric autopsy pathology. This course is designed to prepare pathologists’ assistant students for their autopsy practicum.

PATH 6210 Surgical Pathology Techniques (4)
This is the first of three sequential courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques Laboratory course.
PATH 6211 Surgical Pathology Lab (2)
This is the first of three sequential courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6210.

Corequisite(s): PATH 6210.

PATH 6220 Adv Surgical Path Tech I (4)
This is the second of three sequential courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course. Corequisite(s): PATH 6221.

Corequisite(s): PATH 6221.

PATH 6221 Adv Surgical Path Lab I (2)
This is the second of three sequential laboratory courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6220.

Corequisite(s): PATH 6220.

PATH 6230 Adv Surgical Path Tech II (4)
This is the third of three sequential courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course. Corequisite(s): PATH 6231.

Corequisite(s): PATH 6231.

PATH 6231 Adv Surgical Path Lab II (2)
This is the third of three sequential courses designed for Pathologists’ Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists’ Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course. Corequisite(s): PATH 6230.

Corequisite(s): PATH 6230.

PATH 6240 Pathologist’s Assistant Seminar (1)
This course is designed to provide pathologists’ assistant students with a foundation in working within an interprofessional healthcare team. This course focuses on medical ethics, interdisciplinary communication, and practices of professional conduct through team activities and group discussions.

PATH 6270 Surgical Pathology Practicum (1)
This is a practical course in surgical pathology that prepares students for their clinical rotations in surgical pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists’ assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists’ Assistant. Emphasis will be placed on developing the student’s skills of gross tissue description, dissection, and frozen section preparation.

PATH 6280 Autopsy Pathology Practicum (1)
This is a practical course in autopsy pathology that prepares students for their clinical rotations in autopsy pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists’ assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists’ Assistant. Emphasis will be placed on developing the student’s skills of autopsy technique including evisceration and block dissection.

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

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

PATH 6400 Molec & Cellular PATH (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 7200 Anatomic Pathology Clerkship (12)
This is a twelve-month practical course sequence that forms the curriculum of the second year of the Pathologists’ Assistant program. Students rotate through various clinical sites and perform the duties of a Pathologists’ Assistant under the guidance of a preceptor. Emphasis is placed on developing the student’s skills of gross tissue description, dissection, and frozen section preparation in surgical pathology. Emphasis is placed on autopsy techniques including evisceration and block dissection in autopsy pathology.

PATH 7600 Cancer Biology and Pathology (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99
PATH 9020 Pathology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training. Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

MD - Medicine (MED)

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

MED 3006 Medicine (6)
MED 3020 Medicine (2)
gastroenterology, infectious disease, or nephrology.

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

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

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

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

MED 3500 Medicine Acting Internship (4)
The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital setting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.
MED 3520 Medicine Acting Internship (2)
MED 4000 MD/MBA Elective (4)
MED 4001 Interdisciplinary Patient Care (2)
MED 4015 Palliative Medicine (2)
MED 4016 ALL/IMM/RHEU (4)
MED 4017 COVID-19: Medical/Social Impact (4)
MED 4018 Homeless Health Care (2)
MED 4019 Learning in Venture Capital (2)

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

MED 4020 Stories: Narrative Medicine (2)

MED 4021 Technology Commercialization (4)

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

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

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

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

MED 4026 Making Medicines: Drug Dev (2)
This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.
MED 4028 Intro to Clinical Teaching (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4029 Upperclassman Tutoring (4)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program’s current resources by providing group tutoring reviews, rather than replacing the PAL program’s traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for 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)
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 4031 Healthcare Policy & Reform (2)
This elective for graduate students is designed to provide a foundation of knowledge of the United States healthcare system in four critical areas of focus: access to care, cost of care, quality of care, and consumer perception of care. Students will learn about U.S. healthcare policy, the government's role in healthcare, the history of healthcare reform, and the Affordable Care Act (ACA). Students will gain an understanding of how healthcare in the U.S. compares to that in the developed world. The course will introduce students to the history and evolution of the U.S. insurance industry, Medicare and Medicaid. The course will also explore the rise of consumerism in healthcare, both in the U.S. and globally. Further, students will gain additional insights about the intersections between business and healthcare through a series of guest lectures from hospital administrators, insurance company executives, experienced physicians, and experts on ACA legislation. This course will also offer an opportunity for students to engage in self-directed learning by designing and leading custom modules tailored to specific interests of class members.

MED 4032 Student-Run Clinic Elective (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane's student-run clinics. T3s/T4s are a valuable part of the clinics: they help guide the T1s/T2s through what is often their very first experience with patients; they provide instruction and assistance with obtaining a medical history, formulating an assessment and plan, documentation and presentation; and they help provide quality care to persons with limited access to healthcare. Tulane's student-run clinics appeal to incoming students, and help develop our students into effective and open-minded physicians. This elective is intended to improve junior and senior students' clinical teaching skills, and to increase student involvement in the student-run clinics.
MED 4033 Healthcare in Central America (2)
MED 4034 Point of Care Ultrasound (2)
MED 4201 Palliative Care (2)
This 2-week online elective will help “fill-in” the gap in End-of-life care education at Tulane School of Medicine. It also offers medical students the opportunity to learn about this topic when it’s most relevant - when they are being exposed to clinical opportunities.

MED 4210 Cardiology (2)
This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

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

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

MED 4250 Hematology/Oncology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.

MED 4260 Allergy/Immm/Rheum (2)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.

MED 4270 Infectious Disease (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

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

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

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

MED 4290 Pulmonary (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.
MED 4400 Advanced Clinical Teaching (4)
This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane's medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane's most accomplished educators, including Dr. Jeff Wiese (author of Teaching in the Hospital) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

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

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

MED 4411 Culinary Medicine (4)
MED 4412 Teaching Kitchen (4)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you'll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.

MED 4420 Endocrinology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

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

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

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

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

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

MED 4490 Pulmonary (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the pulmonary elective should see the description for the 2-week pulmonary elective.
with narrative medicine and more fully own their academic and clinical primer, giving foundational tools and a space for students to engage MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a growing, featuring the works of such doctor-authors as Atul Gawande, voice to their experiences, be heard, and valued. The field is steadily that explores these questions and challenges disparities in health seemingly voiceless? Narrative medicine is an interdisciplinary field a student meets their first patient in anatomy lab, silently waiting and 

What does it mean to experience illness? What emotions are felt when

MED 5007 Narrative Medicine (1)

What does it mean to experience illness? What emotions are felt when a student meets their first patient in anatomy lab, silently waiting and seemingly voiceless? Narrative medicine is an interdisciplinary field that explores these questions and challenges disparities in health care by allowing participants (students, patients, providers) to give voice to their experiences, be heard, and valued. The field is steadily growing, featuring the works of such doctor-authors as Atul Gawande, MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a primer, giving foundational tools and a space for students to engage with narrative medicine and more fully own their academic and clinical experiences.

MED 5009 Health Care Law & Regulation (1)

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

MED 5010 Integrative Medicine Elective (1)

Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven’t been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrative Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.

MED 5011 Foundations: Ethics & Justice (1)

This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

MED 5012 Business in Healthcare 1 (1)

MED 5052 History of Medicine Seminars (1)

Weekly speakers will discuss various topics of interest to medical historians. Discussion of the medical aspects and their impact on current medical thought and practice will be emphasized.

MED 5100 DeBakey Program (1)

MED 5101 Sexual Health (1)

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

MED 5149 Recruiting the Next Generation (1)

Participants in this course will learn how to serve as standardized patients. They will run role-play scenarios with applicants to the School of Medicine. They will rate applicants’ performance for the admissions committee as well provide formal feedback to applicants to exemplify how focused Tulane is on formally developing students’ interpersonal skills.
MED 5152 Culinary Medicine in Practice (1)
The T1/T2 course will teach fundamental dietary and nutrition knowledge with basic culinary skills through hands-on cooking classes. Lessons will be keyed to the basic science curriculum (biochemistry, physiology, etc.) while linking concepts learned to the practical clinical skills needed for the patient-physician discussion about the importance of dietary and lifestyle change. Students will be expected to watch a 15-20 minute presentation and take a short quiz prior to scheduled class time. Step preparation is tied into the course, and students get to eat what is cooked! Most time in the classroom is spent in a fun, interactive environment in the kitchen.

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

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

MED 5501 Out In The Field With Geriati (1)
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS). Preceptors for the course will include the faculty physicians of Geriatrics and Extended Care at SLVHCS and Tulane University Section of General Internal Medicine/Geriatrics. Students will be encouraged to follow patients as they transition from various settings, e.g. the inpatient to the home setting and/or nursing home setting as they recover from an acute illness. Student performance will be evaluated by rating of preceptors.

MED 5505 Mind Body Medicine (1)
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

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

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

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

MED 5567 Emergency Medicine Volunteerin (1)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.

MED 5568 Entrepreneurship In Bioscience (1)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

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

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

MD - Microbiology (MICR)

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Neurology (NEUR)

NEUR 3000 Neurology (4)
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the in-patient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain; dizziness-vertigo and episodic loss of consciousness; weakness and gait impairment; stupor and coma; cerebrovascular disease; seizures and epilepsy; traumatic injury - brain and spine; neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection; abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia; neuromuscular disorders; acute spinal cord disorders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 3006 Neurology (3)

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

Maximum Hours: 99

NEUR 3500 Neurology Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4000 Neurology (4)
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4001 Interdisciplinary Patient Care (2)

NEUR 4040 Neurology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
NEUR 5500 Clinical Preceptorship - Neuro (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Neuroscience (NESC)

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

MD - Neurosurgery (NRSR)

NRSR 3500 Neurosurgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4000 Neurosurgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4020 Neurosurgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4040 Neurosurgery Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSS 5500 Clinical Preceptorship - Nsur (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Obstetrics & Gynecology (OBGY)

OBGY 3000 Obstetrics & Gynecology (8)
This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3006 Obstetrics & Gynecology (6)

OBGY 3500 OB/GYN Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
OBGY 3520 OB/GYN Acting Internship (2)

OBGY 4000 Obstetrics & Gynecology (4)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women’s health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

OBGY 4040 OB/GYN Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4220 Advance OB/GYN (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4999 Transition to Residency (2)

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Ophthalmology (OPTH)

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

Maximum Hours: 99

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

Maximum Hours: 99
MD - Orthopaedic Surgery (ORTH)

ORTH 3500 Orthopaedic Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

ORTH 4040 Orthopaedic Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
ORTH 4121 PM&R/Sports Medicine (2)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

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

ORTH 4500 PM&R Acting Internship (4)
Students may be eligible to complete a PM&R Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5053 Orthopaedic Pathways (1)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through experience in the clinic office, conferences, rounds, operating room (if applicable), and professional association. This elective is split into four subspecialties. Subspecialties include Foot and Ankle Surgery, Total Joint Surgery, Sports Medicine, and Shoulder/Elbow. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
ORTH 9020 Orthopaedic Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Otolaryngology (OTLN)

OTLN 3500 OTLN Acting Internship (4)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

OTLN 4040 Otolaryngology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

Peds 3004 Pediatrics (4)
This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Peds 3006 Pediatrics (6)
Peds 3020 Pediatrics (2)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
PEDS 3040  Pediatric Research  (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3520  PEDS NICU Acting Internship  (2)
PEDS 3521  PEDS PICU Acting Internship  (2)
PEDS 4018  Intro to Health Informatics  (2)

PEDS 4119  Advanced Pediatric Experience  (4)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 4121  Pediatric Forensic Medicine  (2)

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

Maximum Hours: 99

PEDS 4141  Pediatric Forensic Medicine  (4)

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

Maximum Hours: 99

PEDS 4230  PEDS Gastroenterology  (2)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4240  PEDS Genetics  (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4250  PEDS Hematology/Oncology  (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 4280  PEDS Nephrology  (2)
This is a two-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 4300  Intro to Health Informatics  (2)

PEDS 4310  Intro to Health Informatics  (2)

PEDS 4320  Intro to Health Informatics  (2)

PEDS 4330  Intro to Health Informatics  (2)

PEDS 4340  Intro to Health Informatics  (2)

PEDS 4350  Intro to Health Informatics  (2)

PEDS 4360  Intro to Health Informatics  (2)

PEDS 4370  Intro to Health Informatics  (2)

PEDS 4380  Intro to Health Informatics  (2)

PEDS 4390  Intro to Health Informatics  (2)
PEDS 4410  PEDS Cardiology (4)
This is a four-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenial Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4430  PEDS Gastroenterology (4)
This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4440  PEDS Genetics (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4450  PEDS Hematology/Oncology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4461  PEDS Allergy/Immunology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4462  PEDS Allergy/Immunology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4475  PEDS Infectious Disease (4)
The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months. The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4480  PEDS Nephrology (4)
This is a four-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 4500  PEDS Wards Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4501  PEDS NICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4502  PEDS PICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4503  Pediatric Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4520  PEDS Adolescent Medicine (2)
This is a four-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
PEDS 5540 Pediatric Research (1)  
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

MD - Pharmacology (PHAR)

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

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

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

PHAR 5530 Cardiovascular Pharmacology Res (1)  
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.

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

MD - Psychiatry (PYCH)

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

Maximum Hours: 99

PYCH 3006 Psychiatry (3)

PYCH 3050 Psychiatry Research (4)  
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99
PYCH 3500 Psychiatry Acting Internship (4)
During the psychiatry sub-internship, students will gain increased supervised responsibility for patients with severe psychopathology in an inpatient setting. The goals are to deepen understanding of psychopathology and psychotherapeutics, learn evaluation and management skills for patients with a broad range of psychiatric disturbances, and begin to gain skills necessary for first-year residency as a psychiatry intern. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PYCH 4001 Specialty Psychiatry (4)

PYCH 4020 Psychiatry (2)
This is a 2-week elective in Psychiatry. The following experiences are available: Assertive Community Treatment and Forensic Psychiatry. See eMedley for more information about sites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4021 Med-Psych (2)

PYCH 4022 Pain Management & Addiction (2)

PYCH 4040 Child Psychiatry (4)
During this elective, students will have the opportunity to participate in some or all of the following clinical activities: 1) school-based mental health treatment for complex behavioral and emotional disorders; 2) Tulane Parent Education Program – outpatient treatment of children and adolescents and their biological or foster families; 3) Psychiatric Consult/Liaison - consultation in the Tulane ER, Tulane pediatrics and school-based clinics in various Louisiana parishes; 4) Community mental health clinics providing outpatient treatment. Students will also attend Child Psychiatry didactics one day each week, along with clinical case conferences and seminars. Students are able to select a curriculum of varied clinical sites for a broad exposure to child psychiatry or may choose a more intense focused experience. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PYCH 5500 Clinical Preceptorship - Psych (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 5534 Psychiatry Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

MD - Public Health (PHEA)

PHEA 4000 Public Health (4)
Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 4001 Tropical Medicine (4)
Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
PHEA 4002  MD/MPH (4)
Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 5001  Public Health (1)
T1/T2 elective available only to students in the MD/MPH combined degree program. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Radiology (RADS)

RADS 3020  Radiology (2)
The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and power point presentation of an interesting case encountered while on service. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3040  Radiology (4)
See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3044  Radiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4000  Interventional Radiology (2)
This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4021  Radiation Oncology (2)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4040  Radiology Oncology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4041  Radiation Oncology (4)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5500  Clinical Preceptorship - Rads (1)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5540  Radiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99
MD - Surgery (SURG)

SURG 3000 Surgery (8)
The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for expected results, risks and complications of specific operations. Students are expected to scrub on a number of operations and will follow patients from presentation, work-up, and treatment, including operations and post-treatment/postoperative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3006 Surgery (6)

SURG 3040 Surgery Research (4)
The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3120 Outpatient Surgery (2)
During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

SURG 3500 Surgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3520 Surgery Acting Internship (2)

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

Maximum Hours: 99

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

Maximum Hours: 99

SURG 4020 Plastic Surgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
SURG 4021  Plastic Surgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4022  Surgery Research (2)

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Urology (UROL)

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

Maximum Hours: 99

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

Maximum Hours: 99
During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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Maximum Hours: 99

This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC’s VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Microbiology - Graduate (MIIM)

MIIM 7010 Seminar Microbiol,Immun (1,2)
MIIM 7020 Seminar Microbiol, Immun (1,2)
MIIM 7030 Topics in Microbiology (1-3)
MIIM 7050 Thesis Research Design (2)
MIIM 7065 Scientific Writing (2)

This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer. Prerequisite(s): MIIM 7050.

Prerequisite(s): MIIM 7050.

MIIM 7100 Clincal Cases & Underlying Mech (2)
Prerequisite(s): MIIM 7600 and 7500.

Prerequisite(s): MIIM 7600 and 7500.

MIIM 7120 Advanced Virology (4)
Prerequisite(s): MIIM 7500.

Prerequisite(s): MIIM 7500.

MIIM 7150 Dynamics Immuno & Microb Inter (3)
MIIM 7210 Special Problems (1-5)
MIIM 7220 Advanced Research Methods (1-4)
MIIM 7250 Vaccine Biology (3)
MIIM 7310 Research (1-10)
MIIM 7320 Research (1-10)
MIIM 7400 Responsible Conduct-Biomed Rsh (2)
MIIM 7500 Graduate Microbiology (4)
MIIM 7550 Microbiology Laboratory (3)
MIIM 7600 Medical Immunology (3)
MIIM 7620 Advanced Immunology (3)
MIIM 7720 Medical Mycology (3)
MIIM 7750 Medical Parasitology (3)
MIIM 8100 Viral Pathogenesis Jml Club (2)
MIIM 9970 Master’s Thesis (1-2)
MIIM 9980 Master’s Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MIIM 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
Pharmacology - Graduate (GPHR)

GPHR 7040 Neuropharmacology (2)
GPHR 7050 Cellular Control Mechanisms (2)
GPHR 7055 Practicing Professionalism (1)
The goal of this course is to teach and assess the practice of professional behavior for students in our graduate program.

GPHR 7060 Endocrine Pharmacology (2)
GPHR 7120 Adv Topics in Cardiobiol (2)
GPHR 7160 Env Signaling (2)
GPHR 7180 Selected Topics (0-9)
GPHR 7190 Pharmacology Seminar (1)
GPHR 7200 Seminar Pharmacology (1)
GPHR 7210 Pharm Advances (1)
GPHR 7220 Adv In Pharmacology (1)
GPHR 7230 Principles of Pharmacol (3)
GPHR 7240 Principles of Pharmacol (2)
GPHR 7250 Medical Pharmacology (3-6)
GPHR 7260 Medical Pharmacology (4)
GPHR 7505 Master's Research (2)
GPHR 7510 Pharmacological Lab Research (2)
GPHR 7520 Pharmacology ePortfolio (1-2)
GPHR 7530 Molecular & Cellular Pharmacol (2)
GPHR 9980 Master's Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
GPHR 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Physiology - Graduate (GPSO)

GPSO 6010 Medical Physiology (6)
A major physiology course taught by various faculty in the Physiology Department. This course covers most important concepts in medical physiology, along with updated information and in-depth discussion in all fields of interest related to physiological function.

GPSO 6060 Experimental Physiol Lab (2)
This course provides students' hands-on experiences to perform the physiological experiments with human body, animals and computer simulation modeling systems.

GPSO 6250 Membrane Physiology (2)
The course covers the major structure and function of ion channels, the basic physiological mechanisms of voltage gated ion channels, and transmitter gated ion channels. Also a brief consideration will also be given to certain pathophysiological mechanisms leading to disease.

GPSO 7175 Med Terminology (3)
This on-line course provides definition and appropriate use of common medical terminology and abbreviations. It is especially beneficial for students who are newly committed in medical sciences and who have foreign culture background.

GPSO 7180 Selected Topics (1-5)
Self-study under the direction of a faculty mentor in a selected topic in physiology. A final report is required.

GPSO 7320 Renal Physiology (3)
This course provides updated information regarding renal function and renal/hormonal control of blood pressure. The roles of kidney function in hypertension, diabetes mellitus and other human diseases are also covered.

GPSO 7350 Translational Physiology (2)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

GPSO 7560 Signal Transduction/Hormone Ac (2)
This course provided current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

GPSO 7600 Vascular Physiology (3)
This advanced course covers in-depth topics in cardiovascular physiology and its association with other systems to regulate body function. The objective of the course is to provide the students with comprehensive knowledge of cardiac and vascular function and its regulation by neural, hormonal and other systems.

GPSO 7910 Seminar Physiology (1)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

GPSO 7980 Research (2-5)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

GPSO 7990 Research (1-9)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Prerequisite(s): GPSO 7980.

Prerequisite(s): GPSO 7980.

GPSO 9990 Dissertation Research (0)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A

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Abdel-Mageed, Asim B
Professor
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Abdelghani, Abdelghani A
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SCD, TULANE UNIVERSITY

Abdelmalak, Michael N
Assistant Professor
PhD, DREXEL UNIVERSITY

Abdoel Wahid, Firoz
Postdoc Fellow
PhD, TULANE UNIVERSITY

Adejoumbe, Akinola
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MD

Ahmadniaye Bosari, Benyamin
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Ahmed, Muhammad Iqbal
Assistant Professor
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Aidi, Yasmina
Visiting Assistant Professor
PhD, PRINCETON UNIVERSITY

Akin, Yigit
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PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Akingbola, Olugbenga A
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Al-Ghadban, Sara
Postdoc Fellow

Alam, Md Ashad
Postdoc Fellow

Albert, Julie
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Albrecht, Thomas
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PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Alday Sanz, Ignacio N
Dean
MARCH

Aleman, Maria G
Research Professor
PhD, TULANE UNIVERSITY

Alexander, Lester
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MAST-Other, UNIVERSITY OF ALABAMA AT BIRMINGHAM

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Allain, Elizabeth
Postdoc Fellow

Allen, Alexis
Postdoc Fellow

Allison, Mead A
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Alm, James R
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PhD, UNIVERSITY OF WISCONSIN-MADISON

Alper, Arnold Brent Jr.
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Anbalagan, Muralidharan
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Anderson, Amanda H
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PhD, TULANE UNIVERSITY

Anderson, Ronald C
Associate Professor
PhD, TULANE UNIVERSITY

Andersson, Hans C
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Andrews-Lee, Caitlin E
Postdoc Fellow

Andrinopoulos, Katherine M
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Ashbaugh, Henry Snyder
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Atkinson, Thomas Stewart
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Avelar, Idelber Vasconcelos
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Aw, Tiong Gim
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PhD

Aydin, Yucel
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PhD

Aye, Pyone P
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Babazadeh, Saleh
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Babich, Adam
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Bankston, Carl L
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Barrios, Matthew (Matt)
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Barron, Errol
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Bartram, Robin
Assistant Professor
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Bateman, Kristin M
Assistant Professor
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Clinical Assistant Professor
PhD

Batuman, Vecihi
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Baudy, Adrian Joseph IV
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Beg, Md Nazmul Azim  
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Begaleva, Maya  
Clinical Associate Professor  
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Beit Halahmi, Mery  
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Belyaeva, Elizaveta  
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MD

Bennett, Benjamin  
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Bernhard, Scott D  
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INDEX

#
2020-2021 University Catalog .................................................. 2

A
Academic Policies ................................................................. 11
Aging Studies (AGST) ............................................................ 81
Anatomy - Graduate (ANAT) ..................................................... 82
Anatomy, MS ............................................................................ 67
Anatomy Research, MS ............................................................ 66

B
Biochemistry & Molecular Biol (GBCH) ...................................... 83
Biochemistry, MS .................................................................... 67
Biomedical Sciences (BMS) .................................................... 83
Biomedical Sciences Graduate Programs .................................. 66
Biomedical Sciences, PhD ........................................................ 68

C
Clinical Anatomy, MS ............................................................. 69
Clinical Research Methods, MS .............................................. 70
Clinical Research, MS ............................................................... 70
Clinical Research (MSCR) ....................................................... 84
Course Descriptions ............................................................... 78

E
Emergency Medical Services (EMSR) ....................................... 84

F
Faculty .................................................................................. 116

G
Graduate Degrees and Professional Programs .......................... 11
Graduate Programs ................................................................. 18

H
Human Genetics (HMGN) ....................................................... 84

I
Immunology (IMMU) ............................................................... 84

M
Master’s Programs Requirements ............................................. 12
MD - Anesthesiology (ANES) .................................................. 84
MD - Biochemistry (BIOC) ....................................................... 85
MD - Brain & Behavior (BRBH) ................................................ 85
MD - Cell & Molecular Biology (CMBI) ..................................... 85
MD - Clinical Diagnosis (CLDG) ............................................. 85
MD - Dermatology (DERM) .................................................... 85
MD - Disease Based Summary (DIBS) ....................................... 86
MD - Emergency Medicine (EMER) ......................................... 86
MD - Family Medicine (FAMY) ............................................... 86
MD - Foundations Medicine I (FIM1) ......................................... 89
MD - Foundations Medicine II (FIM2) ......................................... 89
MD - General Medicine (GENM) .............................................. 90
MD - Genetics (GENE) ............................................................ 90
MD - Gross Anatomy (GANT) ................................................... 90
MD - Histology (HSTO) .......................................................... 91
MD - Mechanism of Disease (PATH) ......................................... 91
MD - Medicine (MED) ............................................................ 94
MD - Microbiology (MICR) ...................................................... 101
MD - Musculoskeletal (MUSK) ............................................... 101
MD - Neurology (NEUR) ........................................................ 101
MD - Neuroscience (NESC) .................................................... 102
MD - Neurosurgery (NRSR) ..................................................... 102
MD - Obstetrics & Gynecology (OBGY) ................................. 102
MD - Ophtalmology (OPTH) .................................................. 103
MD - Orthopaedic Surgery (ORTH) ......................................... 104
MD - Otolaryngology (OTLN) .................................................. 106
MD - Pediatrics (PEDS) .......................................................... 106
MD - Pharmacology (PHAR) ................................................... 109
MD - Physiology (PYSI) .......................................................... 109
MD - Psychiatry (PYCH) ........................................................ 109
MD - Public Health (PHEA) ..................................................... 110
MD - Radiology (RADS) ........................................................ 111
MD - Surgery (SURG) ............................................................ 112
MD - Urology (UROL) ............................................................. 113
MD Degree Program .............................................................. 76
MD/PhD Grad Seminar (MEDI) .............................................. 114
Medical Genetics and Genomics, MS ....................................... 71
Medicine, MD .......................................................................... 76
Microbiology - Graduate (MIM) .............................................. 114
Microbiology and Immunology, MS ....................................... 72
Molecular & Cellular Biology (MCBP) ....................................... 114
Molecular and Cellular Pathobiology, MS ............................... 73
Molecular Medicine, MS ......................................................... 74

O
Office of Graduate and Postdoctoral Studies ............................ 11
P
Pathology - Graduate (GPTH) ........................................ 114
Ph.D. Program Requirements ......................................... 15
Pharmacology - Graduate (GPHR) ................................. 115
Pharmacology, MS ........................................................ 74
Physiology - Graduate (GPSO) ....................................... 115
Physiology, MS ............................................................ 76

S
School of Medicine ....................................................... 24

T
The University ............................................................. 3