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This version of the catalog was published in February of 2021 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 2021-2022 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.
The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead of founding a new institution. Paul Tulane concurred, and in 1884, the Louisiana Legislature gave the University of Louisiana to the Administrators of the Tulane Educational Fund. Tulane University of Louisiana, a private, non-sectarian institution, was born. As a result of its new strength, the university was able to create the Department of Philosophy and Science, which later became the Graduate School, and initiate courses in architecture and engineering.

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

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

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

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

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

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

The plan had at its center:

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

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

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

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

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

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

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

**Accreditation**

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

**University Administration**

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

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

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

**Academic Affairs**

*Micheal Cunningham*  
Associate Provost  
Ph.D., Emory University

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

*Ana M. López*  
Associate Provost  
Ph.D., University of Iowa

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

**Newcomb-Tulane College**

*Lee Skinner*  
Dean  
Ph.D., Emory University

*Amjad Ayoubi*  
Senior Associate Dean, Career Services, Academic Advising, and Athletic Advising
Ph.D., Oklahoma State University

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

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

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

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

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

A.B. Freeman School of Business
Ira Solomon
Dean
Ph.D., University of Texas

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

School of Law
David Meyer
Dean
J.D., University of Michigan

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

School of Liberal Arts
Brian Edwards
Dean
Ph.D., Yale University

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

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

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

School of Medicine
Lee Hamm

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

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

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

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

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

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

LuAnn E. White
Senior Associate Dean, Academic Affairs
Ph.D., Tulane University

School of Science and Engineering
Kimberly Foster
Dean
Ph.D., Cornell University

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

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

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

School of Social Work
Patrick Bordnick
Dean
Ph.D., University of Georgia

Libraries and Academic Information Resources
David Banush
Dean
M.L.I.S., Wayne State University
Student Affairs

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

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

Brian M. Johnson
Assistant Vice President, Housing and Residence Life/Campus Recreation
Ed.D., Drexel University

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

Scott Tims
Assistant Vice President, Campus Health
Ph.D., Auburn University

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

Enrollment Management

Satyajit Dattagupta
Vice President for Enrollment Management and Dean of Undergraduate Admission
M.B.A., Southwest Minnesota State University

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

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

Colette P. Raphael
University Registrar
B.A., Tulane University

Bradly K. Booke
Assistant Vice President for Enrollment and Retention
A.M., University of Chicago

Leila Labens
Director of Strategic Recruitment
M.B.A., Tulane University

Jeff Schiffman
Director of Undergraduate Admission
M.L.A., Tulane University

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/Code%20of%20Student%20Conduct_0.pdf).

Course Retake

Courses Repeatable for Credit

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

Courses Not Designated as “Repeatable for Credit”

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

1. Repeated courses receive credit toward the degree only once. For example, a student who takes the same 3-credit course twice receives 3, not 6, credits toward the total required for completion of his/her degree program.
2. Courses deemed to be “equivalent” in the University Catalog (those courses whose content have been determined by the academic departments to be substantially similar), may earn...
credit towards degree only once, regardless of the subject prefix and/or course number.

3. It is the responsibility of the individual student to avoid duplication in whole or in part of the content of any course counting toward the degree. Such duplication may result in the withdrawal of credit. Student should always consult an advisor before registering to repeat a course.

**Grades for Courses Not Repeatable for Credit**

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

**Exceptions to Repeat Course Policy**

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

**Credit-Hour**

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

1. The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.

2. For courses in lecture format, one credit-hour represents the subject content that can be delivered in one academic hour (50 min) of contact time each week for the full duration of one academic semester, typically fifteen weeks long. For undergraduate courses, one credit-hour also includes associated work that can be completed by a typical student in 1-2 hours of effort outside the classroom. For graduate and professional courses taught in lecture format, 2-3 hours of outside work is expected for each academic hour of contact time as well.

3. For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, online courses, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less than that described in (2) above.

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

**Curriculum Effective Date**

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

**Degree Revocation**

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

**Discipline**

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

**Dual Enrollment**

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

- The courses were offered by a regionally accredited college or university;
- The courses were listed in the official catalog of the college or university from which the credit was earned;
- Course was composed primarily of degree-seeking college students;
- The courses were taught by college or university faculty;
- A grade of C or better was earned in each course.
Please note that some credits may be denied for applicability to a professional school's major/minor degree requirements due to accreditation standards.

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

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

**Expected Behavior at Tulane University**


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

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

**General Policies**

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

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

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

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

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

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

- Dean of the Newcomb-Tulane College, Dean of the school, or Dean of Students (or person designated by same) with which complaining student is affiliated.
- Vice President for Student Affairs (or person designated by same)
- Associate Dean for Admissions and Student Affairs, Tulane University School of Medicine, 504-988-3710
- Office of Human Resources & Institutional Equity, 504-865-6727 or 504-247-1760
Tulane University complies with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. Students have the right to file complaints with the U.S. Department of Education Family Policy Compliance Office (ferpa.complaints@ed.gov) concerning alleged failures by the institution to comply with the Act. Information concerning the rights and protection under the Act, the types and locations of education records maintained, and the procedure to be used by the institution for compliance with the provisions of the Act can be obtained from the following offices: Vice President for Student Affairs/Dean of Student Services (https://studentaffairs.tulane.edu/contact-us/contact-us/) and Registrar’s Office (https://registrar.tulane.edu/contact-us/). Tulane University’s FERPA policy may be found here (https://registrar.tulane.edu/privacy-policies-forms/). Grievances or confidential inquiries concerning the Act may be referred to the Office of Human Resources & Institutional Equity (https://equity.tulane.edu/).

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

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

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

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

- Newcomb-Tulane College - Undergraduate & Graduate, SoPA - Undergraduate/Graduate, Law, School of Social Work, School of Medicine (non-MD), and School of Business
- Office of the University Registrar

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

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

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

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

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

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

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

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

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

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

*Referred to as "regionally accredited" prior to 2020.
GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

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

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

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/resources/code-student-conduct/), regulations concerning student behavior and for the resolution of conduct cases.

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

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

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

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

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

**Childbirth Leave**

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

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

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

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

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

**Accommodations that apply to both those taking Childbirth and Family Leaves**

**Maintaining Full-Time Status**

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

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

**University Stipends and Funding**

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

**External Funding**

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

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

**Childbirth and Family Leave Policy FAQs**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Planned Educational Leave Program

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

Eligibility

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

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

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

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

Restrictions While On PELP

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

Availability of University Services

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

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

Application Process

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

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

The PELP request form must include the following information:

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

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

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

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

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

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

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

General Policies, Guidelines, and Schedules

Guidelines and Policies for Graduate Assistants
Education and research are at the core of the academic enterprise of the research university. Graduate teaching assistants (TAs) are important and essential links between the creation and dissemination of new knowledge and the learning environment that meets the needs and stretches the potential of undergraduate students. Whether they serve as graders, laboratory assistants, group discussion leaders, or have complete responsibility for a course, this group of additional teaching personnel enhances Tulane’s ability to offer a broad range of courses to its students. Graduate research assistants (RAs) are at the forefront of the university’s scholarly activities and provide a vital service to the university on the way to earning their graduate degree.

The purpose of this document is to describe policies and procedures related specifically to the assignment and execution of teaching and research assistantships. Issues related to graduate student academic performance and violations (honor code), sexual harassment, fraud in research, and non-assistantship-related grievances are covered by other university policies.

ARTICLE I: DEFINITIONS

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

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

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

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

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

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

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

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

ARTICLE II: SELECTION AND APPOINTMENT

1. General

Teaching and research assistants are appointed each year or semester by the student’s school, hereafter referred to as the “School.” To be eligible for appointment as a teaching or research assistant, a nominee must be admitted to a graduate program without qualification. For reappointment, a nominee must be in good academic standing and have complete responsibility for a course, this group of additional teaching personnel enhances Tulane’s ability to offer a broad range of courses to its students.

The purpose of this document is to describe policies and procedures related specifically to the assignment and execution of teaching and research assistantships. Issues related to graduate student academic performance and violations (honor code), sexual harassment, fraud in research, and non-assistantship-related grievances are covered by other university policies.

3. Selection and Appointment of Teaching Assistants

A TA or RA may be considered for reappointment if:

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

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

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

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

ARTICLE III: TA TRAINING

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

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

ARTICLE IV: TA RESPONSIBILITIES

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

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

ARTICLE V: RA RESPONSIBILITIES

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

ARTICLE VI: FINANCIAL PAYMENTS

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

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

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

ARTICLE VII: TERMINATION OF APPOINTMENT

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

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

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

3. In any case when an individual in one of the above named categories is not reappointed, the student will, upon their request, be provided with a statement of reasons. If the formal terms of their first appointment have given reasonable expectation of reappointment, and if they believe that a consideration violative of their academic freedom significantly contributed to their non-reappointment and if they can establish in writing a case for their belief to the satisfaction of a duly constituted committee of the School, they will be given an opportunity to be heard by that committee.
4. In all cases involving teaching assistants, it must be recognized that because a School maintains the policy that supervised teaching be made, wherever possible, a part of the graduate student's degree program, the teaching assistant is, in effect, a student-teacher, and it is the intent, therefore, of the foregoing paragraphs to safeguard the academic freedom of individuals in their role as teacher while preserving all necessary and reasonable limitation inherent in the faculty-student relationship.

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

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

ARTICLE VIII: TUTORING

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

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

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

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

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

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

Theses and Dissertations Digital Repository Policy

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

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

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

Graduate Student Health Insurance Subsidy

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

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

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

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

Example

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

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

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

An eligible student would have the following payment made to the policy on his or her behalf each term (Fall and Spring):
- Fall 2013: $627
- Spring 2014: $627

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

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

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

**GRADES**

Grades for graduate students are reported as follows:

**A:** 4.000
**A-:** 3.667
**B+:** 3.333
**B:** 3.000
**B-:** 2.667
**C+:** 2.333
**C:** 2.000
**C-:** 1.667
**D+:** 1.333
**D:** 1.000
**D-:** 0.667
**F:** fail
**P:** Pass

**I:** Incomplete
**IP:** In Progress
**W:** Withdraw/No Penalty
**WF:** Withdraw/Failing Grade

**R:** Research

Clarification on certain grades that a graduate student could receive:

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

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

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

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

**ACADEMIC PERFORMANCE STANDARDS**

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

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

**GRADE CHANGE POLICY**

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

THE APPEAL PROCESS

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

Graduate Studies Student Association

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

Incomplete Grades

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

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

Incomplete grades must be resolved within 12 months or they are automatically changed to a grade of F/I.

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

Professional Codes of Academic Conduct and Professionalism

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

- School of Medicine (p. 34)
- School of Social Work (https://catalog.tulane.edu/social-work/academicpolicies.html)

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 prescribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf) The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of University or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the respective school.


- Unified Code of Graduate Student Academic Conduct Honor Board Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Form.pdf)
- Request to Waive a Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Request-to-Waive-a-Hearing.pdf)
- Honor Board Script (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Script.pdf)
- Honor Board Training Examples (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Training-Examples.pptx)

Master’s Programs Requirements

The general characteristics of the graduate programs of study are outlined below; but as with admissions, specific requirements for all graduate degrees, including concurrent and dual or joint degrees, may be obtained from the schools in which the programs are to be carried
4+1 Master’s Programs

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

Additional Requirements

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

Admission to Degree Programs

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

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

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

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

Conferring of Degrees

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

Grades

Grades are reported as follows:

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

Change of Courses

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

Change of Departmental Program

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

Dual Degree Programs

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

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

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

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

Full-Time Status

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

Part-Time Status

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

Transfer Credit

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

Tenure for Degree Students

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Research - in those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.</td>
</tr>
<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>
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</table>

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

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<tr>
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<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.

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. See Thesis Requirements below for additional information.

Continuous Registration Requirements

A student admitted in a degree program must be continuously registered in a degree-granting division of the university during the academic year (exclusive of summer session) in either full-time or part-time status from the date of first registration until the awarding of credit hours of coursework and a thesis for the Master’s degree are 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. See Thesis Requirements below for additional information.

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

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

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

Full-Time Status

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

Part-Time Status

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

Transfer Credit

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

Tenure for Degree Students

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

Medical Excuses
Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester. Students who find it necessary to miss class must assume responsibility for making up the work covered during that session, including quizzes, examinations, and other exercises; they also are responsible for obtaining notes on material covered in lectures or other class sessions. Students are responsible for notifying professors about absences that result from serious illnesses, injuries, or critical personal problems. However, medical excuses are not issued by the University Health Service, except in instances of illnesses or injuries that involve hospitalization.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PhD Minimum Degree Requirements

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

Minimum Credit Hour Requirements

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

Continuous Registration Requirement

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

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

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

Residency

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

Full-Time Registration Status

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

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

Part-Time Registration Status

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

Transfer Credit

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

GENERAL TRANSFER CREDIT GUIDELINES

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

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

TRANSFER CREDITS FROM QUARTER-BASED SYSTEMS

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

Tulane University

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.

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

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 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. A student who wishes to transfer to a program in a different school must apply to and be admitted by the other school.

Grades
Grades are reported as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td></td>
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<tr>
<td>B-</td>
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2021-2022

A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.

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.

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.

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

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 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

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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
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</tbody>
</table>
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, a Master of Professional Studies, and a Master of Public Administration. Joint degrees are available in several fields.

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

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

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

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

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

Business

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

Graduate Programs
- Accounting, MACCT (https://catalog.tulane.edu/business/accounting/accounting-mac/)
- Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MGM (https://catalog.tulane.edu/business/global-management/business-alliance-global-mba/)
- Business Administration, Executive MBA (https://catalog.tulane.edu/business/mba/business-executive-mba/)
- Business Administration, Full-Time MBA (https://catalog.tulane.edu/business/mba/business-full-time-mba/)
- Business Administration, 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/)
Liberal Arts

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

Graduate Programs

- Anthropology, MA (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-ma/)
- Anthropology, PhD (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/)
- Art History, MA (https://catalog.tulane.edu/liberal-arts/art/art-history-ma/)
- Art Studio, MFA (https://catalog.tulane.edu/liberal-arts/art/art-studio-mfa/)
- City, Culture, and Community, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/city-culture-community-phd/)
- Classical Studies, MA (https://catalog.tulane.edu/liberal-arts/classical-studies/classical-studies-ma/)
- Computational Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/computational-linguistics-ma/)
- Economics, PhD (https://catalog.tulane.edu/liberal-arts/economics/economics-analysis-policy-phd/)
- English, MA (https://catalog.tulane.edu/liberal-arts/english/english-ma/)
- French Studies, MA (https://catalog.tulane.edu/liberal-arts/french-french-studies-ma/)
- French Studies, PhD (https://catalog.tulane.edu/liberal-arts/french-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-studies-latin-american-studies-latin-american-american-studies-ma/)
- Latin American Studies, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-latin-american-american-studies-ma/)
- Latin American Studies, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-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/)

Certificate Programs

- Master of Management with Universidad Francisco Marroquin, MMG (https://catalog.tulane.edu/business/management/master-management-mmg/)
- Certificate Programs
- Graduate Programs
- 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/)
- Energy Law, MJ (https://catalog.tulane.edu/law/master-jurisprudence-energy-law/)
- Environmental Law, MJ (https://catalog.tulane.edu/law/master-jurisprudence/environmental-law/)
- General Law, LLM (https://catalog.tulane.edu/law/master-laws/general-law-llm/)
- International and Comparative Law, LMI (https://catalog.tulane.edu/law/master-laws/international-law-lmi/)
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Labor and Employment, MJ (https://catalog.tulane.edu/law/master-jurisprudence/labor-and-employment/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)

Certificate Programs

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

- Maritime Law Certificate
- Comparative Law, LMI
- International and Comparative Law, LMI
- General Law, LLM
- International and Comparative Law, LMI
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Labor and Employment, MJ (https://catalog.tulane.edu/law/master-jurisprudence/labor-and-employment/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)
- Certificate Programs
- Graduate Programs
- Law

School of Law
Weinmann Hall, 6329 Freret Street
New Orleans, LA 70118
tel 504-865-5939
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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/)
- Energy Law, MJ (https://catalog.tulane.edu/law/master-jurisprudence-energy-law/)
- Environmental Law, MJ (https://catalog.tulane.edu/law/master-jurisprudence/environmental-law/)
- General Law, LLM (https://catalog.tulane.edu/law/master-laws/general-law-llm/)
- International and Comparative Law, LMI (https://catalog.tulane.edu/law/master-laws/international-law-lmi/)
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Labor and Employment, MJ (https://catalog.tulane.edu/law/master-jurisprudence/labor-and-employment/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)

Certificate Programs

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

- Maritime Law Certificate
- Comparative Law, LMI
- International and Comparative Law, LMI
- General Law, LLM
- International and Comparative Law, LMI
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Labor and Employment, MJ (https://catalog.tulane.edu/law/master-jurisprudence/labor-and-employment/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)

Certificate Programs

- Civil Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/civil-law-certificate/)
Graduate Program
Combined Degrees
Professional Program

- 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, MA (https://catalog.tulane.edu/liberal-arts/political-science/political-science-ma/)
- Political Science, PhD (https://catalog.tulane.edu/liberal-arts/political-science/political-science-phd/)
- Spanish and Portuguese, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-ma/)
- Spanish and Portuguese, PhD (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-phd/)
- Spanish, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-ma/)
- Theatre Design and Production, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/theatre-design-production-mfa/)
- Anatomy Research, MS (p. 77)
- Anatomy, MS (p. 77)
- Biochemistry and Applied Bioinformatics, MS (p. 78)
- Biochemistry, MS (p. 79)
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Tulane Center for Aging
1430 Tulane Ave., SL-12
New Orleans, LA 70112
504-988-3369
- Aging Studies, PhD (p. 91)

Professional Advancement
Professional Advancement

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504-988-3369
- Aging Studies, PhD (p. 91)
• 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/)
• Security Management, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/security-management-mpr/)
• Sport Studies, Master of Science (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/)

Certificates
• Advanced Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-emergency-management-certificate-graduate/)
• 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-cert/)
• Emergency Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-certificate-graduate/)
• Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cert/)
• Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/)
• Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
• Intelligence Studies Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/intelligence-studies-certificate/)
• IT Strategic Planning Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/it-strategic-planning-cer/)
• K-12 Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cert/)
• Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/)
• Security Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/security-management-certificate-graduate/)
• Sport Administration Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/)
• Sport Coaching Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/technology-architecture-cert/)
• Technology Architecture Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/)

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

• Biostatistics, MS (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-ms/)
• Biostatistics, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/)
• Biostatistics, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/)
• BS/MHA Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/)
• BS/MPH, MSPH or MPH&TM Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mpsp-mph&mhtm/)
• BSH/MPH or MSPH or MPHTM or MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mpsp-mph&mhtm-mha/)
• Clinical Investigation, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/)
• Community Health Sciences, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/community-health-sciences-mph/)
• Disaster Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
• Environmental Health Science, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/)
• Environmental Health Sciences, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/)
• Epidemiology, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)
Tulane University

• Epidemiology, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-ms/)
• Epidemiology, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-phd/)
• Health Administration, MHA (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/)
• Health Policy and Management, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-phd/)
• Health Policy, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/)
• Health Systems Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/)
• Industrial Hygiene, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msph/)
• International Health & Sustainable Development, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/international-health-sustainable-development/international-health-mph/)
• JD/MPH or MHA Joint Degrees (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mph-mha/)
• Master of Social Work/Master of Public Health Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/msw-mpph/)
• MBA/MHA Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mba-mha/)
• MD/MPH or MSPH or MPHTM Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mpph-msph-mphtm/)
• Medical Management, MMM (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/medical-management-mmm/)
• 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-mphtm/)
• Tropical Medicine, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/tropical-medicine-phd/)

Science and Engineering

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

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

Social Work

Social Work

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

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

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

Mailing Address
Tulane University School of Medicine
Office of Academic Affairs
1430 Tulane Avenue #8020
New Orleans, LA 70112

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

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

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

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

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

Academic Policies

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

School of Medicine Policies

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

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

Processes

Absences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional/Environment of Learning Program

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...
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>
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<tbody>
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<td>A</td>
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<tr>
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<td>Satisfactory</td>
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<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 a review is to submit to the BMS Steering Committee through the BMS office, a written explanation of extenuating circumstances or other matters pertinent to the request for hearing. The decision of the Steering Committee shall be considered final.

**Class Attendance**

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

**Code of Academic Conduct**

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

**Policy on Intellectual Property**

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

**Student Employment**

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

**Technical Standards**

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

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

The following technical skills are required of the successful student:

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

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

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

**The Tulane University Code**

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

**Medical Students**

The Office of Admissions and Student Affairs (504.988.5331) is your primary source for answers to academic questions and problems. Dr. 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/ . 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/.

**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.

A medical student must be able to consistently demonstrate sound judgment and must behave in a professional, reliable, mature, and responsible manner at all times.

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:

Required Core Clerkships (generally T3 year)

<table>
<thead>
<tr>
<th>Clerkship</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Surgery</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>Neurology</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>OB/Gyn</td>
<td>8 Weeks</td>
</tr>
</tbody>
</table>
**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, &quot;Honors&quot; 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, &quot;High Pass&quot; 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, &quot;Pass&quot; 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
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.

### 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
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.

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.

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

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 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
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.
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
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, or I. 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, 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), F (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 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 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. 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 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.

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 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 from 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.

- 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
b. Falsify your own attendance at the aforementioned events
c. Take home any material from the IRAT/GRAT sessions (including photos)
d. Misrepresent the nature or amount of time worked at a service learning opportunity (for you or someone else)
e. Take photos of exam materials/keys, even if for personal use
f. Intentionally withhold resources from other students
g. Intentionally withhold information to gain the upper-hand over another student
h. Fail to report a violation of the Honor Code

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

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

Two Year Programs (Applications open October 1st)
Two-year, research-intensive M.S. programs are designed to enhance the academic credentials and scientific research experience of graduates and prepare them for careers in academic or industrial research.

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

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

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

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

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

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

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

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

**Doctor of Medicine**

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The 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. 76)
- Combined Degrees (p. 92)
- MD Degree Program (p. 103)
- Tulane Center for Aging (https://catalog.tulane.edu/medicine/tulane-center-for-aging/)

**Office of Graduate Medical Education**

**Street Address**

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

TulaneGME@tulane.edu

**Mailing Address**

1430 Tulane Ave, #8025
New Orleans, LA 70112

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

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
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.

Graduate Certificates

- Sports Medicine Certificate (Graduate) (p. 90)

Anatomic Pathology, MS

Pathologists’ Assistant Program

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

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

Requirements

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

Year 1:

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

Fall (August – December)
Mechanisms of Disease II – Systemic Pathology (5 credits)
Advanced Surgical Pathology Techniques II (4 credits)
Advanced Surgical Pathology Techniques II Lab (2 credits)
Pathologists’ Assistant Seminar (1 credit)

Year 2:
Clinical rotations at various sites including surgical pathology, autopsy pathology, forensic pathology, clinical pathology, hematopathology, cytopathology, pediatric pathology, and digital pathology. Students have the option to participate in cancer research, and an optional teaching practicum.

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

Anatomy Research, MS

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

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

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

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

Requirements
LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANAT 7065</td>
<td>Graduate Anatomy</td>
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<td>ANAT 7120</td>
<td>Anatomy Research Sem I</td>
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<tr>
<td>ANAT 7240</td>
<td>Advances in Anatomical Sci I</td>
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<td>ANAT 7350</td>
<td>Anatomical Techniques</td>
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<td>Grad Intro Functional Anatomy</td>
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</tr>
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<td>ANAT 7510</td>
<td>Teaching Micro Anatomy 1</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 1</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7830</td>
<td>Research Design &amp; Methods 2</td>
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Offered in Spring Semester

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<th>Title</th>
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<td>Graduate Histology</td>
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<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 7575</td>
<td>Graduate Neuroscience</td>
<td>6</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>
<td>1</td>
</tr>
<tr>
<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>
</tr>
<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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Offered in the Summer

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<tr>
<td>ANAT 7790</td>
<td>Adv Surgery based Anat Dissect</td>
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Students must take 43 credit hours of course work over 4 semesters and complete the requirements for the degree.

Anatomy, MS

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

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

### Requirements

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

**LIST OF SCB ELECTIVE COURSES**

#### Offered in Fall Semester

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<td>Research Design &amp; Methods 1</td>
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<tr>
<td>ANAT 7830</td>
<td>Research Project Presentation</td>
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#### Offered in Spring Semester

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### Biochemistry and Applied Bioinformatics, MS

#### Overview

This is a two-year thesis-requiring program for study leading to a Master of Science degree in Biochemistry and Applied Bioinformatics. In year one, students will acquire an academic foundation in biochemistry and bioinformatics and then, in year two, specialize in a sub-field as befits their research or employment interests.

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

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

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

#### Requirements

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

<table>
<thead>
<tr>
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<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
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</table>
Biochemistry, MS

Biochemistry Masters 1-Year Program

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

Program Overview

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

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

The core curriculum emphasizes clinical applications of biochemistry and molecular knowledge. Required courses include Human Medical Cellular Biochemistry and Human Medical Metabolic Biochemistry which are equivalent to Tulane’s first-year medical biochemistry course, Medical Biochemistry Grand Rounds Externship Seminar which provides students with a unique opportunity to experience Medicine Grand Rounds from the biochemical, molecular and clinical perspectives, and the Department Seminar series exposing students to novel research in the field of biochemistry.

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

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

Requirements

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

Bioethics and Medical Humanities, MS

Overview

The Master of Science in Bioethics and Medical Humanities is a special track within the Biomedical Sciences (BMS) Graduate Program at Tulane School of Medicine. As healthcare becomes increasingly complex with both technological advances as well as social decisions that must be faced, this master’s degree program will assist any learner who wishes to pursue healthcare ethics and humanities in their future. Our M.S. is a two-year, 33 credit hour program leading to a Master of Science in Bioethics and Medical Humanities, consisting of seven required core courses and four electives. This program accommodates Dual Degree MD-MS students (see below) and those students interested in pursuing the M.S. degree (independently from Tulane’s M.D. program) by post-baccalaureates progressing eventually toward a terminal degree (e.g., an MD, JD, etc.) and by mid-career professionals who wish to expand their potential in medical ethics and humanities.
This program will allow for live synchronous teleconferencing by our students for core and elective courses offered by our program, allowing participation from virtually anywhere. Students select either the Bioethics Track or Medical Humanities Track to center their efforts. This Bioethics and Medical Humanities M.S. at the Tulane University School of Medicine is the only Bioethics and Medical Humanities master's-level program in Louisiana (as well as the entire central Gulf Coast). Tulane is positioned uniquely to provide the student a bioethics and medical humanities education with an interdisciplinary faculty in medical ethics and medical humanities that have been brought together in the Program in Medical Ethics and Human Values (PMEHV). The Executive Director of the M.S. Program is David John Doukas, M.D., James A. Knight Chair in Humanities and Ethics and Medicine, Director of PMEHV, Tulane School of Medicine. Core program faculty are drawn from Philosophy, Medical Humanities, Public Health, and Clinical Ethics and boast a distinguished publication record in Bioethics and Medical Humanities staffing the core courses.

MD-MS Dual Degree Program (p. 95)

Importantly, this M.S. degree can be also achieved by incoming students at the Tulane School of Medicine as a Dual Degree (MD-MS) program, completed within 4 years. MD-MS dual degree students will complete the curriculum in the first two years at Tulane School of Medicine. M.S. coursework is done on Wednesday and Friday afternoons — reserved specifically for all of our dual degree program students and for medical student electives — and through elective coursework offered in the summer before and after Year 1.

Requirements

Core Courses (https://medicine.tulane.edu/bioethics/ms/curriculum-details/)

**Foundations of Bioethics**
This course surveys the variety of bioethical theories that ground contemporary arguments within the bioethics literature and in healthcare. Attention will be paid to methodologies of decision-making within the context of sound ethical argument utilizing principles, casuistry, care, narrative, and virtues.

**Current Controversies in Bioethics**
This course will examine contemporaneous topics in healthcare ethics. Issues to be covered will include those that are of notoriety as well as many that are ethically important but not widely recognized by the public. Theoretical knowledge of ethics will then be drawn upon to facilitate discussion of dilemmas that are intrinsic within these topics.

**Fundamentals in Medical Humanities**
This course is an examination of how the humanities and social sciences bring contextual fullness to understanding the healing profession. A particular emphasis will be placed on how the arts can bring humanism to the sciences.

**Capstone Project**
This capstone seminar for Bioethics graduate students will be a collaborative project. In this project, students will focus their energies on a major issue facing the Tulane-New Orleans community, with an end product that is either policy-based or education-based to help facilitate discussion and/or resolution of the issue at hand.

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**Plus, One of The Two Tracks Below:**

**BIOETHICS TRACK**

**Ethical Theory**
This course provides an in-depth treatment of the theoretical foundations of ethics. It introduces students to foundational problems and theories in metaethics, moral psychology, and normative theory.

**Clinical Ethics**
This course is a comprehensive seminar on the theory and practice of clinical ethics consultation. This course will familiarize learners with the basic modes and styles of ethics consultation in clinical settings. Learners will also study policy development and educational aspects of hospital ethics committees. Participants will apply philosophical and sociological concepts to cases and policy in clinical settings and will consider methods of mediation, as well as the arguments regarding certification in clinical consultation.

**Research Ethics**
This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice.

**MEDICAL HUMANITIES TRACK**

**Literature and Film in Medicine**
This course examines representations of medicine, sickness, and death in literature and film. The focus of the course will be on discussing and analyzing these representations to gain a richer understanding of lived experiences of health and illness.

**History of Medicine**
This course explores health maintenance, disease, and therapeutics from antiquity until the mid-20th century. This course will relate care of the sick and methods of treatment to the patients’ and healers’ social, political, religious, and cultural contexts, with special topics discussion on the history of women’s reproductive health; military medicine; native American, Meso-American, Pacific Island, and Afro-Caribbean medical practices; the history of mental healthcare; and the formalization of medical education and the rise of the medical marketplace.

**Narrative in Medicine**
This course is a comprehensive seminar on the importance of narrative in the practice of medicine. Students will familiarize themselves with the uses of narrative in the culture of medicine and of medical education, clinical ethics, public health policy, and, especially, clinical reasoning and everyday practice.

**Biomedical Informatics, MS**

**Overview**

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

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

- Biomedically-related courses: principal of public health informatics, biomedical imaging and process, advanced bioinformatics.
- Data science related courses: introduction to data science, data science with cloud computing, advanced data science analytic techniques, and big data related courses.
- The program has reciprocal relationships with specific courses in the graduate programs in Biomedical Engineering, and Biochemistry/Molecular Biology.

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

### Requirements

The core curriculum emphasizes biomedical applications of data science and big data knowledge. Students must complete a minimum of 30 credit hours from the courses listed below (21 core and at least 9 elective credit hours).

#### Course

<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><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIMI 6100</td>
<td>Elements in Biomedical Informatics</td>
<td>4</td>
</tr>
<tr>
<td>BIMI 6200</td>
<td>Introduction to Data Science for Biomedical Informatics</td>
<td>3</td>
</tr>
<tr>
<td>BIMI 6300</td>
<td>Fundamentals of Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIMI 7100</td>
<td>Statistical Machine and Deep Learning in Biomedical Practice</td>
<td>3</td>
</tr>
<tr>
<td>BIMI 7300</td>
<td>Biomedical Data Science with Cloud Computing</td>
<td>3</td>
</tr>
<tr>
<td>BIMI 7500</td>
<td>Big Data Analysis in Biomedical Informatics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>9</strong></td>
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</table>

#### Year 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIMI 8500</td>
<td>Research Methodology of Biomedical Informatics</td>
<td>1</td>
</tr>
<tr>
<td>BIMI 9980</td>
<td>Master's Thesis Research</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIMI 8500</td>
<td>Research Methodology of Biomedical Informatics</td>
<td>1</td>
</tr>
<tr>
<td>BIMI 9980</td>
<td>Master's Thesis Research</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Summer Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIMI 9980</td>
<td>Master's Thesis Research</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**ELECTIVES**

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIMI 6400</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>BIMI 8550</td>
<td>Computational Biology: Structure and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 6830</td>
<td>Intro Biomed Imaging &amp; Process</td>
<td>3</td>
</tr>
<tr>
<td>GBCH 6010</td>
<td>Graduate Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>GBCH 7230</td>
<td>Intro to Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>PATH 7600</td>
<td>Cancer Biology and Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMEN 6020</td>
<td>Biosystems</td>
<td>3</td>
</tr>
<tr>
<td>GBCH 7170</td>
<td>Principles of Genetics</td>
<td>4</td>
</tr>
<tr>
<td>GBCH 7250</td>
<td>Biomed Stats &amp; Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>EPID 7810</td>
<td>Human Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 7320</td>
<td>Renal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>MIIM 7065</td>
<td>Scientific Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

### 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. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Research Methods (2 credits for seminar, 2 for first rotation))

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GBCH 7250</td>
<td>Biomed Stats &amp; Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>EPID 7810</td>
<td>Human Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BMSP 7770</td>
<td>Systems Biology</td>
<td>3</td>
</tr>
<tr>
<td>BMSP 7150</td>
<td>Seminar</td>
<td>1</td>
</tr>
<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>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

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, students 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 the 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>
<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 I</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 7640</td>
<td>Clinical Grand Rounds Medicine</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 1</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 7830</td>
<td>Research Project Presentation</td>
<td>5</td>
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</table>

Offered in the Spring Semester

<table>
<thead>
<tr>
<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>
<td>3</td>
</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 7575</td>
<td>Graduate Neuroscience</td>
<td>6</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>
<td>1</td>
</tr>
<tr>
<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>
</tr>
<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>
<td>6</td>
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Offered in the Summer

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

Clinical Research Methods, MS

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

Executive Master of Science in Clinical Research Methods

The Executive Master’s Degree in Clinical Research Methods program will permit students to complete most of the curriculum “online.” Special arrangements will be made to provide clinical research experience to complete the curriculum.

Requirements

Sample Course Schedule

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6030</td>
<td>Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7070</td>
<td>Molecular Medicine</td>
<td>4</td>
</tr>
<tr>
<td>MSCR 7150</td>
<td>Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6440</td>
<td>Protocol Design and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7080</td>
<td>Cultural Competence Research</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 7150</td>
<td>Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>MSCR 7300</td>
<td>Clerkship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Summer Session</td>
<td></td>
</tr>
<tr>
<td>BIOS 6030</td>
<td>Introductory Biostat</td>
<td>3</td>
</tr>
<tr>
<td>MSCR 6420</td>
<td>Responsible Conduct of Resrch</td>
<td>1</td>
</tr>
<tr>
<td>MSCR 6430</td>
<td>Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>SPHL 6070</td>
<td>Health Systems Policy and Mgmt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>37</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**

**Course ID** | **Title** | **Credits**
---|---|---
BIOS 6030 | Introductory Biostat | 3
EPID 6030 | Epidemiologic Methods I | 3
MSCR 6420 | Responsible Conduct of Resrch | 1
MSCR 6430 | Topics in Clinical Research | 3
MSCR 6440 | Protocol Design and Writing | 3
MSCR 7070 | Molecular Medicine | 4
MSCR 7080 | Cultural Competence Research | 3
MSCR 7090 | Grant Writing | 3
MSCR 7150 | Journal Club (Taken Four Times) | 4
MSCR 9980 | Mentored Research Component (Taken Four Times) | 8

**Elective Courses** | **Credits**
---|---

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.

[https://medicine.tulane.edu/masters-medical-genetics-genomics/curriculum/](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 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 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.

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, Bayesian theory, forensics, paternity testing, segregation, linkage and association analyses.

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.

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: autoimmune and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders. Course Director: Dr. Kerstin Honer zu Bentrup.

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

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

**MIIM -7020 Graduate Journal Club** (1 credit). This course is a journal club format for discussion of current topics in Microbiology and Immunology. Students will present a seminar to the class on a selected research paper approved by the course instructor. Students will explain the topic background and specific hypothesis being tested, describe in detail the experimental design and results, and discuss the conclusions reached and whether or not they were justified. The student audience is expected to participate in class discussion following the presentation. In addition, each student is required to write a short summary explaining the hypothesis, content and significance of the findings for each presented paper. Course Director: Dr. Kerstin Honer zu Bentrup.

**Spring semester**

**MIIM-7400 Responsible Conduct of Biomedical Research** (2 credits). This course explores a variety of ethical and policy issues that arise during the conduct of basic, translational, and clinical biomedical scientific research, with special emphasis on research in infectious diseases. Topics addressed include: (1) research misconduct; (2) "every day" ethical issues faced by biomedical scientists; (3) the use of laboratory animals in scientific research; (4) human research participants and scientific research; (5) authorship practices in scientific publications; (6) conflicts of interest arising from scientists acting as policy consultants and experts; (7) data sharing and data secrecy; (8) mentoring; (9) research with stem cells; (10) the "dual-use" dilemma; (11) select agents and bioterrorism; and (12) scientists as citizens. Course sessions will include lectures, discussion periods, and analyses of case studies. Material will be provided to the students at the latest one week before the session. Course Director: Dr. Louise Lawson

**MIIM-7020 Seminar in Microbiology** (1 credit). The main purpose of the Seminar is to provide students with the opportunity to develop the confidence and skills necessary to make successful scientific presentations, enhance their critical thinking, and engage in thoughtful and productive scientific discussions with their professors and peers. In this course, doctoral graduate students are scheduled to present either a research article or their own work in a 50 min seminar (allowing for 10 min discussion). Masters students are required to attend and participate in the seminars and to write a one-page summary describing the content and significance of each seminar. Course Director: Dr. Lucy Freytag.

**MIIM-7030 Topics in Microbiology** (2 credits). This course is designed to introduce students to a number of current research fields through studying published research papers, general public resource, and other material. Students will pick a topic of their interest, specifically one that is current. Students will present a summary of their topic to the class and will generate questions for their classmates that will stimulate discussions. Topics can include basic, applied, and clinical research and reviews to canvass the latest developments in the field of Microbiology and/or Immunology. Course Director: Dr. Kerstin Honer zu Bentrup.

### Molecular and Cellular Pathobiology, MS

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

The objective of the graduate program is to provide students with opportunities to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. We have developed two Master of Science (MS) programs, which are designed not only to enhance the academic credentials for individuals wishing to pursue a career in a health-related science, but also to ease the transition to medical/graduate school. The Masters in Molecular and Cellular Pathobiology is a full-time two-year post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia. The degree
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**
--- | --- | ---
BMSP 6050 | Advanced Cell Biology - MS | 3
PATH 6300 | Mechanisms of Disease 1 | 5
MSCR 7070 | Molecular Medicine | 4
PATH 2003 | Advances in Pathology Research | 1

Electives totaling 2 credits

**Course** | **Title** | **Credit Hours**
--- | --- | ---
PATH 6310 | Mechanisms of Disease 2 | 5
PATH 2003 | Advances in Pathology Research | 1
PATH 6400 | Molecular & Cellular PATH | 4

Electives totaling 5 credits

**Course** | **Title** | **Credit Hours**
--- | --- | ---
PATH 2003 | Independent Study | 1-6
BMSP 7990 | Pathology Master’s Research | 6

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

**Pharmacology, 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.

**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 one’s 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</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHR 7210</td>
<td>Pharm Advances</td>
<td>1</td>
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<tr>
<td>GPHR 7250</td>
<td>Medical Pharmacology</td>
<td>6</td>
</tr>
<tr>
<td>GPHR 7530</td>
<td>Molecular &amp; Cellular Pharmacology</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><strong>Research Electives</strong></td>
<td></td>
<td></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>
<tr>
<td></td>
<td></td>
<td><strong>Credit Hours</strong> 19-21</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHR 7220</td>
<td>Adv In Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7260</td>
<td>Medical Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>GPHR 7520</td>
<td>Pharmacology ePortfolio</td>
<td>1-2</td>
</tr>
<tr>
<td>GPHR 7200</td>
<td>Seminar Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>GPHR 7240</td>
<td>Principles of Pharmacol</td>
<td>2</td>
</tr>
<tr>
<td><strong>Thesis or Non-Thesis Track</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Credit Hours</strong> 4-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credit Hours</strong> 32-39</td>
</tr>
</tbody>
</table>

1 Requires concurrent registration for Principles of Pharmacology, or prior completion of Medical Physiology.
Non Thesis Track
Masters students on the non-Thesis Track need to take all 4 electives listed below:

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

Requirements

Year 1
Fall
- GPSO 7175 Med Terminology 3
- GPSO 6010 Medical Physiology 6
- GPSO 7910 Seminar Physiology 1
- GPSO 7350 Translational Physiology 2
- Select 1-2 Fall Electives 6-10

Spring
- GPSO 7600 Vascular Physiology 3
- GPSO 6060 Experimental Physiol Lab 2
- GPSO 7910 Seminar Physiology 1
- GPSO 7560 Signal Transduction/Hormone Ac 2
- GPSO 7350 Translational Physiology 2

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>
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<tr>
<td>GBCH 7500</td>
<td>Human Medical Cellular Biochem</td>
<td>5</td>
</tr>
<tr>
<td>NSCI 7110</td>
<td>Graduate Neuroscience I</td>
<td>3</td>
</tr>
<tr>
<td>GPSO 7180</td>
<td>Selected Topics</td>
<td>1-5</td>
</tr>
<tr>
<td>INTD 6010</td>
<td>Responsible Conduct of Researc</td>
<td>0</td>
</tr>
</tbody>
</table>

Spring Electives

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

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/)
Sports Medicine Certificate (Graduate)

Overview

Delve into the world of sports medicine with Tulane School of Medicine's graduate certificate in sports medicine. With this 100% online series of courses guided by experienced instructors, students can pursue academic goals while tapping into what it takes to succeed in the fast-paced sports industry.

The curriculum is designed for professionals who aspire to more fully understand the sports industry from a medical perspective. This certificate is particularly suited for coaches and administrators seeking to better serve athletes in their care. Or any sports industry professionals, gaining new knowledge and skills in sports medicine can optimize their current role or open doors to new career opportunities.

Whether you want to enhance your current professional role or explore new career opportunities, our sports medicine certificate can help advance skills in a wide range of careers, including:

- Athletics / Assistant Athletics Director
- Head / Assistant Coach
- Director of Sports Management
- Director of Event / Stadium Security
- Sports Facilities Manager
- Team Programs & Operations Manager
- Club Sport Director

Objectives

The proposed program is designed to be a graduate-level certificate that provides learners with an introduction to the foundational knowledge and skills important to the recognition, care, prevention and rehabilitation of athletic injury; the assessment and response to emergency situations involving athletes; and research within sports performance methods. Learners will develop a diverse base of knowledge and practices necessary to guide success in working with current and former athletes.

Student Learning Outcomes

- Demonstrate an understanding of knowledge and skills in medicine, psychology, conditioning, and nutrition necessary to guide success in working with athletes of all levels
- Understand sport-related injury at various phases; prevention, treatment, and recovery
- Determine the needs of an individual athlete while addressing multiple forms of care; preventative, management, or enhancement
- Explain the components of a comprehensive sports medicine program

Disclaimer

By completing the certificate in sports medicine, students will learn a variety of information relevant to careers in sports medicine, ethical concepts, sports performance, basic types of injuries, environmental illness, emergency response, and physiology of injury.

The curriculum is intended to expose students to the duties and responsibilities of healthcare providers in sports medicine, and many other healthcare-related fields. Please note: the certificate coursework is not designed to instruct students in the skills required to be a physician, certified athletic trainer, or any other individual involved in the continuum of care for athletes, nor is it meant to serve as a replacement for an actual physician or licensed athletic trainer within a sports medicine program.

Course Objectives

In addition to these program objectives, each course has specific objectives which are outlined at the start of the course.

Academic Requirements

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.

Applications to the program must include the following:

- A statement of 250-500 words discussing interest in sport studies, and how the program will assist them to achieve personal or professional objectives.
- Official college transcripts from each college attended.

Applicants may be conditionally admitted and allowed to take one class in their first semester, in which a B or better must be earned to be fully admitted to the program. Students who do not have a 3.0 grade point average in their undergraduate coursework but possess sufficient professional experience in the sport studies field may be admitted conditionally into the program.

Eligibility

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study.
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.
Requirements

To receive a sports medicine certificate, students must complete four sports medicine courses detailing athletic injuries, recovery and performance; emergency situations in sporting events; and how to develop quality sports medicine programs.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMD 6100</td>
<td>Foundations of Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SPMD 6110</td>
<td>Non-traumatic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>SPMD 6120</td>
<td>Sports Performance Enhancement</td>
<td>3</td>
</tr>
<tr>
<td>SPMD 6130</td>
<td>Continuum of Care: Developing a Sports Medicine Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Certificate Degree Requirements

To receive a sports medicine graduate certificate, students must complete a total of 12 course work credits in the certificate program. Graduate students seeking to enroll in more than 9 credit hours per semester require approval from the Program Director. Students must also apply for a certificate at the beginning of the semester in which the student plans to complete all required coursework. Applications for degree conferral are now online and will appear in a student's Gibson account when available.

Apply Certificate Coursework to the MPS in Sport Studies

As a 100% online program, Tulane’s School of Medicine graduate certificate focuses on the fundamentals of this discipline and can advance students in their pursuit of a Masters in Sport Studies (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/) through Tulane University’s School of Professional Advancement. This certificate can be “stacked” with the Sport Security, Sport Coaching, or Sport Administration certificates, alongside two core classes, to be applied toward a master’s degree. If you’d like to apply your certificate toward an MPS in Sport Studies, contact the program director for more information. Read more about the MPS in Sport Studies from the Tulane School of Professional Advancement (in partnership with the Tulane Center for Sport) (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/).

Aging Studies, PhD

Overview

Mission Statement

Our program focuses on the processes of aging at the individual and societal level. It examines how people change over the adult life course, the interrelationships between older people and social institutions, and the societal impact of the changing age-composition of the population. We emphasize the dynamic interplay between the aging of individuals and their changing biomedical, social, and physical environments and multi-level interactions among psychological, physiological, genetic, social, and cultural domains. Our goal is integration and synthesis within and across these domains. Our faculty's teaching and research emphasizes molecular, cellular, animal and human studies and takes place in a wide range of disciplinary and departmental settings across all of the schools at the university. Our students and faculty provide the foundation for this enterprise, working to create a new generation of leaders in this interdisciplinary field who will assume key positions in academia and in the public and private sectors. The program facilitates both basic and translational research allowing program participants to design and develop working models or implement a process that will initiate viable products or services for older adults in the expanding global community.

History

The Interdisciplinary Ph.D. Program in Aging Studies was established in 2009, in response to a call by the Provost’s Office for interdisciplinary Ph.D. programs issued in 2008. The Program conforms to applicable University policies and regulations. The first class of students matriculated in the fall of 2010. Our Program is university-wide, encompassing all the Schools at Tulane University, and it is located in the School of Medicine. On successful completion of all program requirements, the student is awarded the “Doctor of Philosophy in Aging Studies.” The University funds student stipends and provides tuition waivers.

Our Research Culture

A PhD degree can only be earned by performing original and significant research that is suitable for publication in a peer-reviewed journal, in addition to any other program requirements. It cannot be earned by fulfillment of course requirements or residence for any specific period of time. We take courses to prepare us to begin to assimilate the latest findings, often prior to publication, in a variety of disciplines. Research seminars provide this new information, and they are not designed to be general in nature. An aspiring scholar must show sufficient curiosity to participate. Research seminars do not distract from research; they enhance it, which becomes only evident to a more advanced scholar. Research is a full-time activity (24/7). It involves sustained, hard work, great dedication, creativity, intellect, knowledge, and luck. One learns how to perform research by doing it under the guidance of a master, to whom the student serves as an apprentice. The PhD degree is bestowed only when the faculty determine that a student deserves the high honor of joining the fellowship of scholars, a life-long appointment that carries with it great responsibility to oneself, to the fellowship, to the university, and to society.

Requirements

The Interdisciplinary Ph.D. Program in Aging Studies is comprised of graduate students and faculty from eight schools at Tulane University and includes the Schools of Science and Engineering, Medicine, Public Health and Tropical Medicine, Liberal Arts, Social Work, Business, Law, and Architecture. The curriculum is designed to prepare students for successful careers in existing and emerging fields related to aging. Core courses include a two-semester Introductory Seminar on Aging, Topics in Aging Research, a biomedical course, a psychosocial course, and two semesters of research methods. Students also take specialized elective courses, while performing research, beginning in the first year of the Program. All course work is completed in two years, allowing the students to concentrate full time on research from their third year on.

Each student is guided closely by an academic advisor and co-advisor to facilitate integration across disciplinary domains, and by a dissertation committee. To obtain the Ph.D., each student passes a written preliminary examination following completion of course
work at which time the student advances to candidacy for the Ph.D. degree. Students prepare a dissertation research proposal, under guidance of the dissertation committee, then submit and defend orally a dissertation based on their own original research contribution to the field.

**Distribution Requirements**

- Students will complete the general sequence of studies under the guidance of the program advisor and program committee recommendations.
  - 24 graduate credits in aging-associated core and elective courses
  - 6 graduate credits in research methods/statistics
  - 6 credits in the Introductory Seminar (Proseminar) during the first year of study
  - 6 credits in the program seminar course during the first through third years or until advancement to Candidacy
  - 3 to 6 credits of internship
  - At least two semesters of dissertation research
  - Credits in Aging Seminar are required through Year Three and thereafter until advancement to Candidacy and registration for Dissertation Research

**Typical Schedule during Years One to Three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proseminar in Aging</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psychosocial Core Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Biomedical Core Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Methods/Statistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Topics in Aging</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Aging Seminar</td>
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<td>1</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td>14</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>Proseminar in Aging</td>
<td></td>
<td>3</td>
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<tr>
<td>Biomedical Domain Elective</td>
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<td>Psychosocial Domain Elective</td>
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<td>Research Methods/Statistics</td>
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<tr>
<td>Research Topics in Aging</td>
<td></td>
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<td>Aging Seminar</td>
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<td>1</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td>14</td>
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<tr>
<td><strong>Year 2</strong></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
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<tr>
<td>Biomedical Domain Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Psychosocial Domain Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Independent Study/Research</td>
<td></td>
<td>1-6</td>
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<tr>
<td>Aging Seminar</td>
<td></td>
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<tr>
<td>Advanced Statistics (optional)</td>
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<td><strong>Credit Hours</strong></td>
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<td>8-13</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical or Psychosocial Domain Electives</td>
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<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study/Research</td>
<td></td>
<td>1-6</td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td>Aging Seminar</td>
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<td>1</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td>5-13</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
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<tr>
<td>Dissertation Research</td>
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<td></td>
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<tr>
<td>Aging Seminar</td>
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<td>1</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td>50-68</td>
</tr>
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</table>

- In addition, students are required to take an approved course in Responsible Conduct of Research (RCR). Several such courses are offered at Tulane. (See Vice President for Research website.) The course offered through the Office of Research consists of about six lectures and offers a certificate of completion. A similar course is offered for credit by the Master’s in Clinical Research Program at the School of Medicine. There is also an online CITI course (See Vice President for Research website.) Students must complete one of these courses before the end of the second year. Documentation of completion must be provided to the program office. Ideally, this course is taken in the fall semester of the second year.

- All students are expected to regularly attend the activities included in the Seminar (AGST 7100), even though credit is not awarded after the third year or after advancement to Candidacy, whichever is later. This includes presentations of their work-in-progress. The Program Office schedules students for their work-in-progress seminars throughout the year, and each student must present at least once each year to remain in good standing in the program. These presentations and presence of all students at the work-in-progress seminars is mandatory.

- Graduate work is a full-time effort. The number of credit hours does not indicate the amount of time that the student devotes to this effort. Students are required to spend all of their time outside the classroom to study/research.

**Combined Degrees**

- MD/MBA (p. 92)
- MD/MPH (p. 94)
- MD/MS in Bioethics (p. 95)
- MD/PhD (p. 97)

**MD/MBA**

**Overview**

Applicants interested in additional information on MD degree options, contact the Office of Admissions and Student Affairs at the Medical School:

Hours: Monday - Friday 8:00 a.m. - 4:00 p.m. (CST)
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 and physicians are complementing their medical education with MBA degrees. Holders of both degrees can operate their clinics more effectively, run a healthcare organization, manage a research project, or advocate for their patients and work to fix the healthcare system.

The School of Medicine is partnering with the internationally-recognized A. B. Freeman School of Business to offer medical students two options for completing a joint MD/MBA program. These options allow students to earn both degrees more rapidly than when done separately. Three additional options are available for those who have already completed the medical degree.

### MBA Overview

In the MBA program, required courses teach business fundamentals including finance, management, operations, accounting, statistics, and marketing. Elective courses allow students to focus their professional or personal interests in areas such as strategic management and innovation, analytics, real estate, and entrepreneurship. Students develop the ability to analyze opportunities for and likelihood of success of organizations operating in various environments.

### Requirements

#### 4-Year Program for Newly-Admitted MD Students

In the accelerated business curriculum of the four-year program, students take courses at the Freeman School of Business in the summer prior to and the summer following the first year of medical school. Students then complete their business education throughout the remainder of their time at the medical school. Participants take some courses together with Freeman students in the part-time, Professional MBA (PMB) (https://catalog.tulane.edu/business/mba/business-professional-mba/) program, benefiting from their work experience and the opportunity to collaborate on projects with non-clinicians. Students apply to the MBA program upon acceptance to the medical school.

#### MBA 4-Year Curriculum

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6050</td>
<td>Accounting Measurement, Reporting, and Control</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 6020</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6080</td>
<td>Managing People in Orgs</td>
<td>3</td>
</tr>
</tbody>
</table>

|      |                                            | Credits |
| Spring Semester |                               |         |
| MGMT 6040 | Business Ethics & Leadership               | 3       |

| Year Two  |                                            |         |
| Summer Semester |                               |         |
| FINE 6020 | Analysis for Financial Mgmt                | 3       |
| FINE 6060 | Economic Environ of Business               | 3       |
| MGMT 6030 | Strategic Management                       | 3       |
| MGSC 6090 | Ops and Supply Chain Mgmt                  | 3       |
| PERS 6210 | Healthcare Industry II                     | 3       |

| Fall Semester |                                      |         |
| Elective 1    |                                      | 3       |

| Year Four  |                                            |         |
| Fall Semester |                               |         |
| Elective 1    |                                      | 3       |

| Spring Semester |                               |         |
| INBS 7100 | Healthcare in Cent America 2           | 3       |
| Elective 1, 2 |                                      | 3       |

Total Credit Hours 48

1 The timing of these electives is suggested; however, students may opt to pursue electives in any semester in which they don’t have conflicts in the medical school.

2 Courses are taught at Universidad Francisco Marroquin in Guatemala as one-week intensives.

#### 5-Year Program for Current MD Students

Students in the five-year combined program save a year of training when compared to getting both degrees separately. Students apply to the MBA program during the fall of their third year of medical school. Accepted students spend the fourth year of the program in the Freeman School. The fifth year is divided between the School of Medicine and the Freeman School. Unique to this option is a global leadership component within the MBA program, which includes international travel to provide hands-on learning.

#### MBA 5-Year Curriculum

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCN 6050</td>
<td>Accounting Measurement, Reporting, and Control</td>
<td>3</td>
</tr>
<tr>
<td>FINE 6020</td>
<td>Analysis for Financial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 6020</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6030</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 6020</td>
<td>Business Stats and Models</td>
<td>3</td>
</tr>
<tr>
<td>PERS 6010</td>
<td>Career Development I</td>
<td>0</td>
</tr>
</tbody>
</table>

| Spring Semester |                               |         |
| FINE 6060 | Economic Environ of Business                   | 3       |
| MGMT 6700 | Euro Union-Global Leadership I                | 2       |
| MGSC 6090 | Ops and Supply Chain Mgmt                      | 3       |
The MD/MPH program is an excellent Public Health and Tropical Medicine (SPHTM). Pursue both an MD from Tulane and an MPH from Tulane’s School of Medicine. Students who are accepted into Tulane’s School of Medicine and wish to have their MD/MPH combined degree program must first be accepted into the School of Medicine before they are eligible to apply. NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree program.

MD/MPH

Overview

Applicants interested in additional information on MD degrees, contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

MD/MPH program information, contact Adam Maese, 504-988-7055 | amaese@tulane.edu

NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree program.

MBA Options for Physicians

Physicians have three options to earn the MBA from the Freeman School. For working professionals, the Professional MBA (PMBA) Program (https://catalog.tulane.edu/business/mba/business-professional-mba/) requires 54 credit hours which can be completed over a three-year span, attending classes part-time on weekday evenings. The Executive MBA (EMBA) Program (https://catalog.tulane.edu/business/mba/business-executive-mba/) is an accelerated, alternate-weekend program for experienced professionals. The 48 credit-hour, lockstep curriculum can be completed in 17 months, primarily attending full-time day classes on Fridays and Saturdays. For those between medical school and residency, an accelerated Professional MBA (PMBA) Program is available where students complete 54 credit hours in one year, attending classes full time.

SPHTM Requirements and Competencies

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

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

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

Program Information

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

Requirements

To receive the MD/MPH combined degree, students must fulfill all requirements for graduation from both schools before the graduation deadline.

While students develop MD/MPH competencies specific to both their medical and public health curricula (see below for links to specific competencies), the competency that bridges the public health curriculum with the medical school curriculum is that MD/MPH students graduate from the MD/MPH program with the ability to use educational experiences in the School of Medicine to apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and to translate these findings and principles into recommendations and actions for improved health in clinical practice settings.

SPHTM Requirements and Competencies

In addition to completing their School of Medicine curriculum, MD/MPH combined degree students must also complete the following requirements:

- Required core and programmatic courses in the School of Public Health and Tropical Medicine (SPHTM)
- Practicum (fulfilled, in part, with MD/MPH rotation)
- Culminating experience. All MD/MPH students are required to complete a culminating experience which requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences. Your culminating experience should demonstrate to your public health advisor that you have mastered the body of knowledge and can demonstrate proficiency in core and departmental competencies.
- Additional departmental requirements: each department has specific requirements for programmatic and elective courses and the culminating experience. In some cases, departments may have additional requirements that students should verify with their SPHTM department.

Students should verify all requirements with their SPHTM department and should make contact with their advisors each semester to verify their progress toward their degrees.

MD/MPH competencies for each department mirror that department’s general competencies, which are available at the following links:

- Epidemiology - MPH in Epidemiology competencies (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)


Environmental Health Sciences - MPH in Disaster Management competencies (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)


SOM Requirements

MD Requirements (p. 103)

Courses in the School of Medicine that provide public health content and that MD/MPH combined degree students are required to take include the following:

- Foundations in Medicine I & II
- Family and Community Medicine clerkship
- MD/MPH one-month rotation (3rd or 4th year)
- Medical microbiology
- Genetics
- Clinical diagnosis (evidence-based medicine)

Any changes in the School of Medicine curriculum that reduce the public health content courses may require that MD/MPH combined degree students complete additional credit hours in the School of Public Health and Tropical Medicine to meet degree requirements.

Program Options

Tulane’s MD/MPH program offers the following two options for students who have (1) earned a baccalaureate degree, and (2) already been admitted to Tulane University School of Medicine (SOM) and who wish to complete the requirements for both the medical degree and public health degree:

Four-Year Option (for incoming or T1 SOM students)

Applicants to the 4-year program must have earned a 28 or higher on the MCAT and/or a 504 or higher on the MCAT2015.

Requirements for the MD/MPH combined degree should be completed within 4 years: students must graduate with both degrees concurrently.

Students are strongly encouraged to begin the combined degree program the summer before their SOM curriculum begins. Students may begin the four-year program as late as the spring of their T1 year. If you have been admitted to SOM, you can apply for the four-year program. Please email Adam Maese (amaese@tulane.edu) subject=MDMPH%20application for an application form.

Five-Year Option (for T2 or T3 SOM students)

Students who will require more than 4 years to complete the requirements for the medical and the public health degrees are also eligible for the MD/MPH combined degree program. Students choose this option for a variety of reasons, including a desire to focus exclusively on public health for a year, career exploration, Couples Match timing, and a host of other personal reasons.

In the five-year option, students must graduate with both degrees concurrently. The most common path for these students is to take a leave of absence from SOM after either the T2 or T3 year of medical school.

Students who choose this option have been admitted to SOM and are generally in their T2 or T3 years. Students may also begin the program by pursuing the four-year option and then opt to take a year off from SOM to complete the MD/MPH combined degree in five years. The requirements for both options are the same; however, the application process differs.

T4 students are not eligible to begin their public health studies as part of the five-year program in the MD/MPH combined degree program. However, T4 SOM students who wish to pursue a public health degree are encouraged to pursue their public health degree as a non-combined-degree student by applying directly to the School of Public Health and Tropical Medicine and completing the public health curriculum for non-combined-degree students.

A student may not receive the MD degree and then continue working on MPH requirements as part of the MD/MPH combined degree program. A student may graduate with the MD degree and may continue working towards their public health degree, but must meet the full MPH, MSPH, or MPH&TM requirements for non-combined-degree students. MD/MPH students can discuss the non-combined-degree public health requirements with their public health advisors if they wish to delay completing their MPH requirements until after they earn their MD degrees.

MD/MS in Bioethics

Overview

Applicants interested in additional information on MD degrees, contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For Master Programs in Biomedical Science information, contact bms@tulane.edu. (bms@tulane.edu)

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.

**Requirements**

MD-MS dual degree students will complete the curriculum in the first two years at Tulane School of Medicine. M.S. coursework is done on Wednesday and Friday afternoons — reserved specifically for all of our dual degree program students and for medical student electives — and through elective coursework offered in the summer before and after Year 1.

The core courses provide essential grounding in ethical theory and the foundations of bioethics, current controversies in health care ethics, and the social and ethical contexts of health care decision-making; participation in hospital rounds emphasizes the practical realities of clinical ethics, and a capstone seminar integrates program courses with one another and with students’ experience in the health care professions. Elective courses from Anthropology, Economics, Philosophy, and Sociology are currently offered at Tulane University. The ten core courses are new offerings created specifically for the program, and consist of the following.

**Core Courses:**

- **Foundations of Bioethics**
  - This course surveys the variety of bioethical theories that ground contemporary arguments within the bioethics literature and in healthcare. Attention will be paid to methodologies of decision-making within the context of sound ethical argument utilizing principles, casuistry, care, narrative, and virtues.

- **Current Issues in Bioethics**
  - This course will examine contemporaneous topics in healthcare ethics. Issues to be covered will include those that are of notoriety as well as many that are ethically important but not widely recognized by the public. Theoretical knowledge of ethics will then be drawn upon to facilitate discussion of dilemmas that are intrinsic within these topics.

- **Fundamentals of Medical Humanities**
  - This course is an examination of how the humanities and social sciences bring contextual fullness to understanding the healing profession. A particular emphasis will be placed on how the arts can bring humanism to the sciences.

- **Capstone Course**
  - This capstone seminar for Bioethics graduate students will be a collaborative project. In this project, students will focus their energies on a major issue facing the Tulane-New Orleans community, with an end product that is either policy-based or education-based to help facilitate discussion and/or resolution of the issue at hand.

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<table>
<thead>
<tr>
<th>Plus One of The Two Tracks Below: BIOETHICS TRACK</th>
</tr>
</thead>
<tbody>
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<td>Distribution</td>
</tr>
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<td>Foundations of Bioethics</td>
</tr>
<tr>
<td>Current Controversies in Healthcare</td>
</tr>
<tr>
<td>Medical Humanities</td>
</tr>
<tr>
<td>Ethical Theory</td>
</tr>
<tr>
<td>Clinical Ethics</td>
</tr>
<tr>
<td>Research Ethics</td>
</tr>
<tr>
<td>Capstone Project</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

- **Ethical Theory**
  - This course provides an in-depth treatment of the theoretical foundations of ethics. It introduces students to foundational problems and theories in metaethics, moral psychology, and normative theory.

- **Introduction to Clinical Ethics**
  - This course is a comprehensive seminar on the theory and practice of clinical ethics consultation. This course will familiarize learners with the basic modes and styles of ethics consultation in clinical settings. Learners will also study policy development and educational aspects of hospital ethics committees. Participants will apply philosophical and sociological concepts to cases and policy in clinical settings and will consider methods of mediation, as well as the arguments regarding certification in clinical consultation.

- **Research Ethics**
  - This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice.

**MEDICAL HUMANITIES TRACK**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>Current Controversies in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>Medical Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Medicine in Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Narrative Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>
• Literature and Film in Medicine
  • This course examines representations of medicine, sickness, and death in literature and film. The focus of the course will be on discussing and analyzing these representations to gain a richer understanding of lived experiences of health and illness.

• History of Medicine
  • This course explores health maintenance, disease, and therapeutics from antiquity until the mid-20th century. This course will relate care of the sick and methods of treatment to the patients’ and healers’ social, political, religious, and cultural contexts, with special topics discussion on the history of women’s reproductive health; military medicine; native American, Meso-American, Pacific Island, and Afro-Caribbean medical practices; the history of mental healthcare; and the formalization of medical education and the rise of the medical marketplace.

• Narrative in Medicine
  • This course is a comprehensive seminar on the importance of narrative in the practice of medicine. Students will familiarize themselves with the uses of narrative in the culture of medicine and of medical education, clinical ethics, public health policy, and, especially, clinical reasoning and everyday practice.

**Elective Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 6340</td>
<td>Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7980</td>
<td>Special Studies In Econ (Health Economics)</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 7982</td>
<td>Special Topics In Econ (Health Economics II)</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 6500</td>
<td>Health Econ &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7981</td>
<td>Special Studies In Econ (Economics of Disease)</td>
<td>1-3</td>
</tr>
<tr>
<td>SOCI 6090</td>
<td>Sociology of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6130</td>
<td>Race, Crime and Control</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Elective courses are subject to change. Please consult your advisor.

**BIOETHICS TRACK**

• Ethical Theory
• Introduction to Clinical Ethics
• Research Ethics

**MEDICAL HUMANITIES TRACK**

• Literature and Film in Medicine
• History of Medicine
• Narrative in Medicine

**MD/PhD**

**Overview**

Applicants interested in additional information on MD degrees, contact the Office of Admissions and Student Affairs:

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

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

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

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

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

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

**Requirements**

**MD Requirements**

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

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean’s hours about how and when to

**MD/PhD Requirements**

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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 choose their preclinical electives.
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.

<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>GANT 1008</td>
<td>Gross Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>BIOC 1010</td>
<td>Biochemistry</td>
<td>7</td>
</tr>
<tr>
<td>GENE 1007</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>HSTO 1001</td>
<td>Histology</td>
<td>5</td>
</tr>
<tr>
<td>Pysi 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>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>32</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRBH 2006</td>
<td>Brain, Mind and Behavior</td>
<td>6</td>
</tr>
<tr>
<td>CLDG 2004</td>
<td>Clinical Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>FIM2 2005</td>
<td>Foundations Med II</td>
<td>2</td>
</tr>
<tr>
<td>IMMU 2001</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td>MICR 2000</td>
<td>Intro to Infectious Diseases</td>
<td>4</td>
</tr>
<tr>
<td>PATH 2002</td>
<td>Mechanms of Disease</td>
<td>14</td>
</tr>
<tr>
<td>PHAR 2003</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td>One pre-clinical elective in first or second year</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>36</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on USMLE Step 1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FAMY 3000</td>
<td>Family Medicine</td>
<td>6</td>
</tr>
<tr>
<td>SURG 3000</td>
<td>Surgery</td>
<td>8</td>
</tr>
<tr>
<td>PEDS 3000</td>
<td>Pediatrics</td>
<td>8</td>
</tr>
<tr>
<td>PYCH 3000</td>
<td>Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>NEUR 3000</td>
<td>Neurology</td>
<td>4</td>
</tr>
<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>
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<tr>
<td></td>
<td>Credit Hours</td>
<td>46</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MED 4409</td>
<td>Community Health</td>
<td>4</td>
</tr>
<tr>
<td>EMER 4020</td>
<td>Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>ACLS training (complete before EMER4020)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>RADS 3020</td>
<td>Radiology</td>
<td>2</td>
</tr>
<tr>
<td>Acting Internship (see various departments)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Clinical electives (see various departments)</td>
<td></td>
<td>30</td>
</tr>
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</table>

5 Interdisciplinary Seminars (offered through Office of Medical Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>156</td>
</tr>
</tbody>
</table>

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

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

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

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

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

PhD Curriculum

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>13</td>
</tr>
</tbody>
</table>

Year 1

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSP 6070</td>
<td>Advanced Cell Biology</td>
<td>3</td>
</tr>
<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></td>
</tr>
<tr>
<td>BMSP 7100</td>
<td>Biomed Sciences Workshop</td>
<td>1</td>
</tr>
</tbody>
</table>

2021-2022 98
### Physician/Scientist Program Requirements

#### Medical School - Years 1 & 2

Our medical school first and second year curriculum provides the necessary foundation for graduates to be well prepared to enter any field of medicine. Emphasis has been placed on self-directed learning, integration of basic and clinical sciences, and more active forms of learning. Students’ medical careers begin with the White Coat Ceremony, which defines the commitment and dedication they have made to their patients and themselves as they enter medical school. Students learn basic science knowledge during the first two years in lectures, problem-based learning sessions, small group discussions, laboratories, and clinical correlations. In mid-June of the second year, students sit for Step 1 of the USMLE.

#### Graduate School

P/SP students enter the graduate years full-time after completing Step 1 of the USMLE. Students may elect to do a third research rotation, or if they have already completed two research rotations, may select a graduate program and a dissertation advisor, and begin work on their Ph.D. dissertation.

Coursework during the graduate years emphasizes basic principles and concepts in biochemistry, biostatistics, genetics, and cell biology, with additional courses specific to the area of concentration. Additional program requirements include weekly seminar series, and student research presentations. All students take a online course in ethics and must complete a proposal-based Preliminary Examination, usually after the first year of graduate school. When the dissertation advisory committee is satisfied that the aims of the research project have been met and the dissertation has been defended successfully, the requirements for the Ph.D. will have been completed.

P/SP students prepare to re-enter medical school as they near completion of their dissertation. Typically students begin medical school in July or mid-August with the third year medical student class. Students anticipating return to medical school notify the medical school in January and complete the clerkship selection process, which is coordinated by the Office of Student Affairs of the medical school.

Up to 24 credit hours of coursework is transferred from the students’ medical school.

#### Medical School - Years 3 & 4

P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

The majority of clinical training is offered in the third and fourth years. Tulane has created a “combined” third and fourth year, whereby students have 20 months of training, of which 15 are required and 5 are elective. The requirements for the third and fourth year include: 8-week clerkships in internal medicine, surgery, pediatrics, obstetrics/gynecology, psychiatry/neurology, a 6 week clerkship in family medicine, 2 weeks of radiology, emergency medicine, and outpatient surgery, and 5 one month electives, one month of ambulatory internal medicine, and a sub-internship.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience.
with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences, while the other clerkships offer a balance of inpatient and outpatient experience.

**Physician/Scientist Program Curriculum**

**Medical School- Years 1 & 2**

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Graduate School [here](https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/)

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The complete graduate program guidelines are as follows:

- Up to 24 credit hours of coursework is transferred from the students' medical school.

**First Year**

**Fall:**
- BMSP 7100 Workshop (1 credit)
- BMSP 7140 Seminar (1 credit)
- BMSP 7990 Independent Study (4-6 credits depending upon elective chosen)
- Elective Courses
- Attend BMS Retreat (no credits)

**Spring:**
- GBCH 7250 Biostatistics (2 credits)
- BMSP 7110 Workshop (1 credit)
- BMSP 7150 Seminar (1 credit)
- BMSP 7990 Independent Study (2-4 credits depending upon elective chosen)
- Elective
- Course Transfer from Medical School (24 credits)

**Second Year**

The second year consists of only Workshop (BMSP 7100 - 1 credit/semester) and Seminar (BMSP 7140 1 credit/semester) to complete a total of 48 credit hours. Students must also register for Independent Study (BMSP 7990) or Selected topics (BMSP 7500) to maintain full time status. Second year will have no other formal didactic courses. However, if a student chooses a mentor within a specific area of research emphasis, further requirements may be necessary.

Medical School- Years 3 & 4 [here](https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/)

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**Physician/Scientist Program Curriculum**

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Graduate School [here](https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/)

Safety Training (no credits)

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- BMSP 7150 Seminar (1 credit)
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Physician/Scientist Program Curriculum

**Medical School- Years 1 & 2**

Our medical school first and second year curriculum provides the necessary foundation for graduates to be well prepared to enter any field of medicine. Emphasis has been placed on self-directed learning, integration of basic and clinical sciences, and more active forms of learning. Students’ medical careers begin with the White Coat Ceremony, which defines the commitment and dedication they have made to their patients and themselves as they enter medical school. Students learn basic science knowledge during the first two years in lectures, problem-based learning sessions, small group discussions, laboratories, and clinical correlations. In mid-June of the second year, students sit for Step 1 of the USMLE.

Graduate School (https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/)

P/SP students enter the graduate years full-time after completing Step 1 of the USMLE. Students may elect to do a third research rotation, or if they have already completed two research rotations, may select a graduate program and a dissertation advisor, and begin work on their Ph.D. dissertation.

Coursework during the graduate years emphasizes basic principles and concepts in biochemistry, biostatistics, genetics, and cell biology, with additional courses specific to the area of concentration. Additional program requirements include weekly seminar series, and student research presentations. All students take an online course in ethics and must complete a proposal-based Preliminary Examination, usually after the first year of graduate school. When the dissertation advisory committee is satisfied that the aims of the research project have been met and the dissertation has been defended successfully, the requirements for the Ph.D. will have been completed.

P/SP students prepare to re-enter medical school as they near completion of their dissertation. Typically students begin medical school in July or mid-August with the third year medical student class. Students anticipating return to medical school notify the medical school in January and complete the clerkship selection process, which is coordinated by the Office of Student Affairs of the medical school.

The complete graduate program guidelines are as follows:
Up to 24 credit hours of coursework is transferred from the students' medical school.

First Year

Fall:
- BMSP 7100 Workshop (1 credit)
- BMSP 7140 Seminar (1 credit)
- BMSP 7990 Independent Study (4-6 credits depending upon elective chosen)

Elective Courses
- Attend BMS Retreat (no credits)
- Safety Training (no credits)

Spring:
- GBCH 7250 Biostatistics (2 credits)
- BMSP 7110 Workshop (1 credit)
- BMSP 7150 Seminar (1 credit)
- BMSP 7990 Independent Study (2-4 credits depending upon elective chosen)

Elective
- Course Transfer from Medical School (24 credits)

Second Year

The second year consists of only Workshop (BMSP 7100 - 1 credit/semester) and Seminar (BMSP 7140 1 credit/semester) to complete a total of 48 credit hours. Students must also register for Independent Study (BMSP 7990) or Selected topics (BMSP 7500) to maintain full-time status. Second year will have no other formal didactic courses. However, if a student chooses a mentor within a specific area of research emphasis, further requirements may be necessary.

Medical School- Years 3 & 4 (https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physicianscientist-program/curriculum/)

P/SP students begin third year medical school clerkships about July 1 of their seventh year, after completing their Ph.D. dissertation.

The majority of clinical training is offered in the third and fourth years. Tulane has created a "combined" third and fourth year, whereby students have 20 months of training, of which 15 are required and 5 are elective. The requirements for the third and fourth year include: 8-week clerkships in internal medicine, surgery, pediatrics, obstetrics/gynecology, and psychiatry/neurology, a 6 week clerkship in family medicine, 2 weeks of radiology, emergency medicine, and outpatient surgery, and 5 one month electives, one month of ambulatory internal medicine, and a sub-internship.

Students are also required to participate in a new interdisciplinary seminar series in which students choose from a variety of offerings. The entire family medicine clerkship is an ambulatory based experience with a community preceptor, most of whom practice in rural settings. The medicine and surgery clerkships are in-patient experiences, while the other clerkships offer a balance of inpatient and outpatient experience.

Physician/Scientist Program Curriculum

Medical School- Years 1 & 2

Our medical school first and second year curriculum provides the necessary foundation for graduates to be well prepared to enter any field of medicine. Emphasis has been placed on self-directed learning, integration of basic and clinical sciences, and more active forms of learning. Students' medical careers begin with the White Coat Ceremony, which defines the commitment and dedication they have made to their patients and themselves as they enter medical school. Students learn basic science knowledge during the first two years in lectures, problem-based learning sessions, small group discussions, laboratories, and clinical correlations. In mid-June of the second year, students sit for Step 1 of the USMLE.

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Medical School- Years 3 & 4 (https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/mdphd-programs/physician-scientist-program/curriculum/)
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Medical School - Years 3 & 4

MD Degree Program

Programs

Graduate

• Medicine, MD (p. 103)

Medicine, MD

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

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

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

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

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

Requirements

Degree requirements

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GANT 1008</td>
<td>Gross Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>BIOC 1010</td>
<td>Biochemistry</td>
<td>7</td>
</tr>
<tr>
<td>GENE 1007</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>HSTO 1001</td>
<td>Histology</td>
<td>5</td>
</tr>
<tr>
<td>PYSI 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>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRBH 2006</td>
<td>Brain, Mind and Behavior</td>
<td>6</td>
</tr>
<tr>
<td>CLDG 2004</td>
<td>Clinical Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>FIM2 2005</td>
<td>Foundations Med II</td>
<td>2</td>
</tr>
<tr>
<td>IMMU 2001</td>
<td>Immunology</td>
<td>1</td>
</tr>
<tr>
<td>MICR 2000</td>
<td>Intro to Infectious Diseases</td>
<td>4</td>
</tr>
<tr>
<td>PATH 2002</td>
<td>Mechnms of Disease</td>
<td>14</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PHAR 2003</td>
<td>Pharmacology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>One pre-clinical elective in first or second year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Year 3**

Passing score on USMLE Step 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Peds 3000</td>
<td>Pediatrics</td>
<td>8</td>
</tr>
<tr>
<td>PYCH 3000</td>
<td>Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>NEUR 3000</td>
<td>Neurology</td>
<td>4</td>
</tr>
<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>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

**Year 4**

Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 4409</td>
<td>Community Health</td>
<td>4</td>
</tr>
<tr>
<td>EMER 4020</td>
<td>Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>RADS 3020</td>
<td>Radiology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Acting Internship (see various departments)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical electives (see various departments)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>5 Interdisciplinary Seminars (offered through Office of Medical Education)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>42</strong></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. 108)
- Anatomy - Graduate (ANAT) (p. 109)
- Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth/)
- Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc/)
- Architecture (ARCH) (https://catalog.tulane.edu/courses/arch/)
- 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/paah/)
- Art Studio (ARST) (https://catalog.tulane.edu/courses/arst/)
- Asian Studies (ASTA) (https://catalog.tulane.edu/courses/asta/)
- Astronomy (ASTR) (https://catalog.tulane.edu/courses/astr/)
- Biochemistry & Molecular Biol (GBCH) (p. 110)
- 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 Informatics (BIMI) (p. 111)
- Biomedical Sciences (BMSP) (p. 111)
- Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios/)
- Business & Leadership Studies (BSLS) (https://catalog.tulane.edu/courses/bals/)
- Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn/)
- Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm/)

B

- Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma/)
- Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv/)
- Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/cell/)
- Center for Engaged Learning and Teaching (CELT) (https://catalog.tulane.edu/courses/celt/)
- Chemical Engineering (CENG) (https://catalog.tulane.edu/courses/ceng/)
- Chemistry (CHEM) (https://catalog.tulane.edu/courses/chem/)
- Chinese Language (ASTC) (https://catalog.tulane.edu/courses/astc/)
- City, Culture, and Community (CCCC) (https://catalog.tulane.edu/courses/ccc/cn/)
- Classics (CLAS) (https://catalog.tulane.edu/courses/clas/)
- Clinical Research (MSCR) (p. 112)
- 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/)
- 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/pcc/)
- Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls/)
- 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/enls/)
- English (PAEN) (https://catalog.tulane.edu/courses/pan/)
Executive MBA (EMBA) (https://catalog.tulane.edu/courses/emba/)

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/)

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/gmба/)

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/greк/)

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/hиса/)

History - Asia (HISC) (https://catalog.tulane.edu/courses/hисc/)

History - Latin America & Caribbean (HISL) (https://catalog.tulane.edu/courses/hисl/)

History - Middle East & North Africa (HISM) (https://catalog.tulane.edu/courses/hизм/)

History - Modern Europe (HISE) (https://catalog.tulane.edu/courses/hисe/)

History - United States (HISU) (https://catalog.tulane.edu/courses/hисu/)

Homeland Security (HMLS) (https://catalog.tulane.edu/courses/hmlс/)

Human Genetics (HMGN) (p. 112)

Humanities (PAHM) (https://catalog.tulane.edu/courses/pahm/)

Humanities - Interdisciplinary (HUMA) (https://catalog.tulane.edu/courses/hума/)

Immunology (IMMU) (p. 112)

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 Health & Sustainable Development (IHSD) (https://catalog.tulane.edu/courses/ihsd/)

International Studies & Business (ISIB) (https://catalog.tulane.edu/courses/isib/)

Internship (INTR) (https://catalog.tulane.edu/courses/intr/)

Italian (ITAL) (https://catalog.tulane.edu/courses/итал/)

Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj/)

Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst/)

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

Labor & Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl/)

Latin (LATN) (https://catalog.tulane.edu/courses/латн/)

Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last/)

Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin/)

Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law/)

Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini/)

Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls/)

Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws/)

Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger/)

Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law/)

Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law/)
• Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law/)
• Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst/)
• Less Commonly Taught Languages (LCTL) (https://catalog.tulane.edu/courses/lctl/)
• Linguistics (LING) (https://catalog.tulane.edu/courses/ling/)

M
• Management (MGMT) (https://catalog.tulane.edu/courses/mgmt/)
• Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom/)
• Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc/)
• Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers/)
• Marketing (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/)
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• Media & Design (MDES) (https://catalog.tulane.edu/courses/mdes/)
• Medieval & Early Modern Studies (MEMS) (https://catalog.tulane.edu/courses/mems/)
• Microbiology - Graduate (MIIM) (p. 143)
• Music (MUSC) (https://catalog.tulane.edu/courses/musc/)
• Music (PAMU) (https://catalog.tulane.edu/courses/pamu/)
• Music - Applied (APMS) (https://catalog.tulane.edu/courses/apms/)
• Musical Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs/)

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• Neuroscience (NSCI) (https://catalog.tulane.edu/courses/nsci/)

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• Pharmacology - Graduate (GPHR) (p. 143)
• Philosophy (PHIL) (https://catalog.tulane.edu/courses/phil/)
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• 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 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/)
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.

Course Limit: 99

AGST 7120 Independent Study/Research (0-6)
Independent Study/Research.

Course Limit: 99
AGST 7140 Dissertation Research (0-9)
Dissertation Research.

AGST 7160 Internship (1-6)
Internship.

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

AGST 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)
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and Disease

ANAT 7065 Graduate Anatomy (11)
To acquire knowledge and develop skills in dissection-oriented gross anatomy and its application and relevance to human physiology and disease.

ANAT 7090 Select Topics In Anatomy (0-4)

ANAT 7120 Anatomy Research Sem I (1)
To learn and understand recent advances in biomedical sciences; To develop critical thinking, literature search, and presentation skills.

ANAT 7130 Anatomy Research Sem II (2)
To learn and understand recent advances in biomedical sciences, To develop the skills required for evaluating research presentations and learn how to present professional work

ANAT 7240 Advances in Anatomical Sci I (1)
Students present one original research paper on a current topic in anatomical science research (cell, animal model, human)

ANAT 7250 Advances in Anatomical Sci II (1)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease. To understand how to develop new ideas for solving old and new clinical science questions

ANAT 7350 Anatomical Techniques (3)
To develop an understanding of the knowledge and skills involved in anatomical research and tissue preparation, as well as its application and relevance to human structure, physiology and disease

ANAT 7360 Leadership in Healthcare (3)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in leadership 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 Anat (3)
This course provides an introduction to the physical principles of normal function and physiology in cells and tissues.

ANAT 7420 Anatomy Seminar (3)
This course provides an analysis of the physical principles of normal function and physiology in organ system

ANAT 7510 Teaching Micro Anatomy 1 (1)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

ANAT 7520 Teaching Microscopic Anat 2 (2)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

ANAT 7560 Signal Transduction/Hormone Ac (2)
This course provides in-depth knowledge of cell signaling.

ANAT 7570 Graduate Neuroscience (6)
To acquire knowledge and develop skills in dissection-oriented neuroanatomy and neuroscience, and its application and relevance to human physiology and clinical disease.

ANAT 7600 Anatomy Research (1-9)

ANAT 7610 Teaching Techniques in Hlth Sc (2)
To develop the skills required for non-interactive educational formats in health sciences education and the application of these skills in medical and health sciences education

ANAT 7620 Interactive Teaching Technique (2)
To develop the skills required for evaluating and applying interactive teaching formats in health sciences education and the application of these skills to medical and health sciences education

ANAT 7630 Clinical Grand ROUNDS Surgery (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

ANAT 7640 Clinical Grand Rounds Medicine (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

ANAT 7750 Teaching Gross & Deve Anatomy (3)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental anatomy.
ANAT 7760  Teaching Neuroanatomy  (1)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental neuroanatomy.

ANAT 7790  Adv Surgery based Anat Dissect  (5)

ANAT 7810  Research Design & Methods 1  (3)
Students will attend a series of lectures and practical sessions on the principles of centrifugation, tissue preparation for protein extractions, western blotting, RNA isolation and real time PCR, plating and cell culture techniques, and gel doc recording.

ANAT 7820  Research Design & Methods 2  (3)
Students will attend a series of lectures and practical sessions on the principles of tissue processing for microtomy, tissue microtomy for light microscopy, paraffin types and paraffin embedding of tissue, and histochemistry of tissue staining.

ANAT 7830  Research Project Presentation  (5)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease.

ANAT 7840  Research Thesis  (6)
The student will present research as a written record and present, discuss and defend the research before a thesis committee.

ANAT 9980  Master’s Research  (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

Biochemistry & Molecular Biol (GBCH)

GBCH 4060  Topics in Pediatric Research  (2)

GBCH 6010  Graduate Biochemistry  (4)

GBCH 6020  Biochem & Molec Bio Seminar  (1)

GBCH 6110  Basic Medical Biochemistry  (3)

GBCH 7090  Seminar  (1)

GBCH 7100  Seminar  (1)

GBCH 7110  Selected Topics  (1-4)

GBCH 7120  Special Problems  (1-6)

GBCH 7130  Selected Topics  (1-4)

GBCH 7140  Selected Topics  (1-3)

GBCH 7150  Tutorial Topics  (1-6)

GBCH 7160  Tutorial Topics  (1-6)

GBCH 7170  Principles of Genetics  (4)

GBCH 7180  Chromosome Instabil in Cancer  (4)

GBCH 7190  Seminar Presentation  (2)

GBCH 7220  Structure/Function Biomol  (4)

GBCH 7230  Intro to Bioinformatics  (3)
Prerequisite(s): GBCH 6010.

Prerequisite(s): GBCH 6010.

GBCH 7250  Biomed Stats & Data Analysis  (2)

GBCH 7330  Advanced Bioinformatics  (3)
The goal of this course is to introduce foundational concepts, algorithms and applications of advanced bioinformatics, particularly machine learning and artificial intelligence (AI) in biomedical research. The major topics include machine learning, deep learning, and AI and their state-of-the-art applications in biomedicine. Students will acquire mathematical formulations and computer algorithms in regression modeling, data clustering and dimensionality reduction, data classifications (including deep learning), and reinforcement learning. Students will also gain detailed knowledge and hands-on experience in proteomics and develop programming skills in applying open-source software programs in analyzing and interpreting omics data. Prerequisite: A Biochemistry course.

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

BIMI 6100 Elements in Biomedical Informatics (4)
Goals/Mission: To develop an understanding of biomedical informatics, the biomedical data, the practice modern medicine, conduct modern biological research, and health sciences education with information technology. Prerequisites: Students should have a basic understanding of intermediate mathematics. Designation: This course is for graduate students and advanced undergraduate students.

BIMI 6200 Introduction to Data Science for Biomedical Informatics (3)
Goals/Mission: The goal is to provide a comprehensive orientation to data science using SQL, R, Phyton, and programs with application to biomedical informatics. Prerequisites: The course does not require prior programming knowledge. Designation: This course is for graduate students and advanced undergraduates.

BIMI 6300 Fundamentals of Data Analytics (3)
Goals/Mission: To develop an understanding of the integrated behavior of random variables multivariate data sets using R/Python with application to complex biomedical data. Prerequisites: Students should have a basic understanding of statistics, multivariable calculus, and linear/matrix algebra. Designation: This course is for graduate students and advanced undergraduate students.

BIMI 6400 Health Informatics (3)
Goals/Mission: To develop an understanding of the advanced approaches of bioinformatics and its application. Prerequisites: Students should have a basic understanding of biomedical informatics and statistics. Designation: This course is for graduate students.

BIMI 8500 Research Methodology of Biomedical Informatics (1)
Goals/Mission: Journal clubs are a key tool for critically appraising articles and keeping up to date with the current literature. Prerequisites: Students should have taken course BIMI-7500 (prerequisite can be waive with instructor approval). Designation: This course is for graduate students only.

BIMI 8550 Computational Biology: Structure and Organization (3)
Goals/Mission: To develop an understanding of the advanced approaches of computational biology, and their application. Prerequisites: Students should have taken BIMI-6100 and BIMI-6200 courses (prerequisites can be waive with instructor approval). Designation: This course is for graduate students and advanced undergraduate students.

Prerequisite(s): BIMI 6100 and 6200.

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 Resrch (1)
MSCR 6430 Topics in Clinical Research (3)
MSCR 6440 Protocol Design and Writing (1-3)
MSCR 6450 Therapeutics Seminar (4)
MSCR 7070 Molecular Medicine (4)
MSCR 7080 Cultural Competence Research (3)
MSCR 7090 Grant Writing (3)
MSCR 7150 Journal Club (1)
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 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 1111 Immunology Summer Course (1)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

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

Sports Medicine (SPMD)

SPMD 6100 Foundations of Sports Medicine (3)
This course will provide the students with an overview in the field of sports medicine. The course focuses on the basic information and skills important to the recognition, care, prevention, and preliminary rehabilitation of athletic injuries. The course will explore medical providers involved in total athlete care, provide terminology associated with sports medicine, and discover the human body systems as they pertain to sports medicine.

SPMD 6110 Non-traumatic Injuries (3)

SPMD 6120 Sports Performance Enhancement (3)
This course offers a comprehensive study of the physical, nutritional, and therapeutic methods of injury recovery while holding a focus on the needs of athletes who want to improve performance within their sport.

SPMD 6130 Continuum of Care: Developing a Sports Medicine Program (3)
This course will explore the process of developing and maintaining a sports medicine program that fully addresses the continuum of care for athletes within an institution or organization at the collegiate and secondary levels. Students will discover the components of a comprehensive athletic healthcare program including: health and safety policies and procedures, roles and responsibilities of involved healthcare providers, and best practices of sports medicine.
ANES 4020 Basics of Anesthesiology (2)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

ANES 4034 Point of Care Ultrasound (2)
ANES 4040 Anesthesiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

BIOC 1003 Metabolic Biochemistry (5)
BIOC 1004 Cellular Biochemistry (2)
BIOC 1111 Biochemistry Summer Course (5)

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

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

CLDG 2004 Clinical Diagnosis (3)

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

**MD - Dermatology (DERM)**

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

**MD - Emergency Medicine (EMER)**

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

Maximum Hours: 99
EMER 4020  Emergency Medicine (2)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient — that is, figuring out who is truly “sick” or “not sick” — is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Family Medicine (FAMY)

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

Maximum Hours: 99

FAMY 3006  Family Medicine (6)

FAMY 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.
FAMY 5002 Bioethics and Film (1)
FAMY 5003 Clinical Research Ethics (1)
FAMY 5004 Stories in Order to Live (1)
FAMY 5005 Illness as Metaphor (1)
FAMY 5051 Health Care Policy and Reform (1)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients’ behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

FAMY 5200 Art of Observation (1)
FAMY 5500 Clinical Preceptorship - Fam M (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
MD - Foundations Medicine I (FIM1)

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

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

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

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

MD - Foundations Medicine II (FIM2)

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

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

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

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.
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)
GANT 5540 Anatomy and Med Ed Research (1)

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 1001 Histology (5)
HSTO 1111 Histology Summer Course (5)

T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MD - Mechanism of Disease (PATH)

PATH 1111 Pathology Summer Course (14)

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

Maximum Hours: 99
PATH 2002 Mechanisms of Disease (14)
The Mechanisms of Disease course is designed to help students develop an understanding of the causes and mechanisms of disease and the associated structure and function. Students are expected to develop the skills of observation, interpretation, and integration needed to analyze human disease. Specifically, when provided with the clinical history, the anatomic lesions, and the laboratory data of a patient, students are expected to determine the most likely diagnosis and explain the pathogenesis of the disease. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PATH 4210 Cytopathology (2)
In this elective, students will learn the value of the clinical application of cytopathology to include: diagnosis, differential diagnosis, ancillary tests and therapy. Students will learn to understand the clinical significance of morphologic changes in healthy and diseased cells from cytologic examination of gynecologic and non-gynecologic specimens, including superficial and deep fine needle aspirations. Students will participate in the fine needle aspiration service as well as daily cytology sign-out. Student will work closely with the cytology fellow, resident and staff cytopathologist. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
PATH 4440 Surgical Pathology (4)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PATH 6100 Pathology Research Elective (2,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

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

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

Corequisite(s): PATH 6210.

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

Corequisite(s): PATH 6221.

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

Corequisite(s): PATH 6220.

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

Corequisite(s): PATH 6231.

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

Corequisite(s): PATH 6230.

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

Course Limit: 2
PATH 6270 Surgical Pathology Practicum (1)
This is a practical course in surgical pathology that prepares students for their clinical rotations in surgical pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists’ assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists’ Assistant. Emphasis will be placed on developing the student’s skills of gross tissue description, dissection, and frozen section preparation.

Course Limit: 2

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

Course Limit: 2

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

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

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

Maximum Hours: 99

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

Course Limit: 3

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

MD - Medicine (MED)

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

MED 3006 Medicine (6)

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

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

MED 3041 DeBaKey Scholar Research (4)
The DeBaKey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBaKey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students’ professional growth through continuing education and lifelong learning. DeBaKey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.
MED 3400 Medicine (4)
This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

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

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

MED 3520 Medicine Acting Internship (2)
MED 4000 MD/MBA Elective (4)
MED 4001 Interdisciplinary Patient Care (2)
MED 4002 Military Officer Training (4)
MED 4003 Military Officer Training (2)
MED 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 bringing an idea to market through activities in the Office of Technology Transfer and the New Orleans BioInnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.
MED 4022 Online Medical Spanish Level 1 (2)
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 4028 Intro to Clinical Teaching (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4029 Upperclassman Tutoring (4)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program’s current resources by providing group tutoring reviews, rather than replacing the PAL program’s traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.
involvement in the student-run clinics. This elective is intended to improve junior incoming students, and help develop our students into effective and limited access to healthcare. Tulane’s student-run clinics appeal to and presentation; and they help provide quality care to persons with medical history, formulating an assessment and plan, documentation with patients; they provide instruction and assistance with obtaining a student-run clinics. T3s/T4s are a valuable part of the clinics: they in this elective will be given credit for their participation in Tulane's students will receive credit for a two-week elective. Students enrolling the academic year. Upon successful completion of course criteria, this course will also explore the rise of consumerism in healthcare, both and struggling 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 undergrads 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. 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 undergrads and students 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 4221 Technology Commercialization (2)
MED 4230 Gastroenterology (2)
This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

MED 4233 Cases in Healthcare Org (2)
MED 4250 Hematology/Oncology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.
MED 4260 Allergy/Imm/Rheum (2)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.

MED 4270 Infectious Disease (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

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

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

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

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

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

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

MED 4410 Cardiology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.
MED 4411 Culinary Medicine (4)
MED 4412 Teaching Kitchen (4)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principles 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/Immunology/Rheumatology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immunology/rheumatology should see the description for the 2-week allergy/immunology/rheumatology elective.

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

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

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

MED 4500 MED/PEDS Acting Internship (4)
MED 4520 ICU (2)
This 2-week elective is for students with an interest in critical care medicine. The students will see 2-3 VA ICU level patients each day and present on rounds. Students will work with Tulane/VA faculty as well as Tulane Pulmonary/Critical Care Fellows.

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

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

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

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

MED 5004 MBA Elective (1)
MED 5007 Narrative Medicine (1)
What does it mean to experience illness? What emotions are felt when a student meets their first patient in anatomy lab, silently waiting and seemingly voiceless? Narrative medicine is an interdisciplinary field that explores these questions and challenges disparities in health care by allowing participants (students, patients, providers) to give voice to their experiences, be heard, and valued. The field is steadily growing, featuring the works of such doctor-authors as Atul Gawande, MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a primer, giving foundational tools and a space for students to engage with narrative medicine and more fully own their academic and clinical experiences.
**MED 5009 Health Care Law & Regulation (1)**
This elective provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. By the end of this elective students should be able to explain both the current state of American health law and the social forces that have shaped its historical development. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. This elective is intended to provide only an introductory overview of the major issues in health law.

**MED 5010 Integrative Medicine Elective (1)**
Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven't been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrative Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.

**MED 5011 Foundations: Ethics & Justice (1)**
This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

**MED 5012 Business in Healthcare 1 (1)**

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

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

**MED 5501 Out In The Field With Geriatri (1)**
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS). Preceptors for the course will include the faculty physicians of Geriatrics and Extended Care at SLVHCS and Tulane University Section of General Internal Medicine/Geriatrics. Students will be encouraged to follow patients as they transition from various settings, e.g. the inpatient to the home setting and/or nursing home setting as they recover from an acute illness. Student performance will be evaluated by rating of preceptors.

**MED 5505 Mind Body Medicine (1)**
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.
MED 5506 Medical Humanities (1)
This elective focuses on the application of literature and film to medical education and practice.

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

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

MED 5567 Emergency Medicine Volunteerin (1)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.

MED 5568 Entrepreneurship In Bioscience (1)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

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

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

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

MD - Microbiology (MICR)

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
**MD - Neurology (NEUR)**

**NEUR 3000 Neurology (4)**
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the in-patient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain; dizziness-vertigo and episodic loss of consciousness; weakness and gait impairment; stupor and coma; cerebrovascular disease; seizures and epilepsy; traumatic injury - brain and spine; neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection; abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia; neuromuscular disorders; acute spinal cord disorders. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 3006 Neurology (3)**

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

**Maximum Hours:** 99

**NEUR 3500 Neurology Acting Internship (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 4000 Neurology (4)**
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site. Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NEUR 4001 Interdisciplinary Patient Care (2)**

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

**Maximum Hours:** 99

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

**Maximum Hours:** 99

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

**Maximum Hours:** 99

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

**Maximum Hours:** 99

**MD - Neuroscience (NESC)**

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

**MD - Neurosurgery (NRSR)**

**NRSR 3500 Neurosurgery Acting Internship (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 4000 Neurosurgery (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

**NRSR 4020 Neurosurgery (2)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours:** 99

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

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Obstetrics & Gynecology (OBGY)

OBGY 3000 Obstetrics & Gynecology (8)
This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3006 Obstetrics & Gynecology (6)

OBGY 3500 OB/GYN Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3520 OB/GYN Acting Internship (2)

OBGY 4000 Obstetrics & Gynecology (4)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

OBGY 4021 Family Planning Elective (2)

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

Maximum Hours: 99

OBGY 4220 Advance OB/GYN (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4999 Transition to Residency (2)

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

Maximum Hours: 99

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

Maximum Hours: 99
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

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

Maximum Hours: 99

OPTH 4046 Ophthalmology Research (6)

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

Maximum Hours: 99

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

Maximum Hours: 99

OPTH 5540 Ophthalmology Research (6)

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

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

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

Ob/Gyn Research (1)

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

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

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

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 - 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 Orthopaedics 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 Orthopaedics 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 orthopaedics. The student will join a resident-faculty team for four weeks at our affiliated hospitals. They will take call, attend grand rounds and conferences, and participate in all inpatient and outpatient clinical activities including surgical cases. Student evaluation is by faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

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

ORTH 4220 Physical Medicine & Rehab (2)
ORTH 4221 Mgmt. of Acute Sports Injuries (2)
ORTH 4240 Physical Medicine & Rehab (4)
ORTH 4241 Mgmt. of Acute Sports Injuries (4)
ORTH 4500 PM&R Acting Internship (4)
Students may be eligible to complete a PM&R subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5053 Orthopaedic Pathways (1)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through experience in the clinic office, conferences, rounds, operating room (if applicable), and professional association. This elective is split into four subspecialties. Subspecialties include Foot and Ankle Surgery, Total Joint Surgery, Sports Medicine, and Shoulder/Elbow. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
ORTH 5056 Orthopaedic Spring Elective (1)
Participants will be given hands-on learning on how to reduce fractures and dislocations, make splints and casts, and incise, debride, and suture wounds. They will receive biweekly lectures on the following topics: musculoskeletal chief complaints and their workup, a primer to fractures and dislocations, being a team physician, and musculoskeletal imaging. Students may be given the opportunity to observe operative cases. Students will be required to participate in a scheduled Sim Center activity on Sterile Scrubbing Technique and Proper OR Procedure. Students will take a musculoskeletal competency test at the end of their elective in order to solidify their knowledge. This test will be compiled by the residents. No book will be required for purchase—all material tested will be included in information provided to students in electronic form. The students completing the elective will be given a certificate stating their participation in the musculoskeletal elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Otolaryngology (OTLN)

OTLN 3500 OTLN Acting Internship (4)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
OTLN 4040 Otolaryngology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MD - Pediatrics (PEDS)

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

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 3006 Pediatrics (6)
PEDS 3020 Pediatrics (2)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3040 Pediatric Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3520 PEDS NICU Acting Internship (2)

PEDS 3521 PEDS PICU Acting Internship (2)

PEDS 4119 Advanced Pediatric Experience (4)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the 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 4122 Pediatric PM&R (4)

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

Maximum Hours: 99

PEDS 4141 Pediatric Forensic Medicine (4)

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

Maximum Hours: 99
PEDS 4230  PEDS Gastroenterology (2)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4240  PEDS Genetics (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4250  PEDS Hematology/Oncology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 4280  PEDS Nephrology (2)
This is a two-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

PEDS 42410  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 cardiology 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 42430  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 42440  PEDS Genetics (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 42450  PEDS Hematology/Oncology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 42461  PEDS Allergy/Immunology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 42462  PEDS Allergy/Immunology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 42475  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 42480  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 42490  PEDS Pulmonary (4)
A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4500  PEDS Wards Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
**PEDS 4501  PEDS NICU Acting Internship  (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

**PEDS 4502  PEDS PICU Acting Internship  (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

**PEDS 4503  Pediatric Acting Internship  (4)**
Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

**PEDS 4520  PEDS Adolescent Medicine  (2)**
This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

**Maximum Hours: 99**

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

**Maximum Hours: 99**

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

**Maximum Hours: 99**

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

**Maximum Hours: 99**

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

**Maximum Hours: 99**

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

**Maximum Hours: 99**

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

### MD - Pharmacology (PHAR)

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

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

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

**PHAR 5530  Cardiovascular Pharmacology Res  (1)**
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.
PHAR 5540 Pharmacology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Physiology (PYSI)

PYSI 1002 Physiology (5)
This course involves the study of the body’s function from molecules to the whole organism. Students are expected to apply fundamental principles of physics and chemistry to the understanding of the body’s function and regulatory mechanisms. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

PYSI 5110 Capstone component: PYSI 1002 (0)
PYSI 5500 Clinical Preceptorship - Pysi (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYSI 5540 Physiology Research (1)
Several faculty members, led by our Chairman, Dr. L.G. Navar, are investigating the role of the kidney and blood vessels in the pathophysiology of hypertension. Students will be exposed to various experimental approaches used in the study of renal function, hemodynamics, tubular transport processes, and fluid and electrolyte regulation. Student can learn techniques for the evaluation of renal function, renal tubule reabsorption, and vascular responses to different antihypertensive drugs, as well as the expression and regulation of genes involved in hypertension. Basic methodological approaches also will be covered in a systematic manner. The remainder of the student's time will be spent in one or more laboratories of participating faculty.

MD - Psychiatry (PYCH)

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

Maximum Hours: 99

PYCH 3006 Psychiatry (3)
PYCH 3050 Psychiatry Research (4)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

PYCH 4001 Specialty Psychiatry (4)
PYCH 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 4550 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
MD - Urology (UROL)

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

UROL 5540 Urology Research (1)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99
Microbiology - Graduate (MIIM)

MIIM 7010 Seminar Microbiol, Immun (1,2)
MIIM 7020 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 Clincl Cases & Underlying Mech (2)
Prerequisite(s): MIIM 7600 and 7500.

Prerequisite(s): MIIM 7600 and 7500.
MIIM 7120 Advanced Virology (4)
Prerequisite(s): MIIM 7500.

Prerequisite(s): MIIM 7500.
MIIM 7150 Dynamics Immuno & Microb Inter (3)
MIIM 7210 Special Problems (1-5)
MIIM 7220 Advanced Research Methods (1-4)
MIIM 7250 Vaccine Biology (3)
MIIM 7310 Research (1-10)
MIIM 7320 Research (1-10)
MIIM 7400 Responsible Conduct-Biomed Rsh (2)
MIIM 7500 Graduate Microbiology (4)
MIIM 7550 Microbiology Laboratory (3)
MIIM 7600 Medical Immunology (3)
MIIM 7620 Advanced Immunology (3)
MIIM 7720 Medical Mycology (3)
MIIM 7750 Medical Parasitology (3)
MIIM 8100 Viral Pathogenesis Jnl 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 Mecham (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 pathophysiologilal 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 (3)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

GPSO 7990 Research (1-9)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Prerequisite(s): GPSO 7980.

Prerequisite(s): GPSO 7980.

GPSO 9990 Dissertation Research (0)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A
Abbott, Jared A
Postdoc Fellow
Abboud, Elizabeth Rachael
Professor of Practice
PhD, TULANE UNIVERSITY
Abdalian, Susan E
Professor
MD, TULANE UNIVERSITY
Abdel-Mageed, Asim B
Professor
PhD, KANSAS STATE UNIVERSITY
Abdelghani, Abdelghani A
Professor
SCD, TULANE UNIVERSITY
Abdelghani, Ramsy
Assistant Professor
MD
Abdelmalak (Naguib), Michael N
Assistant Professor
PhD, DREXEL UNIVERSITY
Abdoel Wahid, Firoz
Postdoc Fellow
PhD, TULANE UNIVERSITY
Abdulnour-Nakhoul, Solange
Research Associate Professor
PhD
Abusufeh, Rana
Assistant Professor
MD
Adams, Katherine Ann
Associate Professor
PhD, FLORIDA STATE UNIVERSITY
Adams, Michele Ann
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-RIVERSIDE
Adderley, Laura R
Associate Professor
PhD, UNIVERSITY OF PENNSYLVANIA
Addis, Adeno
Professor
SJD, YALE UNIVERSITY
Affronti, John Paul
Professor
MD, GEORGE WASHINGTON UNIVERSITY
Ager, Richard D
Associate Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR
Agnew, Jeffrey
Senior Professor of Practice
PhD, LOUISIANA STATE UNIV & A&M COLG
Aguilar, Rodolfo Jesus
Professor of Practice
PhD, NORTH CAROLINA STATE UNIV-RALEIGH
Ahmed, Muhammad Iqbal
Assistant Professor
MD
Aidi, Yasmina
Visiting Assistant Professor
PhD, PRINCETON UNIVERSITY
Akingbola, Olugbenga A
Professor
MD
Alam, Md Ashad
Postdoc Fellow
Albert, Julie
Assistant Professor
PhD, UNIVERSITY OF DELAWARE
Albrecht, Thomas
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE
Alcina, Kristi B
Instructor
MSN, LOYOLA UNIVERSITY NEW ORLEANS
Alday Sanz, Ignacio N
Dean
MARCH
Aleman, Maria G
Research Professor
PhD, TULANE UNIVERSITY
Alexander, Lester
Visiting Lecturer
MBA, UNIVERSITY OF N C-CHAPEL HILL
Alexander, Marie V
Instructor
MAST-Other, UNIVERSITY OF ALABAMA AT BIRMINGHAM
Alexander, Samuel
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Ali, Gholam H
Assistant Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allain, Elizabeth</td>
<td>Assistant Professor</td>
<td>PhD, UNIVERSITY OF HOUSTON</td>
</tr>
<tr>
<td>Allen, Alexis</td>
<td>Postdoc Fellow</td>
<td></td>
</tr>
<tr>
<td>Allison, Mead A</td>
<td>Professor</td>
<td>PhD, SUNY AT STONY BROOK</td>
</tr>
<tr>
<td>Alper, Arnold Brent Jr.</td>
<td>Associate Professor</td>
<td>MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Alvarez, Julie Anne</td>
<td>Senior Professor of Practice</td>
<td>PhD, EMORY UNIVERSITY</td>
</tr>
<tr>
<td>Amankonah, Thomas D</td>
<td>Professor</td>
<td>MD</td>
</tr>
<tr>
<td>Ambikaipaker, Mohan</td>
<td>Associate Professor</td>
<td>PhD, UNIVERSITY OF TEXAS-AUSTIN</td>
</tr>
<tr>
<td>Amdeberhan, Tewodros</td>
<td>Senior Professor of Practice</td>
<td>PhD, TEMPLE UNIVERSITY</td>
</tr>
<tr>
<td>Amenta, Peter Sebastian</td>
<td>Associate Professor</td>
<td>MD, THOMAS JEFFERSON UNIVERSITY - COLLEGE OF</td>
</tr>
<tr>
<td>Anagnost, Adrian</td>
<td>Assistant Professor</td>
<td>PhD, UNIVERSITY OF CHICAGO</td>
</tr>
<tr>
<td>Anbalagan, Muralidharan</td>
<td>Assistant Professor</td>
<td>PhD, University of Madras, India</td>
</tr>
<tr>
<td>Anderson, Amanda H</td>
<td>Associate Professor</td>
<td>PhD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Anderson, Andrew C</td>
<td>Assistant Professor</td>
<td>PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK</td>
</tr>
<tr>
<td>Anderson, Margot Harris</td>
<td>Assistant Professor</td>
<td>MD, UNIVERSITY OF CONNECTICUT - SCHOOL OF ME</td>
</tr>
<tr>
<td>Anderson, Ronald C</td>
<td>Associate Professor</td>
<td>PhD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Andersson, Hans C</td>
<td>Professor</td>
<td>MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Andrinopoulos, Katherine M</td>
<td>Associate Professor</td>
<td>PhD, JOHNS HOPKINS UNIV SCH OF MEDICINE</td>
</tr>
<tr>
<td>Annaiah, Cariappa</td>
<td>Research Assistant Professor</td>
<td>MD, University of Madras, India</td>
</tr>
<tr>
<td>Anwar, Asif H</td>
<td>Associate Professor</td>
<td>MD, UNIVERSITY OF GENEVA - SWITZERLAND</td>
</tr>
<tr>
<td>Aponte Rivera, Vivianne Ruth</td>
<td>Assistant Professor</td>
<td>MD, UNIVERSITY OF PUERTO RICO - MEDICAL SCIE</td>
</tr>
<tr>
<td>Arce, Moises</td>
<td>Professor</td>
<td>PhD, THE UNIVERSITY OF NEW MEXICO</td>
</tr>
<tr>
<td>Armelie, Aaron</td>
<td>Assistant Professor</td>
<td>PhD, KENT STATE UNIVERSITY</td>
</tr>
<tr>
<td>Artecona, Jose F</td>
<td>Assistant Professor</td>
<td>MD, UNIVERSITY OF PUERTO RICO - RIO PIEDRAS</td>
</tr>
<tr>
<td>Ashbaugh, Henry Snyder</td>
<td>Professor</td>
<td>PhD, UNIVERSITY OF DELAWARE</td>
</tr>
<tr>
<td>Ashton, Ruth</td>
<td>Research Assistant Professor</td>
<td>PhD, London School of Hygiene &amp; Tropical Medicine, United Kingdom</td>
</tr>
<tr>
<td>Askar, Sereen</td>
<td>Instructor</td>
<td>MSN, SOUTHEASTERN LOUISIANA UNIV</td>
</tr>
<tr>
<td>Aslam, Rizwan</td>
<td>Associate Professor</td>
<td>DO, LAKE ERIE COLL OF OSTEOPATHIC MED</td>
</tr>
<tr>
<td>Atencio, Rebecca</td>
<td>Associate Professor</td>
<td>PhD, UNIVERSITY OF WISCONSIN-MADISON</td>
</tr>
<tr>
<td>Atkinson, Evan M</td>
<td>Assistant Professor</td>
<td>PhD, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
</tr>
<tr>
<td>Avelar, Idelber Vasconcelos</td>
<td>Professor</td>
<td>PhD, DUKE UNIVERSITY</td>
</tr>
<tr>
<td>Aw, Tiong Gim</td>
<td>Assistant Professor</td>
<td>PhD</td>
</tr>
<tr>
<td>Aye, Pyone P</td>
<td>Associate Professor</td>
<td>PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES</td>
</tr>
</tbody>
</table>
Aysenne, Aimee
Assistant Professor
MD, TULANE UNIVERSITY

B

Baab, Anthony Donald
Professor of Practice
MFA, CORNELL UNIVERSITY

Babazadeh, Saleh
Postdoc Fellow

Babich, Adam
Professor
JD, YALE UNIVERSITY

Bailes, Melissa Rebecca
Associate Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Bailey, Benjamin David
Assistant Professor
MD, UNIVERSITY OF KENTUCKY

Bailey, Letia O
Assistant Professor
MSW, TULANE UNIVERSITY

Baker, Courtney Noette
Associate Professor
PhD, UNIV OF MASSACHUSETTS-AMHERST

Baker, John W
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Baker, Kate C
Research Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Baldwin, Kathryn A
Professor
PhD, YALE UNIVERSITY

Balee, William L
Professor and Chair
PhD, COLUMBIA UNIVERSITY

Balides, Constance Joan
Associate Professor
PhD, UNIVERSITY OF WISCONSIN-MILWAUKEE

Bankston, Carl L
Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Bao, Hongcun
Postdoc Fellow

Barata, Pedro M
Assistant Professor
MD

Barbieri, Stefano

Associate Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Barman, Sharat
Postdoc Fellow

Barrios, Matthew (Matt)
Professor of Practice
PhD, FLORIDA STATE UNIVERSITY

Barron, Errol
Professor
MARCH, YALE UNIVERSITY

Bart, Henry L Jr.
Professor
PhD, UNIVERSITY OF OKLAHOMA

Bartram, Robin
Assistant Professor
PhD, NORTHWESTERN UNIV

Bateman, Kristin M
Assistant Professor
MD, THOMAS JEFFERSON UNIVERSITY - COLLEGE OF

Battle, Alicia L
Clinical Assistant Professor
PhD

Batuman, Vecihi
Professor and Chair
MD

Baudy, Adrian Joseph IV
Assistant Professor
MD, WRIGHT STATE UNIVERSITY

Baumgarten, Mara
Professor of Practice
MBA, NORTHWESTERN UNIV

Baus, Stephanie A
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

Bayer, Carolyn
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Bazano, Alessandra
Associate Professor
PhD, London School of Hygiene & Tropical Medicine, United Kingdom

Bazano, Lydia A
Professor
PhD, TULANE UNIVERSITY

Beasley, Candice Carrie
Clinical Assistant Professor
MSW, UNIVERSITY OF OKLAHOMA

Becnel, David
Assistant Professor
Beddingfield, Brandon Joel
Post Doc

Beech, Scott Legrant
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Beg, Md Nazmul Azim
Postdoc Fellow

Begalieva, Maya
Clinical Associate Professor
PhD, Kyrgyz State Medical Institute, Krygyzstan

Bed, Caryn N
Assistant Professor
PhD

Beller, Thomas
Associate Professor
MFA, COLUMBIA UNIVERSITY

Belyaeva, Elizaveta
Assistant Professor
MD

Bennett, Benjamin
Assistant Professor
PhD, ARIZONA STATE UNIV (ALL CAMPUSES)

Bennett, James T
Professor
MD, TULANE UNIVERSITY

Benson, Cooper R
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Bernhard, Scott D
Associate Professor
MARCH, RICE UNIVERSITY

Bertrand, Jane
Professor
PhD, UNIVERSITY OF CHICAGO

Bertrand, William E
Professor
PhD, TULANE UNIVERSITY

Bhan, Hyung Sup
Assistant Professor
PhD, NORTHWESTERN UNIV

Bhatnagar, Deepa
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Bhattarai, Nimisha

Blakely, Joan M
Associate Professor
PhD, UNIVERSITY OF CHICAGO

Blanton, Ronald
Professor
MD, CASE WESTERN RESERVE UNIV - MED

Blask, David E
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Blokker, Laura E
Lecturer
MPS, TULANE UNIVERSITY

Blythe, Barbara A
Visiting Assistant Professor
PhD, BROWN UNIVERSITY

Boby, Nongthombam
Postdoc Fellow

Bock, Jeremy W
Associate Professor
JD, UNIVERSITY OF CALIFORNIA, BERKELEY

Boehm, Ryan A
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Boh, Erin
Professor and Chair
MD, TULANE UNIVERSITY

Bohm, Rudolf P Jr. (Skip)
Professor
DVM, LOUISIANA STATE UNIV & A&M COLG

Bojanic, Antonio Nicolas
Professor of Practice
PhD, AUBURN UNIVERSITY

Bojanowski, Christine M
Assistant Professor
MD, GEORGE WASHINGTON UNIV SCH MED

Bol, Jasmijn
Professor
PhD, University of Navarra, Spain

Bond, Nell Gardner
Postdoc Fellow

Bondar, Denys I
Assistant Professor
PhD, UNIVERSITY OF WATERLOO - CANADA

Bonin, Edward C
Instructor
MSN, LOUISIANA STATE UNIV & A&M COLG

Boniske, Tania M
Instructor
MD, SACKLER SCHOOL OF MEDICINE - ISRAEL

Boone, Elizabeth H
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Borinick, Patrick S
Dean
PhD, UNIVERSITY OF GEORGIA

Borkar, Chandrashekhhar D
Postdoc Fellow

Borriillo, Jennifer Lynne
Instructor
MBA, TULANE UNIVERSITY

Boudaba, Khedida R
Professor of Practice
PhD, TULANE UNIVERSITY

Boudreaux, Tina M
Senior Professor of Practice
JD, TULANE UNIVERSITY

Boyden, James M
Associate Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Boyles, Andrea S
Visiting Associate Professor
PhD, KANSAS STATE UNIVERSITY

Brady, Daniel C
Instructor
MD, SUNY-DOWNSTATE MEDICAL CENTER

Brancaforte, Elio Christoph
Associate Professor
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Brandao, Samuel Thomas (Sam)
Clinical Instructor
JD, TULANE UNIVERSITY

Brandt, Mary L
Professor
MD, BAYLOR COLLEGE OF MEDICINE

Braun, Stephen
Assistant Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Bravata-Bauer, Dawn Marie
Instructor
DNP, UNIV OF LOUISIANA AT LAFAYETTE

Breidenstine, Angela Sue
Assistant Professor
PhD, UNIVERSITY OF VIRGINIA - SFS

Brooks, Andrew
Lecturer
MBA, TULANE UNIVERSITY

Broussard, Crystal S
Clinical Assistant Professor
PhD, UNIVERSITY OF ALABAMA

Broussard, Danielle L
Research Assistant Professor  
PhD, UNIVERSITY OF MIAMI  

Brower, Bruce W  
Associate Professor  
PhD, UNIVERSITY OF PITTSBURGH  

Brown, Jonathon Quincy  
Associate Professor  
PhD, LOUISIANA TECH UNIVERSITY  

Brown, Theresa C  
Assistant Professor  
PhD, UNIVERSITY OF ALABAMA AT BIRMINGHAM  

Brox, Brian J  
Associate Professor  
PhD, UNIVERSITY OF TEXAS-AUSTIN  

Brumbaugh, Michael E.  
Associate Professor  
PhD, UNIVERSITY OF CALIFORNIA (UCLA)  

Brumfield, William  
Professor  
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY  

Bruno, Myrelene  
Professor of Practice  
PhD, UNIV OF LOUISIANA AT LAFAYETTE  

Bryan, Courtney  
Assistant Professor  
DMA, COLUMBIA UNIVERSITY  

Bubenzer, Virginia E.  
Instructor  
MPH, TULANE UNIVERSITY  

Buckley, Jon C  
Assistant Professor  
MD, UNIVERSITY OF SOUTH ALABAMA  

Buekens, Pierre M  
Professor  
MD, Free University of Brussels, Belgium  

Bulathsinghala, Charles  
Assistant Professor  
MD, PENN STATE UNIVERSITY  

Bull, Joseph Lee  
Professor  
PhD, NORTHWESTERN UNIV  

Bullard, Rebekah  
Postdoc Fellow  

Bundy, Joshua David  
Assistant Professor  
PhD, TULANE UNIVERSITY  

Burger, Ronna C  
Professor  
PhD  

Burin, Alexander L  
Professor  
PhD, Moscow Institute for Physics and Engineering, Russia  

Burke, Michael J  
Professor  
PhD, ILLINOIS INSTITUTE OF TECHNOLOGY  

Burns, Patricia Mary  
Professor of Practice  
PhD, UNIVERSITY OF TEXAS-AUSTIN  

Burnston, Daniel Charles  
Assistant Professor  
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO  

Burow, Matthew E  
Associate Professor  
PhD, TULANE UNIVERSITY  

Busija, David W  
Professor and Chair  
PhD, UNIVERSITY OF KANSAS  

Busschaert, Nathalie  
Assistant Professor  
PhD, UNIVERSITY OF SOUTHAMPTON - ENGLAND  

Buttell, Frederick P  
Professor  
PhD, UNIVERSITY OF ALABAMA  

Button, Patrick James Harold  
Assistant Professor  
PhD, UNIVERSITY OF CALIFORNIA-IRVINE  

Byers, Larry D  
Professor  
PhD, PRINCETON UNIVERSITY  

Byram, Robert Keith  
Instructor  
MSN, MISSISSIPPI UNIV FOR WOMEN  

Byrne, Abigail Nettie  
Instructor  
MD, TULANE UNIVERSITY  

Byrne, Charles E  
Postdoc Fellow  

Byrne, Rebekah  
Assistant Professor  
MD, TULANE UNIVERSITY  

Caballero, Isabel C  
Senior Professor of Practice  
PhD, CORNELL UNIVERSITY  

Cabalfin, Edson  
Professor of Practice  
PhD, TULANE UNIVERSITY  

C
Cabeldue, Mollimichelle K
Postdoc Fellow

Caglar, Musa
Visiting Assistant Professor
PhD

Calderon, Elizabeth L
Clinical Instructor
JD, TULANE UNIVERSITY

Caldwell, Delmar R
Professor
MD, UNIVERSITY OF OKLAHOMA-HLTH SCI CTR

Callison, Kevin
Assistant Professor
PhD, UNIV OF ILLINOIS AT CHICAGO

Campanella, Richard
Senior Professor of Practice
MS, LOUISIANA STATE UNIV & A&M COLG

Can, Mahir Bilen
Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Cannon, Michaela Lynn
Senior Professor of Practice
MFA, UNIVERSITY OF UTAH

Canuto, Marcello A
Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Capetola, Christine
Visiting Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Cardin, Derrick L
Postdoc Fellow

Caridi, James
Clinical Professor
MD, UNIVERSITY OF FLORIDA

Carlitz, Ruth D
Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Carlson, John C
 Associate Professor
PhD, TULANE UNIVERSITY

Carr, Olivia G
Postdoc Fellow

Carr, Rebecca Boehm
Professor of Practice
MFA, SAVANNAH COLLEGE OF ART & DESIGN

Carrere, Anne Jacob
Assistant Professor

Chaelle, Catherine C
Assistant Professor
DO, NOVA SOUTHEASTERN UNIVERSITY

Cashman, Mark Mcreery
Professor
MD, TULANE UNIVERSITY

Cassidy, Claire S
Postdoc Fellow

Castle, Erik P
Professor
MD, UNIV OF TEXAS SOUTHWESTERN MED CTR

Castorena-Gonzalez, Jorge
Assistant Professor
PhD, UNIVERSITY OF MISSOURI - COLUMBIA

Castro, Araceli
Associate Professor
PhD, University of Barcelona, Spain

Celik, Ivana
Assistant Professor
PhD, JOHNS HOPKINS UNIV SCH OF MEDICINE

Chatanine, Antoine
Assistant Professor
MD

Chae, Hui Woong (David)
Associate Professor
SCD, HARVARD UNIV SCH PUBLIC HEALTH

Chaffee, Amy E
Assistant Professor
MFA, UNIVERSITY OF SAN DIEGO

Chaffin, Abigail E
Associate Professor
MD, WAYNE STATE UNIVERSITY

Chakraborti, Chayan
Professor
MD, TULANE UNIVERSITY

Chandarana, Maanasi H.
Assistant Professor
DO, NOVA SOUTHEASTERN UNIVERSITY

Chandra, Partha K
Instructor
PhD

Chang, Suzanne
Assistant Professor
PhD, NEW YORK UNIVERSITY
Cole, Teresa
Professor
MFA, CRANBROOK ACADEMY OF ART

Colella, Adrienne J
Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Collier, Aaron Richard
Associate Professor
MFA, TULANE UNIVERSITY

Collins, LaPorchia
Professor of Practice
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Collins-Burow, Bridgette M
Associate Professor
MD, TULANE UNIVERSITY

Colombo, Paul Joseph
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Cong, Fei
Postdoc Fellow

Connaughton, Charles E
Visiting Assistant Professor
ABD, UNIVERSITY OF WASHINGTON

Conner, Pierre E III
Professor of Practice
MBA, TULANE UNIVERSITY

Connor, Robert Thomas
Administrative Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Cook, Emily
Assistant Professor
PhD, UNIVERSITY OF VIRGINIA - SFS

Cook, Keisha
Postdoc Fellow

Cooper, Cecilio M
Visiting Assistant Professor
PhD, NORTHWESTERN UNIV

Corey, David M
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Cormier, Allison
Assistant Professor
MD, LOUISIANA STATE UNIV-SHREVEPORT

Cornu, Olivia L
Instructor
DNP

Cortez, Ricardo
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Cossich, Sarah J
Instructor
MD, TULANE UNIVERSITY

Costantino, Corey Anthony
Assistant Professor
MD, OREGON STATE UNIVERSITY

Courseault, Jacques
Assistant Professor
MD, TULANE UNIVERSITY

Court, Mitzi O
Staff Instructor
MBA, UNIVERSITY OF NORTH TEXAS

Covert, Hannah H
Research Assistant Professor
PhD, UNIVERSITY OF FLORIDA

Cox, Katherine Stammen
Assistant Professor
MD, LOUISIANA STATE UNIV-SHREVEPORT

Crabtree, Elizabeth
Associate Professor
MD, TULANE UNIVERSITY

Craciun, Mariana
Assistant Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Craft, Lisa Dawn
Instructor
MSN, UNIVERSITY OF SOUTHERN MISSISSIPPI

Craig, Ryan
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Crivelly, Kea Spencer
Instructor
MS, BASTYR UNIVERSITY

Crochet, Denise M
Visiting Assistant Professor
MLA, TULANE UNIVERSITY

Cronin, James Lawrence
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Cropley, Lorelei Beleta
Clinical Associate Professor
PhD, TULANE UNIVERSITY

Crosby, Michael Kent
Associate Professor
MARCH, UNIVERSITY OF CALIFORNIA (UCLA)

Crosson, Adam Z
Assistant Professor
MFA, UNIVERSITY OF TEXAS-AUSTIN
Cruz, Felipe Fernandes
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Culotta, Alexis
Professor of Practice
PhD, UNIVERSITY OF WASHINGTON

Culotta, Aron
Associate Professor
PhD, UNIV OF MASSACHUSETTS-AMHERST

Cummings, Kelsey
Visiting Assistant Professor
PhD, UNIVERSITY OF PITTSBURGH

Cunningham, Michael
Professor
PhD, EMORY UNIVERSITY

Cupsa, Maria
Associate Professor
PhD

Cyriac, Mathew
Assistant Professor
MD, ALBANY MEDICAL COLLEGE

Czarny-Ratajczak, Malwina
Research Assistant Professor
PhD

D
Dabon, Anita J
Instructor
MSN, LOUISIANA STATE UNIV & A&M COLG

Dahleh, Marie D
Senior Professor of Practice
PhD, PRINCETON UNIVERSITY

Dai, Guixiang
Research Instructor
PhD, TEXAS A&M UNIVERSITY - HEALTH SCIENCE CE

Dajko, Nathalie Genevieve
Associate Professor
PhD, TULANE UNIVERSITY

Dal Corso, Mark
Clinical Associate Professor
MD, UNIVERSIDAD DE MONTERREY - MEXICO

Dallapiazza, Robert F
Assistant Professor
MD, UNIVERSITY OF IOWA

Dancisak, Michael Joseph
Senior Professor of Practice
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Dancy, Geoffrey T

Associate Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Dang, Audrey T
Assistant Professor
MD, TULANE UNIVERSITY

Dangler, C. Jean
Professor
PhD, EMORY UNIVERSITY

Daniel, Clare Marie
Administrative Assistant Professor
PhD, THE UNIVERSITY OF NEW MEXICO

Daniel, Jill
Professor
PhD, TULANE UNIVERSITY

Daniele, Elena
Professor of Practice
PhD, BROWN UNIVERSITY

Daniels, Bertha H
Assistant Professor
MD, UNIVERSITY OF KANSAS

Danso, Elvis K
Postdoc Fellow

Darden, Sara Mullinax
Instructor
MS, EMORY UNIVERSITY

Dash, Srikanta
Professor
PhD

Datta, Prasun K
Associate Professor
PhD

Dauchy, Robert T
Instructor
MS, TULANE UNIVERSITY

Davies, Martin J
Professor
LLM, HARVARD LAW SCHOOL

Davies, Susan L
Professor
PhD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Davila, Roxanne
Senior Professor of Practice
PhD, YALE UNIVERSITY

Davis, Kathleen E
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Davis, Mark S
Research Professor
LLM, GEORGETOWN UNIV LAW CENTER

Davis, Scott
Professor
MD, UNIVERSITY OF KANSAS

Dawers, Nancye H
Associate Professor
PhD, COLUMBIA UNIVERSITY

De Franco, Gaetano (Gus)
Professor
PhD, UNIVERSITY OF PENNSYLVANIA

de Lanzac, Kraig S
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

De Lima, Diogo
Senior Professor of Practice
MFA, Conservatory Maestro Juliano, Brazil

De Oliveira Leite, Ana Paula
Postdoc Fellow

DeBord, Jessica M
Assistant Professor
MD, TULANE UNIVERSITY

Deininger, Prescott L
Professor
PhD, UNIVERSITY OF CALIFORNIA-DAVIS

Delafontaine, Patrice
Professor
MD

Deland, Sarah Marie
Assistant Professor
MD, UNIVERSITY OF LOUISVILLE

DeLarge, Alyssa F
Postdoc Fellow

Demare, Brian James
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Demosthenidy, Mollye M
Clinical Associate Professor
JD, TULANE UNIVERSITY

Deng, Hong-Wen
Professor
PhD, UNIVERSITY OF OREGON

Deng, Wu-Min
Professor
PhD, UNIVERSITY OF EDINBURGH - SCOTLAND

Denham, Alison Edwina
Associate Professor
PhD, OXFORD GRADUATE SCHOOL

Denisi, Angelo S

DePauw, William David
Senior Professor of Practice
MFA, TULANE UNIVERSITY

DePriest, John
Staff Instructor
PhD, TULANE UNIVERSITY

Derbenev, Andrei Viltorovich
Associate Professor
PhD

Desai, Srushti
Postdoc Fellow

Desmarais, Marianne
Professor of Practice
MARCH, CRANBROOK ACADEMY OF ART

Desmoulins, Lucie
Postdoc Fellow

Detrinis, Robert
Assistant Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Diana, Mark Leonard
Professor
PhD, VIRGINIA COMMONWEALTH UNIVERSITY

diBenedetto, Robert N
Assistant Professor
MD, TULANE UNIVERSITY

Didier, Gustavo
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Didier, Peter J
Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN
Dimitrov, Martin Kostadinov
Professor
PhD, STANFORD UNIVERSITY

Dinerstein, Joel Norman
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Dingess, Kara
Postdoc Fellow

Dise, Theresa Lynn
Associate Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Do, Mai P
Associate Professor
PhD, JOHNS HOPKINS BLOOMBERG SCH OF PH

Dobek, Georgina Lynn
Clinical Assistant Professor
DVM

Dodd, Deonna BREANN
Assistant Professor
MD, UNIVERSITY OF SOUTH ALABAMA

Dohanich, Gary Peter
Professor
PhD, MICHIGAN STATE UNIVERSITY

Dola, Phuong Chi
Associate Professor
MD, TULANE UNIVERSITY

Dombalagian, Onnig H
Professor
JD, HARVARD LAW SCHOOL

Donahue, James P
Professor
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Donald, Chancellor E
Assistant Professor
MD, UNIVERSITY OF MIAMI

Donelon, Erin Ann
Senior Professor of Practice
JD, LOYOLA UNIVERSITY NEW ORLEANS

Dong, Caroline M
Postdoc Fellow

Dong, Yan
Professor
PhD, SUNY AT BUFFALO

Dorans, Kirsten S
Assistant Professor
SCD, HARVARD UNIV GRAD SCH ED

Dornier, Lelaine
Professor of Practice
PhD, AUBURN UNIVERSITY

Dorofeikova, Mariia
Postdoc Fellow

Dos Santos Sao Bernardo, Ana Claudia
Postdoc Fellow

Dotson, Robert Steven
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Doukas, David J
Professor
MD, GEORGETOWN UNIV, SCH OF MEDICINE

Downey, Margaret Mary B
Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Doyle-Meyers, Lara A
Associate Professor
DVM

Drouin, Arnaud
Assistant Professor
MD

Druhan Bullock, Virginia B
Visiting Assistant Professor
PhD, VANDERBILT UNIVERSITY

Drury, Stacy
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Duchesne, Juan C
Professor
MD, PONCE SCHOOL OF MEDICINE AND HEALTH SCIE

Dufour, Jason P
Associate Professor
DVM, LOUISIANA STATE UNIV & A&M COLG

Duggan, James E
Associate Professor
JD, UNIVERSITY OF MISSISSIPPI

Duitch, Suri
Dean
PhD, CUNY

Dulaney, Edward M
Associate Professor
PhD, BRANDEIS UNIVERSITY

Dumont, Aaron Sean
Professor
MD, UNIVERSITY AT CALGARY - CANADA

Dumonteil, Eric Olivier
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Dunaway, Lauren E
Eagleton, Bernard
Assistant Professor
MD

Earls, Laurie R
Assistant Professor
PhD, VANDERBILT UNIVERSITY

Ebinger, Cynthia J
Professor
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Ebrahim, Sherif A
Professor of Practice
PhD, OKLAHOMA STATE UNIVERSITY

Ebrahim, Nima
Visiting Assistant Professor
PhD, UNIVERSITY OF HOUSTON

Edwards, Brian T
Dean
PhD, YALE UNIVERSITY

Edwards, John H
Associate Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Edwards, Maura Kathryn Elizabeth
Assistant Professor
PhD, UNIVERSITY OF TORONTO - CANADA

Eftekhar, Saede
Assistant Professor
PhD, SUNY AT BUFFALO

Egan, Patrick J.W.
Assistant Professor
MFA, UNIVERSITY OF N C-CHAPEL HILL

Ehrlich, Melanie
Professor
PhD, SUNY AT STONY BROOK

Eisele, Thomas
Professor
PhD, TULANE UNIVERSITY

El-Dahr, Jane M
Professor
MD, THOMAS JEFFERSON UNIVERSITY - JEFFERSON

El-Dahr, Samir S
Professor
MD

Eloueini, Ammar
Professor
MAST-Other, COLUMBIA UNIVERSITY

Elzamly, Kareem
Assistant Professor
MD

Emerenini, Uzodinma C
Assistant Professor
MD, UNIVERSITY OF ROCHESTER

Emmerson, Allison Lucille
Assistant Professor
PhD, UNIVERSITY OF CINCINNATI

Engel, Astrid M
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Engler-Chiurazzi, Elizabeth B
Assistant Professor
PhD, ARIZONA STATE UNIV (ALL CAMPUSES)

Erickson, AnnieLaurie
Associate Professor
MFA, SCHOOL OF ART INSTITUTE OF CHICAGO

Escarra, Matthew D
Associate Professor
PhD, PRINCETON UNIVERSITY

Escher, Alice Pascal
Associate Professor
MFA, TEMPLE UNIVERSITY

Esher, Shannon
Postdoc Fellow

Estrada-Belli, Francisco Guillermo
Research Assistant Professor
PhD, BOSTON UNIVERSITY

Evans, Melissa G
Postdoc Fellow

Evers, Patrice B
Assistant Professor
Ezell, Mary B
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Fader, Sean
Professor of Practice
MFA, SCHOOL OF ART INSTITUTE OF CHICAGO

Fadok, Jonathan
Assistant Professor
PhD, UNIVERSITY OF WASHINGTON

Falaky, Faycal
Associate Professor
PhD, NEW YORK UNIVERSITY

Fan, Jia
Assistant Professor
PhD

Farge, Justin
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Faroq, Shama
Clinical Instructor
JD, TULANE UNIVERSITY

Farrar, Emily C
Assistant Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Fauci, Lisa J
Professor
PhD, NEW YORK UNIVERSITY

Faul, Timothy D
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Faulkner, Folasade Marvel
Professor of Practice
PhD, TULANE UNIVERSITY

Favret, Anne
Instructor
MSN, LOUISIANA STATE UNIV & A&M COLG

Febry, Ricardo
Associate Professor
MD, UNIVERSITY OF PUERTO RICO - MEDICAL SCIE

Fedtke, Joerg Michael
Professor
PhD

Fee, C. Edward IV
Professor
PhD, FLORIDA STATE UNIVERSITY

Feibelman, Adam

Professor
JD, YALE UNIVERSITY

Feldman, Gabriel A
Professor
JD, DUKE UNIV - SCHOOL OF LAW

Felker Kantor, Erica A
Postdoc Fellow

Feoli, Ludovico
Research Professor
PhD, TULANE UNIVERSITY

Ferdinand, Keith Copelin
Clinical Professor
MD, HOWARD UNIVERSITY

Fernandez Alonso, Camilo
Assistant Professor
MD

Fernandez Ugidos, Irene
Postdoc Fellow

Ferreira, Regardt J
Associate Professor
PhD, UNIVERSITY OF LOUISVILLE

Ferris, Kathleen G
Assistant Professor
PhD, DUKE UNIV - GRAD SCH ARTS & SCIENCE

Fettweis, Christopher J
Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Figley, Charles R
Professor
PhD, PENN STATE UNIVERSITY

Finelli, Julianna M
Assistant Professor
PhD, TULANE UNIVERSITY

Finger, Julie Laurence
Assistant Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Fink, Mark J
Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

Fischer, Tracy
Associate Professor
MD, TEMPLE UNIVERSITY

Fitts, Michael Andrew
President
JD, YALE UNIVERSITY

Fleckman, Julia M.
Assistant Professor
PhD, TULANE UNIVERSITY
Flemington, Erik K
Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Flowers, George C
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Flynn, Sean J
Assistant Professor
PhD, ARIZONA STATE UNIV (ALL CAMPUSES)

Foa, Michelle A
Associate Professor
PhD, PRINCETON UNIVERSITY

Foldes, Peter J
Associate Professor
MD, DREXEL UNIVERSITY

Fonseca, Vivian A
Professor
MD

Force, Robert
Professor
LLM, NEW YORK UNIVERSITY

Foreman, John Sanders III
Lecturer
MBA, LOUISIANA STATE UNIV & A&M COLG

Forman, Robin
Senior Vice President
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Foster, Kimberly L
Dean
PhD, CORNELL UNIVERSITY

Fotino, Alina Dominca
Assistant Professor
MD, ALBERT EINSTEIN MED CTR DEPT DNTL

Foussenot, Christian
Professor
PhD, TULANE UNIVERSITY

Fouster, Karen M
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Fowler, Brittnie
Assistant Professor
MD

Francavilla, Thomas
Assistant Professor
MD, TUFTS UNIV SCHOOL OF MEDICINE

Francois, Samantha
Assistant Professor
PhD, TULANE UNIVERSITY

Frank, Hannah K
Assistant Professor
PhD, STANFORD UNIVERSITY

Franklin, David Scott
Professor of Practice
PhD, LOUISIANA STATE UNIV & A&M COLG

Frasch, Elmer Thomas III
Lecturer
BA, COLGATE UNIVERSITY

Frazel, Thomas Dooley
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Freiberg, John
Assistant Professor
MD, TULANE UNIVERSITY

Frey, Wesley D
Postdoc Fellow

Freytag, Lucia C
Research Associate Professor
PhD, TULANE UNIVERSITY

Frieberg, Edwin M
Associate Professor
MD, ALBANY MEDICAL COLLEGE

Friedlander, Paul L
Professor and Chair
MD, LOUISIANA STATE UNIV & A&M COLG

Friedman, Joel W
Professor
JD, YALE UNIVERSITY

Fritzschke, Christopher Fraser
Assistant Professor
MD, TULANE UNIVERSITY

Fuchs, Deirdre D
Lecturer
MBA, TULANE UNIVERSITY

Fucich, Elizabeth
Professor of Practice
PhD, TEXAS HEALTH AND SCIENCE UNIVERSITY

Fumaro, Luca
Postdoc Fellow
PhD

Furness, James W
Postdoc Fellow

Fusco, Dahlene
Assistant Professor
MD, ALBERT EINSTEIN MED CTR DEPT DNTL

Fuselier, Joseph A
Research Assistant Professor
MBA, TULANE UNIVERSITY

G

Gadir, Bouchaib
Senior Professor of Practice  
PhD, UNIV OF LOUISIANA AT LAFAYETTE

Gage, Anastasia J  
Professor  
PhD, UNIVERSITY OF PENNSYLVANIA

Gaines, Jason  
Professor of Practice  
PhD, BRANDEIS UNIVERSITY

Gajda, Amy  
Professor  
JD, WAYNE STATE UNIVERSITY - LAW SCHOOL

Galagan, Robert  
Assistant Professor  
MD, SAINT LOUIS UNIVERSITY

Galazo, Maria J  
Assistant Professor  
PhD

Gallagher, Amanda  
Assistant Professor  
PhD, FLORIDA STATE UNIVERSITY

Gama de Cossio, Borja  
Professor of Practice  
PhD, UNIV OF MASSACHUSETTS-AMHERST

Gambala, Cecilia Tolo  
Assistant Professor  
MD, TULANE UNIVERSITY

Garcia, Amanda R  
Professor of Practice  
PhD, TEXAS A&M UNIV CORPUS CHRISTI

Garcia, Guadalupe  
Associate Professor  
PhD, UNIVERSITY OF N C-CHAPEL HILL

Garcia, Ruben  
Assistant Professor  
PhD

Gard, Wayne Ronald  
Visiting Assistant Professor  
PhD, UNIVERSITY OF ARIZONA

Garner, Sarah  
Instructor  
MS, TULANE UNIVERSITY

Garrett, Daniel Kristian  
Assistant Professor  
MD, UNIVERSITY OF TEXAS-AUSTIN

Garry, Robert F  
Professor  
PhD, UNIVERSITY OF TEXAS-AUSTIN

Gasioreowski, Mark Joseph  
Professor  
PhD, UNIVERSITY OF N C-CHAPEL HILL

Gasparini, Nicole M  
Associate Professor  
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Gassen, Gavin  
Assistant Professor  
MD, TULANE UNIVERSITY

Gaver, Donald P III  
Professor  
PhD, NORTHWESTERN UNIV

Ge, Dongxia  
Postdoc Fellow

Geddes, Leslie Ann  
Assistant Professor  
PhD, PRINCETON UNIVERSITY

Gelfand, Ryan M  
Professor of Practice  
PhD, NORTHWESTERN UNIV

Gellings, Patrick  
Postdoc Fellow

Genesio, Kimberly C  
Assistant Professor  
MD, TULANE UNIVERSITY

Geng, Xianjun  
Professor  
PhD, UNIVERSITY OF TEXAS-AUSTIN

George, Amy  
Senior Professor of Practice  
PhD, TULANE UNIVERSITY

Ghinea, Vlad  
Senior Professor of Practice  
MFA, TULANE UNIVERSITY

Gibb, Bruce  
Professor  
PhD, ROBERT GORDON UNIVERSITY - SCOTLAND

Gibson, Anne M  
Administrative Associate Professor  
PhD, TULANE UNIVERSITY

Gibson, Jennifer W  
Assistant Professor  
PhD, UNIVERSITY OF NEW ORLEANS

Gilbert, William  
Assistant Professor  
MD, UNIVERSITY OF MISSISSIPPI - MED CTR
Gilliam, Jamil M
Postdoc Fellow

Gillis, Heather J
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

Gilpin, Robert B
Associate Professor
PhD, YALE UNIVERSITY

Gin, Steven
Professor of Practice
PhD, UNIVERSITY OF HAWAII AT MANOA

Giusti-Torres, Sixto G
Assistant Professor
MD

Gladden, Paul B
Associate Professor
MD, COLUMBIA UNIVERSITY

Glass, Marcia H
Associate Professor
MD, GEORGETOWN UNIV, SCH OF MEDICINE

Glasser, Ryan Thomas
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Glatt-Holtz, Nathan Edward
Associate Professor
PhD, UNIVERSITY OF SOUTHERN CALIFORNIA

Glaude, Maurya W
Professor of Practice
PhD, UNIVERSITY OF HOUSTON

Glavan, Mary
Visiting Assistant Professor
PhD, CARNEGIE MELLON UNIVERSITY

Gleason, Shekinah
Instructor
MSN, LOUISIANA STATE UNIV & A&M COLG

Gleckler, Elisabeth A
Clinical Associate Professor
PhD, TULANE UNIVERSITY

Gneid, Hassan
Postdoc Fellow

Godbey, W T
Associate Professor
PhD, RICE UNIVERSITY

Godebo, Tewodros R
Assistant Professor
PhD

Godshall, Lauren E
Clinical Instructor

Godbey, Matthew Stephen
Postdoc Fellow

Goehring, Brent Marshal
Associate Professor
PhD, COLUMBIA UNIVERSITY

Goldsmith, Jay P
Professor
MD, ALBERT EINSTEIN MED CTR DEPT DNTL

Goldvarg-Abud, Inna
Instructor
MSN, FRONTIER SCH OF MIDWIFERY&FAMILY NU

Gomez, Antonio Daniel
Assistant Professor
PhD, UNIVERSITY OF PITTSBURGH

Gonzalez, Mauricio
Professor of Practice
PhD, TULANE UNIVERSITY

Gonzalez, Tiffany
Postdoc Fellow

Goodenough, Amelia Chisolm
Assistant Professor
MD, DREXEL UNIVERSITY

Goodman, Lynnel C
Postdoc Fellow

Goodwin, Bruce M
Associate Professor
MARCH, UNIVERSITY OF CALIFORNIA (UCLA)

Gordley, James R
Professor
JD, HARVARD LAW SCHOOL

Gordon, Robert A
Professor
MD, TULANE UNIVERSITY

Gordon-Garofalo, Valerie L
Clinical Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Gotham, Kevin F
Professor
PhD, UNIVERSITY OF KANSAS

Graber, Jessica
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Grace, Amy Nicole
Assistant Professor
MPH, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Gragert, Loren
Assistant Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES
Gramates, Peggy
Assistant Professor
MD, WASHINGTON UNIVERSITY
Grant, Brooke
Professor of Practice
PhD, SUNY AT BUFFALO
Grant, Kelly A
Professor of Practice
MA, UNIVERSITY OF NEW ORLEANS
Grasperge, Brooke F
Associate Professor
DVM, LOUISIANA STATE UNIV & A&M COLG
Gray, Sarah
Assistant Professor
PhD, UNIV OF MASSACHUSETTS-BOSTON
Grayson, Scott M
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY
Gredil, Oleg
Assistant Professor
PhD, UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL
Gregorian, Tamar Grace
Professor of Practice
MAST-Other, LOUISIANA STATE UNIV & A&M COLG
Griffin, Stephen M
Professor
LLM, NEW YORK UNIVERSITY
Groome, Sanda Beacit
Professor of Practice
JD, LOUISIANA STATE UNIV & A&M COLG
Grossmann, Francoise
Clinical Assistant Professor
MPH, TULANE UNIVERSITY
Gu, Cong
Postdoc Fellow
Guerra, Corey B
Instructor
DNL, LOUISIANA STATE UNIV & A&M COLG
Gugel, Jonathan M
Clinical Assistant Professor
MD, TULANE UNIVERSITY
Guidry, Chrissy
Assistant Professor
DO, DES MOINES UNIV-OSTEOPATHIC MED CTR
Guild, Jane Erwin
Senior Professor of Practice
MME, UNIVERSITY OF COLORADO-BOULDER

Gunderson, Alexander
Assistant Professor
PhD, DUKE UNIV - GRAD SCH ARTS & SCIENCE
Gunshol, Jeffrey
Senior Professor of Practice
MFA, UNIVERSITY OF UTAH
Gustat, Jeanette
Clinical Associate Professor
PhD, TULANE UNIVERSITY
Guy, Megan H
Professor of Practice
JD, TULANE UNIVERSITY
Guzman, Eduardo
Lecturer
PhD, TULANE UNIVERSITY

H
Ha, Tai H
Professor
PhD, QUEEN'S UNIVERSITY AT KINGSTON - CANADA
Haider, Mahnur
Instructor
MD
Halat, Shams K
Associate Professor
MD, AMERICAN UNIVERSITY OF BEIRUT - LEBANON
Halverson, Nathan
Professor of Practice
MFA, VIRGINIA COMMONWEALTH UNIVERSITY
Halvorson, Karin
Assistant Professor
MD, UNIVERSITY OF HAWAI'I AT MANOA
Hamdy, Mohammad S
Instructor
SJD, HARVARD LAW SCHOOL
Hamm, Jihae Wee (Sophia)
Assistant Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES
Hamm, Ji hun
Associate Professor
PhD, UNIVERSITY OF PENNSYLVANIA
Hamm, Lotucee Lee (Lee)
Senior Vice President
MD, UNIVERSITY OF ALABAMA AT BIRMINGHAM
Hamman, Elizabeth A
Postdoc Fellow
Hammer, Rachel R
Assistant Professor
MD, MAYO CLINIC, COLLEGE OF MEDICINE
Assistant Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Heard, Wendell Malcolm Rogan
Assistant Professor
MD, TULANE UNIVERSITY

Hebert, Thomas Joseph
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Hegde, Yatish
Lecturer
MS, SYRACUSE UNIVERSITY

Heianza, Yoriko
Research Assistant Professor
PhD

Heinrich, Stephen Douglas
Professor
MD, UNIVERSITY OF ARIZONA

Heitz, Amanda
Assistant Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Heller, Sherryl S
Associate Professor
PhD, UNIVERSITY OF NEW ORLEANS

Hellstrom, Wayne J
Professor
MD, MCGILL UNIVERSITY - CANADA

Helmcke, Frederick R
Associate Professor
MD

Hemmat, Yasaman J
Assistant Professor
MD, UNIVERSITY OF IOWA

Hemphill, Philip Corlis
Professor of Practice
PhD, TULANE UNIVERSITY

Hendel, Robert C
Professor
MD, GEORGE WASHINGTON UNIV SCH MED

Hengl, Lauri Frances
Instructor
MAST-Other, LOYOLA UNIVERSITY CHICAGO

Henriquez, Julie J
Administrative Assistant Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Henry, Donata
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Herbert, Robert Louis

Senior Professor of Practice
PhD, NEW YORK UNIVERSITY

Herhuth, Eric
Assistant Professor
PhD, UNIVERSITY OF WISCONSIN-MILWAUKEE

Hering-Smith, Kathleen S
Research Associate Professor
PhD, TULANE UNIVERSITY

Herman, Michael
Professor
PhD, UNIVERSITY OF CHICAGO

Hernandez, Julie H
Research Assistant Professor
PhD, University of Paris, France

Herrera, Claudia Patricia
Assistant Professor
PhD, Universidad de los Andes, Colombia

Herrera, Eduardo
Associate Professor
MD

Herrera-Gutierrez, Yuri
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Hetrums, Shannon
Assistant Professor
MD, LOYOLA UNIVERSITY CHICAGO

Hidarilak, Neda
Assistant Professor
MD

Higashi, Yusuke
Associate Professor
PhD

Hill, Steven M
Professor
PhD, UNIVERSITY OF ARIZONA

Hillard, Sylvia A
Postdoc Fellow

Hinshaw-Fuselier, Sarah S
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Hlass, Laila Laurice
Professor of Practice
LLM, GEORGETOWN UNIV LAW CENTER

Hock, Stefan G
Visiting Assistant Professor
PhD, GEORGETOWN UNIVERSITY

Hoeffer, Janet C
Professor
Hoerger, Michael P
Assistant Professor
PhD, CENTRAL MICHIGAN UNIVERSITY

Hoff, Clarissa Jo Beutler (Clare)
Assistant Professor
MD, CREIGHTON UNIVERSITY

Hoffman, Aaron E
Clinical Assistant Professor
PhD, YALE UNIVERSITY

Hoffmann, Andrew R
Postdoc Fellow

Hogg, Michael H
Senior Professor of Practice
JD, TULANE UNIVERSITY

Holliday, Trenton Webster
Professor
PhD, THE UNIVERSITY OF NEW MEXICO

Holman, Mirya
Associate Professor
PhD, CLAREMONT GRADUATE UNIVERSITY

Holtcamp, Victor R
Associate Professor
PhD, UNIVERSITY OF WASHINGTON

Honer Zu Bentrup, Kerstin
Research Assistant Professor
PhD

Hopkins, Nathan R
Professor of Practice
PhD, LEHIGH UNIVERSITY

Hopkins, Robert L
Professor
MD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Horowitz, Andrew
Assistant Professor
PhD, YALE UNIVERSITY

Horowitz, Brian J
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Hotchkiss, David R
Professor and Chair
PhD, UNIVERSITY OF N C-CHAPEL HILL

Houck, Oliver A
Professor
JD, GEORGETOWN UNIV LAW CENTER

Howard, Harry D
Associate Professor
PhD, CORNELL UNIVERSITY

Howard, Jacquelyne T
Administrative Assistant Professor
PhD, FORDHAM UNIVERSITY

Howell, Meghan Parrott
Assistant Professor
MD, TULANE UNIVERSITY

Hu, Keli
Research Assistant Professor
PhD

Hu, Ye Y
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Hua, Fang
Postdoc Fellow

Huang, Hai
Assistant Professor
PhD, Chinese Academy of Sciences, China

Huck, James D Jr.
Administrative Associate Professor
PhD, TULANE UNIVERSITY

Huddleston, Joshua Corben
Instructor
MD, LOUISIANA STATE UNIV & A&M COLG

Humphreys, Laura-Zoe
Assistant Professor
PhD, UNIVERSITY OF CHICAGO

Huntwork, Margaret Prat
Assistant Professor
MD, TULANE UNIVERSITY

Hutchinson, Paul L
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Hyman, James Macklin
Professor
PhD, NEW YORK UNIVERSITY

Iberico, Mariano Matias
Instructor
MD, WRIGHT STATE UNIVERSITY

Ibrahim, Ayman M
Postdoc Fellow

Ice, Robyn Elizabeth
Professor of Practice
JD, GEORGIA STATE UNIVERSITY

Imma, Zetoile
Assistant Professor
PhD, UNIVERSITY OF VIRGINIA - SFS

Induru, Jayachandra
Assistant Professor
MD
Intapad, Suttira
Assistant Professor
PhD
Irimpen, Anand
Professor
MD
Isaac, Elliott W
Assistant Professor
PhD, UNIVERSITY OF VIRGINIA - SFS
Isaacson, Walter
University Professor
MA, OXFORD GRADUATE SCHOOL
Israel de Souza, Stefanie E
Postdoc Fellow
Issacharoff, Jessica
Postdoc Fellow
Ivester, Sukari
Professor of Practice
PhD, UNIVERSITY OF CHICAGO
Iwanaga, Jo
Associate Professor
PhD
Iwanaga, Naoki
Postdoc Fellow
Izadpanah, Reza
Research Assistant Professor
DVM
J
Jack, Katharine M
Professor
PhD, UNIVERSITY OF ALBERTA (THE)
Jackson, Colin
Assistant Professor
PhD, BROWN UNIVERSITY
Jackson, James
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN
Jackson, Neal M
Assistant Professor
MD, UNIVERSITY OF TEXAS-SAN ANTONIO
Jackson-Weaver, Olan
Assistant Professor
PhD, THE UNIVERSITY OF NEW MEXICO
Jacob, Leah
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Jacobs, Jennifer Alice
Assistant Professor
MFA, NEW YORK UNIVERSITY
Jacobsen, Heiko
Senior Professor of Practice
PhD, UNIVERSITY AT CALGARY - CANADA
Jameson, Samuel B
Postdoc Fellow
Janbain, Maissaa
Assistant Professor
MD, LEBANESE AMERICAN UNIVERSITY - LEBANON
Japa, Shanker
Research Associate Professor
PhD
Jaster, Frank
Professor of Practice
PhD, TULANE UNIVERSITY
Jayawickramarajah, Janarthanan
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN
Jazwinski, Barbara Maria
Professor
PhD, CITY UNIVERSITY - ENGLAND
Jazwinski, Stanislaw M
Professor
PhD, STANFORD UNIVERSITY - SCHOOL OF MEDICINE
Jens, Candace
Assistant Professor
PhD, UNIVERSITY OF ROCHESTER
Jensen, Joan F
Senior Professor of Practice
MFA, TULANE UNIVERSITY
Jeon, Hoonbae
Professor
MD
Jernegan, Jeremy H
Professor
MFA, SAN JOSE STATE UNIVERSITY
Jessee, Nathan
Visiting Assistant Professor
MS, UNIVERSITY OF NEW ORLEANS
Ji, Xiang
Assistant Professor
PhD, NORTH CAROLINA STATE UNIV-RALEIGH
Jia, Xiaodong
Postdoc Fellow
Jiang, Haibin
Postdoc Fellow
Jiang, Han
Assistant Professor
PhD, ARIZONA STATE UNIV (ALL CAMPUSES)

Jiang, Xin
Assistant Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Jiang, Yinghua
Postdoc Fellow

John, Vijay T
Professor
PhD, COLUMBIA UNIVERSITY

Johnson, Carolyn C
Professor
PhD, UNIVERSITY OF NEW ORLEANS

Johnson, Colleen J
Assistant Professor
MD, JOHNS HOPKINS UNIV SCH OF MEDICINE

Johnson, Janet E
Associate Professor
MD, UNIVERSITY OF MISSOURI - COLUMBIA

Johnson, Katherine
Associate Professor
PhD, PENN STATE UNIVERSITY

Johnson, Kristin
Professor
JD, UNIVERSITY OF MICHIGAN LAW SCHOOL

Johnson, Thomas R
Professor
PhD, UNIVERSITY OF LOUISVILLE

Jona, Jonatan
Visiting Assistant Professor
PhD, CITY UNIVERSITY - ENGLAND

Jones, Catherine E
Assistant Professor
MD, TULANE UNIVERSITY

Jones, Jacey Christina
Assistant Professor
MD, BAYLOR COLLEGE OF MEDICINE

Jones, Kathryn E
Assistant Professor
MAST-Other, UNIVERSITY OF QUEENSLAND - AUSTRALIA

Jones, Kevin Henry
Professor
MFA, YALE UNIVERSITY

Jones, Steven D
Assistant Professor
MD, TULANE UNIVERSITY

Jordan, Lisa W
Professor of Practice
LLM, TULANE UNIVERSITY

Joslyn, John
Clinical Associate Professor
MD, UNIVERSITY OF VIRGINIA - SFS

Jover Biboum, Margarita
Associate Professor
MARCH

Joyce, Michael O
Professor of Practice
PhD, BROWN UNIVERSITY

Juan Lozano, Carlos
Professor of Practice
PhD

K
Kahn, Margie A
Associate Professor
MD, TULANE UNIVERSITY

Kaimal, Peggy D
Instructor
MAST-Other, NORTHWESTERN UNIV

Kala, Margaret HS
Assistant Professor
MD, UNIVERSITY OF TENNESSEE-HEALTH SCI CTR

Kalka, Morris
Professor
PhD, NEW YORK UNIVERSITY

Kalos-Kaplan, Elizabeth Anne
Professor of Practice
PhD, TULANE UNIVERSITY

Kandikattu, Hemanth Kumar
Postdoc Fellow

Kandil, Emad
Professor
MD

Kang, Le
Visiting Assistant Professor
PhD, TEXAS A&M UNIVERSITY

Kapadia, Nishad
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Kaplan, Lev
Professor
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Kappele, Erin J
Assistant Professor
PhD, TUFTS UNIVERSITY
Karakas, Deniz
Visiting Assistant Professor
PhD, BINGHAMTON UNIVERSITY (SUNY)

Karlitz, Jordan J
Associate Professor
MD, MCGILL UNIVERSITY - CANADA

Karubian, Jordan Oliver
Associate Professor
PhD, UNIVERSITY OF CHICAGO

Kastl, Peter Robert
Professor
MD, TULANE UNIVERSITY

Katakam, Prasad V
Associate Professor
PhD, UNIVERSITY OF GEORGIA

Katin, Nicole Marie
Professor of Practice
PhD, TULANE UNIVERSITY

Katner, David R
Clinical Professor
JD, TULANE UNIVERSITY

Kaur, Amitinder
Professor
MD, University of Madras, India

Kawasaki, Lumie
Associate Professor
MD, UNIVERSITY OF PITTSBURGH - SCHOOL OF MED

Kazan, Osman
Professor of Practice
PhD, UNIVERSITY OF TEXAS AT DALLAS

Keane, Matthew William
Assistant Professor
MD, TULANE UNIVERSITY

Kearney-Bagneris, Amanda Leonard (Mia)
Associate Professor
PhD, HARVARD UNIVERSITY

Keating, Joseph A
Professor
PhD, TULANE UNIVERSITY

Keenan, Jesse M
Associate Professor
PhD

Kehoe, Dennis P
Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Keil, Irene
Senior Professor of Practice
MARCH, UNIVERSITY OF CALIFORNIA (UCLA)

Kelley, Anna
Assistant Professor
PSYD, UNIVERSITY OF DENVER

Kelly, Dennis Clayton Jr.
Associate Professor
MD, UNIVERSITY OF ARKANSAS FOR MEDICAL SCIEN

Kelly, Elizabeth
Assistant Professor
MD, TULANE UNIVERSITY

Kelly, Tanika N
Professor
PhD, TULANE UNIVERSITY

Kemsley, Deen
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Kendall, Carl
Professor
PhD, UNIVERSITY OF ROCHESTER

Kennedy, Brittany Powell
Senior Professor of Practice
PhD, UNIVERSITY OF SOUTH CAROLINA

Kenney, Sally J
Executive Director
PhD, PRINCETON UNIVERSITY

Keyes, Angela W
Associate Professor
PhD, UNIVERSITY OF NEW ORLEANS

Kezar, Sarah
Postdoc Fellow

Khambu, Bilon
Assistant Professor
MD

Khan, Pervez A
Instructor
MD, UNIVERSITY OF MISSISSIPPI - MED CTR

Khanna, Rajat
Assistant Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Khismatullin, Damir B
Associate Professor
PhD, Bashkir State University, Russia

Khokher, Zeigham
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Khunkhun, Vininder Singh
Assistant Professor
MD, ROSS MEDICAL EDUCATION CENTER -
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Killackey, Mary</td>
<td>Professor of Practice, PhD, UNIVERSITY OF NEW ORLEANS</td>
</tr>
<tr>
<td>Kim, Dong-Eun</td>
<td>Postdoc Fellow</td>
</tr>
<tr>
<td>Kim, Hee Ryung</td>
<td>Visiting Assistant Professor, PhD, INDIANA UNIVERSITY-BLOOMINGTON</td>
</tr>
<tr>
<td>Kim, Hogyoung</td>
<td>Instructor, PhD</td>
</tr>
<tr>
<td>Kim, Irang</td>
<td>Assistant Professor, PhD, UNIVERSITY OF GEORGIA</td>
</tr>
<tr>
<td>Kim, Jae Yung</td>
<td>Visiting Assistant Professor, PhD, UNIVERSITY OF FLORIDA</td>
</tr>
<tr>
<td>Kim, Joonkyung</td>
<td>Visiting Assistant Professor, PhD, UNIVERSITY OF TORONTO - CANADA</td>
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<tr>
<td>Kim, Sangkyu</td>
<td>Research Assistant Professor, PhD, UNIVERSITY OF IOWA</td>
</tr>
<tr>
<td>King, Matthew</td>
<td>Visiting Research Professor, PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK</td>
</tr>
<tr>
<td>Kinnard, Judith A</td>
<td>Professor, BARCH, CORNELL UNIVERSITY</td>
</tr>
<tr>
<td>Kinney, Drew H</td>
<td>Visiting Assistant Professor, PhD, SYRACUSE UNIVERSITY</td>
</tr>
<tr>
<td>Kinzie, Amy S</td>
<td>Instructor, MSN, LA STATE UNIV HEALTH SCIENCES CTR</td>
</tr>
<tr>
<td>Kirwin, Paul D</td>
<td>Professor, MD, UNIVERSITY OF ROCHESTER</td>
</tr>
<tr>
<td>Kish, Nathan M</td>
<td>Visiting Assistant Professor, PhD, UNIVERSITY OF CALIFORNIA (UCLA)</td>
</tr>
<tr>
<td>Kissingter, Patricia</td>
<td>Professor, PhD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Kleinpeter, Myra A</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Kleiss, Barbara A</td>
<td>Research Professor, PhD, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
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<tr>
<td>Klingler, Thomas A</td>
<td>Associate Professor, PhD, INDIANA UNIVERSITY-BLOOMINGTON</td>
</tr>
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<td>Klingsberg, Ross C</td>
<td>Associate Professor, MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Kohler, Michelle Delila</td>
<td>Associate Professor, PhD, UNIVERSITY OF OREGON</td>
</tr>
<tr>
<td>Koksal, Ali Riza</td>
<td>Postdoc Fellow</td>
</tr>
<tr>
<td>Kolls, Jay K</td>
<td>Professor, MD, UNIVERSITY OF MARYLAND, BALTIMORE</td>
</tr>
<tr>
<td>Komendarczyk, Rafal</td>
<td>Associate Professor, PhD, GEORGIA INSTITUTE OF TECHNOLOGY</td>
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<tr>
<td>Kondkar, Becki T</td>
<td>Senior Professor of Practice, JD, UNIVERSITY OF N C-CHAPEL HILL</td>
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<tr>
<td>Koplitz, Brent Douglas</td>
<td>Professor, PhD, PRINCETON UNIVERSITY</td>
</tr>
<tr>
<td>Komdorff, Melanie Leopard</td>
<td>Assistant Professor, MD, UNIVERSITY OF ALABAMA AT BIRMINGHAM</td>
</tr>
<tr>
<td>Kornell, Andre V</td>
<td>Postdoc Fellow</td>
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<tr>
<td>Koss, Eugene H</td>
<td>Professor, MFA, TEMPLE UNIVERSITY</td>
</tr>
<tr>
<td>Kostner, Pia Ursula</td>
<td>Professor of Practice, MA, UNIVERSITY OF NEW ORLEANS</td>
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<tr>
<td>Krail, Katherine</td>
<td>Instructor, MSN, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
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<tr>
<td>Kraker, Jessica Brand</td>
<td>Assistant Professor, MD, TEMPLE UNIVERSITY</td>
</tr>
<tr>
<td>Krane, Louis S</td>
<td>Assistant Professor, MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Krane, N Kevin</td>
<td></td>
</tr>
</tbody>
</table>
Kreisman, Norman R
Professor
MD, TULANE UNIVERSITY

Kristaponyte, Inga
Postdoc Fellow

Kronlund, Mathias J
Assistant Professor
PhD, UNIVERSITY OF CHICAGO

Kristaponyte, Marie A
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Krupa, Jake J
Assistant Professor
PhD, UNIVERSITY OF MIAMI

Kuban, Scott
Assistant Professor
MD, NORTHWESTERN UNIV

Kunczynski, Michael P
Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Kumar, Prema
Research Instructor
PhD

Kumar, Satyendra
Postdoc Fellow

Kunze, Peter C
Visiting Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Kurdia, Anastasia
Senior Professor of Practice
PhD, UNIVERSITY OF TEXAS AT DALLAS

Kwasik, Slawomir
Professor
PhD, University of Gdansk, Poland

Kwasik, Ilianna
Professor of Practice
PhD, ILLINOIS INSTITUTE OF TECHNOLOGY

Laan, Danuel
Instructor
MD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Labbe, Andre
Instructor
MS

Lacey, Michelle R
Associate Professor
PhD, YALE UNIVERSITY

Lackey, Jeffrey
Assistant Professor
MD

Lafaye, Kristina Mathews
Assistant Professor
PhD, TULANE UNIVERSITY

Lai, Chun-Ming
Postdoc Fellow

Lalka, Robert T
Professor of Practice
MAST-Other, DUKE UNIVERSITY - SCHOOL OF PUBLIC POLIC

Lamotte, Melanie A
Assistant Professor
PhD, UNIV OF CAMBRIDGE - NEW HALL - ENGLAND

Landry, Michael D
Associate Professor
MD, TULANE UNIVERSITY

Landry, Samuel J
Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Lane, Kris Eugene
Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Lane-Steele, Laura A
Instructor
JD, HARVARD LAW SCHOOL

Lang, Julia Schneider
Professor of Practice
MS, OREGON STATE UNIVERSITY

Larrieu, Julie A
Professor
PhD, PURDUE UNIVERSITY

Larson, Herbert Victor
Senior Professor of Practice
JD, LOYOLA UNIVERSITY NEW ORLEANS

Lasky, Joseph A
Professor
MD, UNIVERSITY OF MINNESOTA-TWIN CITIES

LaVeist, Thomas A
Dean
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

LaViers, Lisa
Assistant Professor
PhD, EMORY UNIVERSITY
Lawson, Louise B
Research Assistant Professor
PhD, TULANE UNIVERSITY

Lay, Jennifer Celeste (Celeste)
Associate Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Layton, Jodi
Assistant Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Lazar, Zachary Lane
Professor
MFA, UNIVERSITY OF IOWA

Le Jemtel, Thierry
Professor
MD

Leak, Halima
Professor of Practice
PhD, NEW YORK UNIVERSITY

Lederer, Alyssa Mira
Assistant Professor
PhD, INDIANA UNIVERSITY-BLOOMINGTON

Ledet, Elisa Marie
Instructor
PhD, LOUISIANA STATE UNIV & A&M COLG

LeDoux, Elma Ireland
Professor
MD, TULANE UNIVERSITY

Lee, Erica T.
Instructor
MSN, HERZING UNIVERSITY

Lee, Hyemin
Postdoc Fellow

Lee, Jean-Pyo
Assistant Professor
PhD, UNIVERSITY OF CHICAGO

Lee, Junghhee
Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Lee, Sean Bong
Associate Professor
PhD, SUNY-DOWNSTATE MEDICAL CENTER

Lee, Seoungwoo
Assistant Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Lefante, John J Jr.
Professor
PhD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Leguizamon, Amalia
Associate Professor
PhD, CITY UNIVERSITY - ENGLAND

Leissinger, Cindy A
Professor
MD, TULANE UNIVERSITY

Lepingwell, Carlotta
Clinical Instructor
JD, UNIVERSITY OF OTTAWA - CANADA

Leslie, Camilo A
Assistant Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Lesmond, David Anthony
Associate Professor
PhD, BUFFALO STATE COLLEGE - SUNY

Leung, Wai Lun (Eugina)
Assistant Professor
PhD

Levy, Laura S
Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Levy, Maxwell H
Assistant Professor
MD, TULANE UNIVERSITY

Levy, Shauna
Assistant Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Lewis, Brian E
Assistant Professor
MD, TULANE UNIVERSITY

Lewis, Joshua
Research Assistant Professor
PhD

Lewis, Marva Leatrice
Associate Professor
PhD, UNIVERSITY OF COLORADO-BOULDER

Lewis, Nghana T
Associate Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Lewis, Raven Rochelle
Instructor
MS, OUR LADY OF THE LAKE COLLEGE

Ley, Sylvia H
Assistant Professor
PhD, UNIVERSITY OF TORONTO - CANADA

Li, Changwei
Assistant Professor
PhD, TULANE UNIVERSITY

Li, Jian
Associate Professor
PhD, NORTH CAROLINA STATE UNIV-RALEIGH

Li, Jingrui
Visiting Assistant Professor
PhD, WEST VIRGINIA UNIVERSITY

Li, Liwen
Postdoc Fellow

Li, Ming
Associate Professor
PhD

Li, Shitao
Associate Professor
PhD

Li, Simin
Assistant Professor
PhD, NORTHWESTERN UNIV

Li, Xiang
Postdoc Fellow

Li, Xiao
Associate Professor
MD

Li, Yuwen
Assistant Professor
PhD, TULANE UNIVERSITY

Liang, Kun
Postdoc Fellow

Lichtveld, Maureen Y
Professor
MD, University of Suriname, Suriname

Lin, Dong
Postdoc Fellow

Lin, Tiffany
Associate Professor
MARCH, HARVARD UNIVERSITY

Lin, Zhen
Associate Professor
MD, UNIVERSITY OF IOWA

Linden, Callie A
Instructor
MD, UNIVERSITY OF LOUISVILLE

Lindenhovius, Albertus Johannis
Postdoc Fellow

Lindsey, Sarah H
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Lipman, Jana Kate
Associate Professor
PhD, YALE UNIVERSITY

Lipton, Ann Meredith
Associate Professor
JD, HARVARD LAW SCHOOL

Liu, Fengming
Assistant Professor
PhD

Liu, Gang
Postdoc Fellow

Liu, Hong
Assistant Professor
PhD

Liu, Hongbing
Assistant Professor
PhD

Liu, Jiao
Postdoc Fellow

Liu, Ning
Assistant Professor
PhD

Liu, Sen
Postdoc Fellow

Liu, Yaozhong
Associate Professor
PhD, CREIGHTON UNIVERSITY

Lockman, Jeffrey J
Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Loftus, Serena
Assistant Professor
PhD, UNIVERSITY OF WASHINGTON

Lohani, Sanjaya
Postdoc Fellow

Long, Hugh W
Professor
PhD, STANFORD UNIVERSITY

Long, Wei
Assistant Professor
PhD, TEXAS A&M UNIVERSITY

Longmire, Natalie H
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Longo, Michele T
Assistant Professor
MD, TULANE UNIVERSITY

Lopez, Ana M
Professor
Lopiccolo, Anastasia Marie
Instructor
BSN, LOUISIANA STATE UNIV & A&M COLG

Lopreore, Courtney Lynn
Professor of Practice
PhD, UNIVERSITY OF TEXAS-AUSTIN

Love, Mary Casey
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Lovelace, Bruce
Assistant Professor
MD, LOUISIANA STATE UNIV-SHREVEPORT

Loveless, Megwen May
Senior Professor of Practice
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Lovre, Dragana
Assistant Professor
MD

Lowell, Devin A
Clinical Instructor
JD, TULANE UNIVERSITY

Lowenburg, Benjamin Mauldin
Assistant Professor
MD, TULANE UNIVERSITY

Lu, Hua
Professor
PhD, RUTGERS, THE STATE UNIVERSITY OF NJ

Lu, Yue (Zoe)
Assistant Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

Luk, Alfred
Assistant Professor
MD, TULANE UNIVERSITY

Lukacs, Katalin
Visiting Assistant Professor
DMA, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Lukkarila, Lauren P
Senior Professor of Practice
PhD, GEORGIA STATE UNIVERSITY

Luo, Zhe
Postdoc Fellow

Luongo, Francis Thomas
Associate Professor and Chair
PhD, UNIVERSITY OF NOTRE DAME

Lushtak, Faina
Professor
MS, Moscow Tchaikovsky Conservatory, Russia

Lusnia, Susann Sowers
Associate Professor
PhD, UNIVERSITY OF CINCINNATI

Lustig, Arthur J
Professor
PhD, UNIVERSITY OF CHICAGO

Lustig, Nora
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Lynch, Christy
Visiting Lecturer
JD, TULANE UNIVERSITY

Lyon, Christopher J
Assistant Professor
PhD, UNIV OF CALIFORNIA LOS ANG SCH MED

Lyons, Nathan Jay
Research Assistant Professor
PhD, NORTH CAROLINA STATE UNIV-RALEIGH

M

Ma, Anyi
Assistant Professor
PhD, DUKE UNIV - FUQUA SCH OF BUSINESS

Ma, Wenbo
Postdoc Fellow

Machado, Heather L
Associate Professor
PhD, TULANE UNIVERSITY

Maclean, Andrew
Associate Professor
PhD, UNIVERSITY OF GLASGOW - SCOTLAND

Madkour, Aubrey S
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Mague, Joel T
Professor
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Mahoney, Anna
Administrative Assistant Professor
PhD, RUTGERS, THE STATE UNIVERSITY OF NJ

Mai, Anh V
Assistant Professor
MD, UNIVERSITY OF MISSOURI-KANSAS CITY

Majid, Dewan
Professor
PhD, UNIVERSITY OF LEEDS - ENGLAND

Malhotra, Sonia
Assistant Professor
MD, ROSS UNIVERSITY - MEDICAL SCHOOL
Mallipeddi, Rakesh R
Assistant Professor
PhD, TEXAS A&M UNIVERSITY

Malone, Missy
Professor of Practice
PhD, LOUISIANA STATE UNIV & A&M COLG

Maness, Nicholas J
Research Assistant Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

Manguno-Mire, Gina M
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Manukure Atiemo, Kofi
Assistant Professor
MD, UNIVERSITY OF ABERDEEN - SCOTLAND

Manuzak, Jennifer A
Assistant Professor
PhD, UNIVERSITY OF COLORADO DENVER

Maraganore, Demetrius
Professor
MD, NORTHWESTERN UNIV

Markant, Julie Christina
Assistant Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Markell, Aleksandra
Visiting Assistant Professor
PhD, TULANE UNIVERSITY

Marks, Laura
Professor of Practice
PhD, LOUISIANA STATE UNIV & A&M COLG

Marks, Ronald E
Associate Professor
PhD, UNIVERSITY OF PITTSBURGH

Marksbury, Richard A
Associate Professor
PhD, TULANE UNIVERSITY

Maroteaux, Matthieu J
Research Assistant Professor
PhD

Marrouche, Nassir
Professor
MD, HEIDELBERG UNIVERSITY

Martin, Murphy P
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Martinez Lege, Alejandra N
Assistant Professor
PhD

Martinez, Matthew J
Professor of Practice
MFA, UNIVERSITY OF NEW ORLEANS

Marx, Preston A Jr.
Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Masquelier, Adeline M
Professor
PhD, UNIVERSITY OF CHICAGO

Matambanadzo, Sarudzayi M
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Matherly, James E (Ted)
Visiting Assistant Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Mathieu, Jane Katherine
Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Matsunaga, Yasuka
Postdoc Fellow

Mattei, Nicholas
Assistant Professor
PhD, UNIVERSITY OF KENTUCKY

Mattes, Katherine M
Senior Professor of Practice
JD, UNIVERSITY OF SAN DIEGO - SCHOOL OF LAW

Mauldin, Brandon
Assistant Professor
MD, FLORIDA STATE UNIVERSITY

Maulucci, Christopher Michael
Associate Professor
MD, NEW YORK COLLEGE OF HEALTH PROFESSIONS

Maus, Aaron P
Professor of Practice
PhD, UNIVERSITY OF NEW ORLEANS

Mauvais-Jarvis, Franck
Professor
PhD

Maveety, Nancy
Professor
PhD, JOHNS HOPKINS UNIVERSITY

Maxwell, Judith M
Professor
PhD, UNIVERSITY OF CHICAGO

May, Jonathan Horace
Assistant Professor
MD, UNIVERSITY OF ARKANSAS FOR MEDICAL SCIEN

Mayer, Vicki A
Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO
Maylin, Marlowe M
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Mazza, Anthony P
Instructor
MS, LOUISIANA STATE UNIV & A&M COLG
Mcbride, Jesse B
Professor of Practice
BACH-Other, TULANE UNIVERSITY
Mcbride, Ryan Kenneth
Administrative Associate Professor
PhD, MARQUETTE UNIVERSITY
Mccall, Grant S
Associate Professor
PhD, UNIVERSITY OF IOWA
Mccarren, Felicia
Professor
PhD, STANFORD UNIVERSITY
McCaul, Gerard
Postdoc Fellow
McClure, Brian Patrick
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
McCombs, Janet E
Assistant Professor
PhD, UNIVERSITY OF COLORADO-BOULDER
McConville, James Brad
Assistant Professor
MD, UNIVERSITY OF IOWA
McCoy-Torres, Sabia
Assistant Professor
PhD, CORNELL UNIVERSITY
McDowell, Andrew J
Assistant Professor
PhD, HARVARD UNIV GRAD S OF ARTS & SCIEN
Mcduffie, Roberta H
Instructor
MSN, UNIVERSITY OF SOUTH ALABAMA
McEvoy, Timothy Graham
Clinical Instructor
JD, AMERICAN UNIVERSITY
McFadden, Bernice L
Professor of Practice
MFA, SAINT JOSEPH'S COLLEGE
Mcginness, Clifton L
Associate Professor
MD, TULANE UNIVERSITY
McGlynn-Wright, Anne
Postdoc Fellow
Mcgraw, Claire Elizabeth
Postdoc Fellow
McGrew, Patrick R
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
McKelvey, Michael Eugene
Professor of Practice
DMA, UNIVERSITY OF TEXAS-AUSTIN
McKeown, Adam
Associate Professor
PhD, NEW YORK UNIVERSITY
McKiernan, Katherine M
Postdoc Fellow
McKinley, Catherine E
Associate Professor
PhD, UNIVERSITY OF IOWA
McKinley, Scott Alister
Associate Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES
McKinney, Laura A
Associate Professor
PhD, NORTH CAROLINA STATE UNIV-RALEIGH
Mclachlan, James B
Associate Professor
PhD, DUKE UNIV - SCHOOL OF MEDICINE
Mclachlan, John A
Professor
PhD, GEORGE WASHINGTON UNIVERSITY
McLean, Timothy Irvin
Senior Professor of Practice
PhD, UNIVERSITY OF N C-CHAPEL HILL
Mclennan, Kay L
Senior Professor of Practice
PhD, UNIVERSITY OF NEBRASKA-LINCOLN
McMahon, Elisabeth Mary
Associate Professor
PhD, INDIANA UNIVERSITY-BLOOMINGTON
McMorris, Latonya
Instructor
MSN, UNIVERSITY OF MISSISSIPPI - MED CTR
McNabb, Leslee Cook
Assistant Professor
MD, TULANE UNIVERSITY
McPherson, Gary L
Professor
McSkimming, Alexander J
Assistant Professor
PhD

Meadows, Stryder
Associate Professor
PhD, UNIVERSITY OF ARIZONA

Meck, Holly F
Professor
PhD, NEW YORK UNIVERSITY

Medvedev, Gleb
Assistant Professor
MD, TULANE UNIVERSITY

Meekers, Dominique A
Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Mehra, Smriti
Associate Professor
PhD

Melnik, Lilia
Postdoc Fellow

Melton, Pamela A
Professor of Practice
DSW, TULANE UNIVERSITY

Menard, Geraldine Elizabeth
Associate Professor
MD, NORTHWESTERN UNIV

Mercein, Jennifer
Assistant Professor
MFA, UNIVERSITY OF WASHINGTON

Meselhe, Ehab
Professor
PhD, UNIVERSITY OF IOWA

Mettu, Ramgopal
Associate Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Metzinger, Rebecca C.
Associate Professor
MD, UNIVERSITY OF MICHIGAN-MEDICAL SCH

Meyer, David D
Dean
JD, UNIVERSITY OF MICHIGAN LAW SCHOOL

Michaels, Sarah R
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

Michalewicz, Leszek
Assistant Professor
MD

Middleton, Melissa A
Assistant Professor
PhD, UNIV OF CENTRAL FLORIDA

Mignot, Charles
Senior Professor of Practice
PhD, UNIVERSITY OF TEXAS-AUSTIN

Mihans II, Richard John
Professor of Practice
PhD, UNIVERSITY OF N C - GREENSBORO

Mikolajewski, Amy Jeanette
Assistant Professor
PhD, FLORIDA STATE UNIVERSITY

Miletello, Sarah E
Assistant Professor
MD, BAYLOR UNIVERSITY

Miller, Charles Albert III
Professor
PhD, NEW YORK UNIVERSITY

Miller, Kristin S
Associate Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Miller, Marilyn Grace
Associate Professor
PhD, UNIVERSITY OF OREGON

Miller, Travis J
Visiting Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA-RIVERSIDE

Mills, Katherine Teresa
Assistant Professor
PhD, TULANE UNIVERSITY

Min, Sun Ae
Professor of Practice
JD, SAINT LOUIS UNIVERSITY

Mincheva, Kalina
Assistant Professor
PhD, JOHNS HOPKINS UNIVERSITY

Mishra, Anil
Professor
PhD

Mislove, Michael W
Professor
PhD, UNIVERSITY OF TENNESSEE-KNOXVILLE

Mitchell, Brian S
Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

Mitchell, Kenneth D
Professor
PhD, UNIVERSITY OF EDINBURGH - SCOTLAND
Mitchell, Tyra  
Professor of Practice  
DPT, EMMORY UNIVERSITY

Mochon, Daniel  
Associate Professor  
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Mock, Nancy B  
Associate Professor  
DPH, TULANE UNIVERSITY

Modesitt, Adam W  
Assistant Professor  
MARCH, HARVARD UNIV GRAD SCH DESIGN

Moehlen, Martin William  
Assistant Professor  
MD, TULANE UNIVERSITY

Mohajer, Ali  
Visiting Assistant Professor  
MS, UNIV OF ILLINOIS AT CHICAGO

Molinas, Adrien Jacques Raymond  
Postdoc Fellow

Molix, Lisa A  
Associate Professor  
PhD, UNIVERSITY OF MISSOURI - COLUMBIA

Moll, Victor H  
Professor  
PhD, NEW YORK UNIVERSITY

Monaco Caterine, Mallory A  
Senior Professor of Practice  
PhD, PRINCETON UNIVERSITY

Mondrinos, Mark  
Assistant Professor  
PhD, DREXEL UNIVERSITY

Montemore, Matthew  
Assistant Professor  
PhD, UNIVERSITY OF COLORADO-BOULDER

Montreuil, Jolie M  
Instructor  
MSN, UNIVERSITY OF MISSISSIPPI

Moore, Michael James  
Professor  
PhD, MAYO CLINIC, COLLEGE OF MEDICINE

Morici, Lisa A  
Associate Professor  
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Morici-Embers, Monica E  
Associate Professor  
PhD, PENN STATE UNIVERSITY

Moroz, Krzysztof  
Professor  
MD

Moroz, Stanislaw  
Clinical Instructor  
JD, NEW YORK UNIVERSITY

Morris, Cindy A  
Professor  
PhD, EMMORY UNIVERSITY

Morris, Gilbert F  
Associate Professor  
PhD, FLORIDA STATE UNIVERSITY

Morris, Kevin Michael  
Associate Professor  
PhD, BROWN UNIVERSITY

Morton, Jonathan  
Assistant Professor  
PhD, OXFORD GRADUATE SCHOOL

Moses, Lina M  
Clinical Assistant Professor  
PhD, TULANE UNIVERSITY

Moskowitz, Golan  
Assistant Professor  
PhD, BRANDEIS UNIVERSITY

Mostany, Ricardo  
Associate Professor  
PhD

Mota de Sa, Paula  
Postdoc Fellow

Moustafa, Ahmed  
Postdoc Fellow

Mouton, Byron J  
Senior Professor of Practice  
MARCH, HARVARD UNIV GRAD SCH DESIGN

Mudd, Joseph  
Assistant Professor  
MD, CASE WESTERN RESERVE UNIV - MED

Mukerjee, Kimberly A  
Assistant Professor  
MD, UNIVERSITY OF WASHINGTON

Mulcahey, Mary K  
Associate Professor  
MD, UNIVERSITY OF ROCHESTER

Mullin, David A  
Associate Professor  
PhD, UNIVERSITY OF TEXAS-AUSTIN

Munshi, Soumyabrata  
Postdoc Fellow

Murakami, Tatsuya
Associate Professor  
PhD, ARIZONA STATE UNIV (ALL CAMPUSES)

Murdock-Hinrichs, Isa  
Professor of Practice  
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Murina, Andrea T  
Associate Professor  
MD, LOUISIANA STATE UNIV & A&M COLG

Murphy, Devi  
Associate Professor  
PhD, TULANE UNIVERSITY

Murphy, Laura L  
Clinical Associate Professor  
PhD, UNIVERSITY OF N C-CHAPEL HILL

Murphy, Stephen A  
Assistant Professor  
PhD, TULANE UNIVERSITY

Murray, Damian  
Assistant Professor  
PhD, UNIVERSITY OF BRITISH COLUMBIA - CANADA

Musgrave, Paul H  
Assistant Professor  
MSN, UNIV OF LOUISIANA AT LAFAYETTE

Musshatt, David M  
Associate Professor  
MD, HARVARD UNIV MEDICAL SCHOOL

Myers, Leann  
Professor  
PhD, TULANE UNIVERSITY

Myers, Sheila Carol  
Clinical Instructor  
JD, TULANE UNIVERSITY

Myint, Myo Thwin  
Assistant Professor  
MD, VIRGINIA COMMONWEALTH UNIVERSITY

N

Nakedi, Kehilwe  
Postdoc Fellow

Nakhoul, Nazih L  
Research Associate Professor  
PhD, AMERICAN UNIVERSITY OF BEIRUT - LEBANON

Narayananmoorthy, Ganapathi S  
Associate Professor  
PhD, UNIVERSITY OF ROCHESTER

Naresh, Amber  
Assistant Professor  
MD, TULANE UNIVERSITY

Naruse, Cheryl Narumi  
Assistant Professor  
PhD, UNIVERSITY OF HAWAII AT MANOA

Nasa, Monisha  
Research Assistant Professor  
MARCH, UNIVERSITY OF VIRGINIA - SFS

Nash, Nicole  
Assistant Professor  
MD, UNIVERSITY OF ARKANSAS FOR MEDICAL SCIEN

Nastasi, Bonnie Kaul  
Professor  
PhD, KENT STATE UNIVERSITY

Navar, Luis G  
Professor  
PhD, UNIVERSITY OF MISSISSIPPI - MED CTR

Navarro, Wendy  
Instructor  
MSN, SOUTHERN UNIVERSITY A & M COLLEGE

Neelamegam, Kandasamy  
Postdoc Fellow

Nelson, Anne Christine  
Professor of Practice  
MFA, TULANE UNIVERSITY

Nelson, Ashley Keller  
Professor of Practice  
MBA, TULANE UNIVERSITY

Nelson, Douglas R  
Professor  
PhD, UNIVERSITY OF N C-CHAPEL HILL

Nerva, John D  
Assistant Professor  
MD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Nesbitt, Jason Sean  
Associate Professor  
PhD, YALE UNIVERSITY

Newby, Celeste  
Assistant Professor  
MD, TULANE UNIVERSITY

Newman, Liv K  
Administrative Assistant Professor  
PhD, UNIVERSITY OF FLORIDA

Nguyen, Jeremy Binh  
Associate Professor  
MD, UNIVERSITY OF TEXAS-AUSTIN

Nguyen, Thi Hoang Lan  
Postdoc Fellow

Nicholl, Jeffrey S  
Associate Professor  
MD, GEORGETOWN UNIV, SCH OF MEDICINE
Nicosia, Roberto
Professor of Practice
PhD, RUTGERS, THE STATE UNIVERSITY OF NJ

Nie, Ziyu
Visiting Assistant Professor
PhD, UNIVERSITY OF NC AT CHARLOTTE

Nieto Matiz, Camilo
Postdoc Fellow

Ning, Bo
Assistant Professor
PhD, Peking University, China

Ning, Jinliang
Postdoc Fellow

Niu, Tianhua
Assistant Professor
SCD, HARVARD UNIV GRAD S OF ARTS & SCIEN

Niyogi, Anjali
Associate Professor
MAST-Other, TULANE UNIVERSITY

Noel, Lesley-Ann M
Professor of Practice
PhD, NORTH CAROLINA STATE UNIV-RALEIGH

Noell, Kristin
Postdoc Fellow

Noh, Grace Stuhrman
Instructor
BS, GEORGIA STATE UNIVERSITY

Nolan, Scott
Professor of Practice
MA, UNIVERSITY OF NEW ORLEANS

Norman, Carrie E
Assistant Professor
MARCH, PRINCETON UNIVERSITY

Norton, Elizabeth B
Assistant Professor
PhD, TULANE UNIVERSITY

Novais Passarelli, Rafael
Research Assistant Professor
PhD

Noverr, Mairi C
Professor
PhD, UNIVERSITY OF MICHIGAN-MEDICAL SCH

Nunney, Katie C
Visiting Assistant Professor
PhD, UNIVERSITY OF CONNECTICUT-STORRS

Nyachoti, Syprose
Postdoc Fellow

O’Brien, Laurie T
Associate Professor
PhD, UNIVERSITY OF KANSAS

O’Malley, Keelia M
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

O’Neill, Patrick
Professor
MD, CREIGHTON UNIVERSITY

Oatley, Thomas H
Professor
PhD, EMORY UNIVERSITY

Oberhelman, Richard A
Professor
MD, UNIV OF TEXAS SOUTHWESTERN MED CTR

O’Brien, David
Assistant Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

O’Brien, Michael J
Associate Professor
MD, TULANE UNIVERSITY

Ocasio, Manuel A
Assistant Professor
PhD, UNIVERSITY OF MIAMI

O’connor, Kim C
Professor
PhD, CALIFORNIA INSTITUTE OF TECHNOLOGY

Oddo, Emilia
Assistant Professor
PhD, UNIVERSITY OF CINCINNATI

Ofengenden, Ari
Professor
PhD

Ogola, Benard O
Postdoc Fellow

Oldenburg, Scott Keith
Associate Professor and Chair
PhD, SUNY AT BUFFALO

Oldham, Greg Ralph
Professor
PhD, YALE UNIVERSITY

Oleck, Sylvia A
Assistant Professor
MD, ROSS UNIVERSITY - MEDICAL SCHOOL

Oliver, Christopher Scott
Professor of Practice
PhD, MICHIGAN STATE UNIVERSITY
Oliveros, Virginia
Associate Professor
PhD, COLUMBIA UNIVERSITY

Olson, Mary K
Associate Professor
PhD, STANFORD UNIVERSITY

Olson-Mayes, Liam C
Visiting Assistant Professor
PhD, NORTHWESTERN UNIV

Omerbasic, Delilia
Professor of Practice
PhD, UNIVERSITY OF UTAH

Orie, Kenneth K
Clinical Assistant Professor
PhD, MCGILL UNIVERSITY - CANADA

Orie, Olanike-Ola Olajumoke
Professor
PhD, UNIVERSITY OF BRITISH COLUMBIA - CANADA

Ostertag, Stephen F
Associate Professor
PhD, UNIVERSITY OF CONNECTICUT-STORRS

Otte, Marline Syeta
Associate Professor
PhD, UNIVERSITY OF TORONTO - CANADA

Otten, Rebecca M
Professor of Practice
MPH, TULANE UNIVERSITY

Overstreet, Stacy
Professor
PhD, TULANE UNIVERSITY

Owen, Graham Warwick
Associate Professor
MAST-Other, HARVARD UNIV GRAD SCH DESIGN

Ozcan, Esra
Professor of Practice
PhD, Jacobs University Bremen, Germany, Germany

Pan, Yang
Assistant Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Pan, Yang
Postdoc Fellow

Pandey, Kailash N
Professor
PhD, UNIVERSITY OF KENTUCKY

Panganiban, Antonito T
Professor
PhD, UNIVERSITY OF WASHINGTON

Papadopoulos, K
Professor
PhD, COLUMBIA UNIVERSITY

Parada, Nereida A
Associate Professor
MD, COLUMBIA UNIVERSITY

Parvatiyar, Kislay
Assistant Professor
PhD, UNIVERSITY OF MIAMI

Parthasarathy, Geetha
Assistant Professor
PhD, MICHIGAN STATE UNIVERSITY

Pars, Mansour A
Professor
MD, UNIVERSITY OF OSLO - NORWAY

Parwanto, Rahmat
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

Page, John R
Associate Professor
PhD, TULANE UNIVERSITY

Pahar, Bapi
Associate Professor
PhD

Palmer, Vernon V
Professor
PhD, UNIVERSITY OF OXFORD - ENGLAND

Palomino, Jaime
Associate Professor
PhD, UNIVERSITY OF WASHINGTON
Payne, Monica A
Assistant Professor
MFA, UNIVERSITY OF CALIFORNIA (UCLA)

Paz Soldan, Valerie A
Associate Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Peacock, Erin Marjorie
Assistant Professor
PhD, TULANE UNIVERSITY

Pealer, Casius Henry
Professor of Practice
JD, UNIVERSITY OF MICHIGAN LAW SCHOOL

Pearson, Kristen E
Assistant Professor
PhD, DUQUESNE UNIVERSITY

Pejic, Rade Nicholas
Associate Professor
MD, TULANE UNIVERSITY

Percak, Jeffrey Michael
Assistant Professor
MD, RUSH UNIVERSITY

Perepelitsa, Victoria P
Associate Professor
PhD, TULANE UNIVERSITY

Perez, Sarah R
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Perro, Ebony
Professor of Practice
PhD, CLARK ATLANTA UNIVERSITY

Pesika, Noshir Sheriar
Associate Professor
PhD, JOHNS HOPKINS UNIVERSITY

Petchampai, Natthida
Postdoc Fellow

Peters, Ryan H
Assistant Professor
PhD, UNIVERSITY OF PENNSYLVANIA

Pfifferer, Amy Elizabeth
Associate Professor
MAST-Other, LOYOLA UNIVERSITY NEW ORLEANS

Philips, Menaka M
Assistant Professor
PhD, NORTHWESTERN UNIV

Phillips, Elizabeth M
Postdoc Fellow

Piacun, Marsha Emerman
Clinical Assistant Professor

MBA, LOYOLA UNIVERSITY NEW ORLEANS

Piedimonte, Giovanni
Vice President
MD

Pierre, Nakeisha Landry
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Pipsair, Jeanne
Instructor
MAST-Other, EMORY UNIVERSITY

Plante, Michael
Associate Professor
PhD, BROWN UNIVERSITY

Plessy, Kasia
Postdoc Fellow

Pletsch, Gayle R
Assistant Professor
MD, TULANE UNIVERSITY

Podewell, Jessica
Senior Professor of Practice
MFA, OHIO STATE UNIVERSITY-ALL CAMPUSES

Podgorski, Abelard
Visiting Research Professor
PhD, UNIVERSITY OF SOUTHERN CALIFORNIA

Pollard, Kevin James
Postdoc Fellow

Pollock, Linda A
Professor
PhD, UNIVERSITY OF SAINT ANDREWS - SCOTLAND

Pope, Helen E
Instructor
MD, UNIVERSITY OF IOWA

Popescu, Ion Razvan
Postdoc Fellow
PhD

Porras, Stephanie
Associate Professor and Chair
PhD, Courtauld Institute of Art, United Kingdom

Porter, Norma S
Instructor
DNP, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Porto, Mauro P
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Potash, Mordecai N
Powers, Mark D
Professor of Practice
JD, SOUTHERN METHODIST UNIVERSITY

Prasad, Ambika
Lecturer
PhD, UNIVERSITY OF NORTH TEXAS

Prasad, Smita R
Assistant Professor
MD

Pratt, Lawrence R.
Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Prefume, Duane J
Instructor
BA, LOYOLA UNIVERSITY NEW ORLEANS

Price, Karisma
Visiting Assistant Professor
MFA, NEW YORK UNIVERSITY

Pridjian, Gabriella
Professor
MD, MEDICAL COLLEGE OF WISCONSIN

Prieto, Minolfa C
Associate Professor
PhD, TULANE UNIVERSITY

Prilmeier, Robert
Associate Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Pritchett, Jonathan B
Professor
PhD, UNIVERSITY OF CHICAGO

Proctor, III, John F. Rayfield
Assistant Professor
PhD, UNIVERSITY OF WISCONSIN-MADISON

Prowell, Curtis D
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Pursell, Zachary F
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Qadir, Mirza Muhammad Fahd
Postdoc Fellow

Qi, Lu
Professor
PhD, TUFTS UNIVERSITY

Qi, Xuebin

Qiu, Chuan
Postdoc Fellow

Quinn, Kelly H
Instructor
MS, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Rabito, Felicia A
Associate Professor
PhD, TULANE UNIVERSITY

Rae, Guenevere
Associate Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Rafail, Patrick
Associate Professor
PhD, PENN STATE UNIVERSITY

Rafferty, Elizabeth C
Staff Instructor
PhD, Indiana University of Pennsylvania

Rafique, Amina
Assistant Professor
MD

Raheem, Omer A
Assistant Professor
MD

Rajan, Latha
Clinical Associate Professor
MD, All India Institute of Medical Sciences, India

Ramasamy, Chandramohan
Postdoc Fellow

Ramazani, Vaheed
Professor
PhD, UNIVERSITY OF VIRGINIA - SFS

Ramer, Samuel C
Associate Professor
PhD, COLUMBIA UNIVERSITY

Rando, Roy J
Professor
SCD, TULANE UNIVERSITY

Randolph, Edward G
Visiting Assistant Professor
MA, EASTERN MICHIGAN UNIVERSITY

Rappaport, Jay
Director
PhD, UNIVERSITY OF PENNSYLVANIA

Ratchford, Mark
Professor of Practice
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Degree/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray, Laurie C</td>
<td>Instructor</td>
<td>PhD, UNIVERSITY OF COLORADO-BOULDER</td>
</tr>
<tr>
<td>Rayapati, Pratibha</td>
<td>Assistant Professor</td>
<td>MSN, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
</tr>
<tr>
<td>Raybon, Curtis L Jr.</td>
<td>Associate Professor</td>
<td>DMA, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
</tr>
<tr>
<td>Raymond, Katherine Kleinpeter</td>
<td>Professor of Practice</td>
<td>PhD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Recile, Georgiana P</td>
<td>Instructor</td>
<td>MAST-Other, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
</tr>
<tr>
<td>Redfield, Wendeline Harriet</td>
<td>Associate Professor</td>
<td>MARCH, UNIVERSITY OF VIRGINIA - SFS</td>
</tr>
<tr>
<td>Reed, Linnette F</td>
<td>Senior Professor of Practice</td>
<td>PhD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Reed, Wayne F</td>
<td>Professor</td>
<td>PhD, CLARKSON UNIVERSITY</td>
</tr>
<tr>
<td>Reese, Carol Mcmichael</td>
<td>Professor</td>
<td>PhD, UNIVERSITY OF TEXAS-AUSTIN</td>
</tr>
<tr>
<td>Reese, Thomas F</td>
<td>Executive Director</td>
<td>PhD, YALE UNIVERSITY</td>
</tr>
<tr>
<td>Reese, William Arthur Jr.</td>
<td>Professor of Practice</td>
<td>PhD, UNIVERSITY OF ARIZONA</td>
</tr>
<tr>
<td>Regenstein, Fredric Gary</td>
<td>Professor</td>
<td>MD, WASHINGTON UNIVERSITY</td>
</tr>
<tr>
<td>Reily, Robert E</td>
<td>Assistant Professor</td>
<td>MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Remer, Gary</td>
<td>Professor</td>
<td>PhD, UNIVERSITY OF CALIFORNIA (UCLA)</td>
</tr>
<tr>
<td>Remer, Karen Weissbecker</td>
<td>Associate Professor</td>
<td>PhD, VIRGINIA COMMONWEALTH UNIVERSITY</td>
</tr>
<tr>
<td>Reuber, Alexandra Maria</td>
<td>Senior Professor of Practice</td>
<td></td>
</tr>
<tr>
<td>Rials, William Theodore Ph.D. (Bill)</td>
<td>Professor of Practice</td>
<td>PhD, JACKSON STATE UNIVERSITY</td>
</tr>
<tr>
<td>Ribeiro, Renata D</td>
<td>Professor of Practice</td>
<td>PhD, UNIVERSITY OF MISSOURI-ST LOUIS</td>
</tr>
<tr>
<td>Ricchiuti, Peter Francis</td>
<td>Senior Professor of Practice</td>
<td>MBA, UNIVERSITY OF NEW ORLEANS</td>
</tr>
<tr>
<td>Richards, Robert J</td>
<td>Associate Professor</td>
<td>MD</td>
</tr>
<tr>
<td>Richardson, Sally</td>
<td>Professor</td>
<td>JD, LOUISIANA STATE UNIV &amp; A&amp;M COLG</td>
</tr>
<tr>
<td>Riedel, Norbert</td>
<td>Associate Professor</td>
<td>PhD, Technische Universität München, Germany</td>
</tr>
<tr>
<td>Riley, Jonathan M</td>
<td>Professor</td>
<td>PhD, UNIVERSITY OF OXFORD - ENGLAND</td>
</tr>
<tr>
<td>Rink, John</td>
<td>Instructor</td>
<td>BS, UNIVERSITY OF ALABAMA AT BIRMINGHAM</td>
</tr>
<tr>
<td>Rioja, Felix</td>
<td>Associate Professor</td>
<td>PhD, ARIZONA STATE UNIV (ALL CAMPUSES)</td>
</tr>
<tr>
<td>Ritterbusch, Megan</td>
<td>Staff Instructor</td>
<td>MEd, University of Missouri</td>
</tr>
<tr>
<td>Rivera Diaz, Fernando Cesar</td>
<td>Associate Professor</td>
<td>PhD, PRINCETON UNIVERSITY</td>
</tr>
<tr>
<td>Rivero Bryant, Inga D</td>
<td>Lecturer</td>
<td>MS, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Ro, Joon Hyoung</td>
<td>Assistant Professor</td>
<td>PhD, UNIVERSITY OF TEXAS-AUSTIN</td>
</tr>
<tr>
<td>Roberts, John E III</td>
<td>Assistant Professor</td>
<td>MD, TULANE UNIVERSITY</td>
</tr>
<tr>
<td>Roberts, Madhur</td>
<td>Assistant Professor</td>
<td>MD, ST GEORGE'S UNIVERSITY, SCHOOL OF MEDICI - GRENAADA</td>
</tr>
<tr>
<td>Robins, Russell P</td>
<td>Professor</td>
<td></td>
</tr>
</tbody>
</table>
Robinson, Dean Edward
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Robinson, James E
Professor
MD, TULANE UNIVERSITY

Rodning, Christopher Bernard
Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL

Rodriguez, Ramon Francisco
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Rodriguez, Raoul P
Professor
MD, TULANE UNIVERSITY

Rolf, Natalie
Instructor
MS, ROSALIND FRANKLIN UNIVERSITY OF MEDICINE

Rose, Donald M
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Rosensteel, George T
Professor
PhD, UNIVERSITY OF TORONTO - CANADA

Roser, Cordula
Professor of Practice
BARCH, Technical University of Berlin

Rossi, Mary Alice
Assistant Professor
MD, UNIV OF TEXAS SOUTHWESTERN MED CTR

Rothenberg, Molly Anne
Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Rothwell, William B
Assistant Professor
MD, TULANE UNIVERSITY

Rouse, Jeffrey Christopher
Assistant Professor
MD, GEORGETOWN UNIV, SCH OF MEDICINE

Rouse, Rebecca
Professor of Practice
PhD, COLORADO TECHNICAL UNIVERSITY - COLORADO SPRINGS, CO

Rout, Namita
Assistant Professor
PhD

Rovira, Douglas K
Assistant Professor

Rowan, Brian G
Associate Professor
PhD, SUNY AT BUFFALO

Roy, Alphonse K
Associate Professor
MD, TULANE UNIVERSITY

Roy, Chad J
Professor
PhD, UNIVERSITY OF IOWA

Rubtsov, Igor V
Professor
PhD, Russian Academy, Russia

Ruiz, Emmanuelle Marie-Laure
Postdoc Fellow

Ruscher, Janet Beth
Professor
PhD, UNIV OF MASSACHUSETTS-AMHERST

Russell, Katie
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Russell-Lodrigue, Kasi
Associate Professor
DVM, LOUISIANA STATE UNIV & A&M COLG

Russo, Ralph R.
Professor of Practice
MAST-Other, UNIVERSITY OF PHOENIX

Rutherford, Holly
Assistant Professor
MD, TULANE UNIVERSITY

Rutkai, Ibolya
Assistant Professor
MD

Saba, Nakhle
Associate Professor
MD, LEBANESE AMERICAN UNIVERSITY - LEBANON

Sabo, Oana Anca
Associate Professor
PhD, UNIVERSITY OF SOUTHERN CALIFORNIA

Sachs, Martin L
Professor
MFA, FLORIDA STATE UNIVERSITY

Sackey, Michael Andrew
Senior Professor of Practice
JD, WASHINGTON & LEE UNIVERSITY

Safah, Hana
Professor
Sahai, Achal  
Assistant Professor  
MD, TULANE UNIVERSITY

Saito, Shigeki  
Assistant Professor  
MD

Sakakeeny, Matt K  
Associate Professor  
PhD, COLUMBIA UNIVERSITY

Sakamuri, Siva Sankara Vara Prasad  
Postdoc Fellow

Salerian, Justin A  
Assistant Professor  
MD, TULANE UNIVERSITY

Saltzman, Leia Y  
Assistant Professor  
PhD, BOSTON COLLEGE

Samaha, Hannah L  
Postdoc Fellow

Samarov, Maxim  
Senior Professor of Practice  
DMA, MICHIGAN STATE UNIVERSITY

Sammarco, Mimi C  
Assistant Professor  
PhD, LOUISIANA STATE UNIV & A&M COLG

Samson, Rohan  
Assistant Professor  
MD

Sanchez Rojo, Ana P  
Assistant Professor  
PhD, UNIVERSITY OF CHICAGO

Sanchez, Fernando L  
Associate Professor  
MD

Sanchez, Michelle Hewlett  
Senior Professor of Practice  
PhD, STANFORD UNIVERSITY

Sandoval, Antony F  
Professor  
MFA, UNIVERSITY OF DELAWARE

Sandoval, Nicholas Richard  
Assistant Professor  
PhD, UNIVERSITY OF COLORADO-BOULDER

Sandvik, Jason J  
Assistant Professor  
PhD, UNIVERSITY OF UTAH

Saripalli, Ravikiran  
Postdoc Fellow

Sartor, Alton O  
Professor  
MD, TULANE UNIVERSITY

Sato, Ryosuke  
Assistant Professor  
PhD

Savant, Adrienne P  
Professor  
MD, EASTERN VIRGINIA MEDICAL SCHOOL

Savkovic, Suzana  
Associate Professor  
PhD, UNIV OF ILLINOIS AT CHICAGO

Savoie, Felix H III  
Professor and Chair  
MD, LOUISIANA STATE UNIV & A&M COLG

Scalise, Ronald Joseph Jr.  
Professor  
LLM, UNIVERSITY CAMBRIDGE - TRINITY COLL - ENGLAND

Scaraffia, Patricia Y  
Associate Professor  
PhD

Scheeringa, Doctor Michael Scott  
Professor  
MD, INDIANA UNIV-PURDUE UNIV INDPLS

Schieffelin, John S  
Associate Professor  
MD, TULANE UNIVERSITY

Schippers, Mary Angela  
Professor  
PhD, UNIVERSITY OF WISCONSIN-MADISON

Schmehl, Russell  
Professor  
PhD, UNIVERSITY OF N C-CHAPEL HILL

Schmid, Janet Lee  
Associate Professor  
MD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Schmid, Karl T  
Professor of Practice  
MA, UNIVERSITY OF CHICAGO

Schoellmann, Karis  
Clinical Assistant Professor  
MPH, TULANE UNIVERSITY

Schrader-Kriek, Laura  
Associate Professor  
PhD, TULANE UNIVERSITY

Schroll, Rebecca W.  
Associate Professor
MD, SAINT LOUIS UNIVERSITY

Schuech, Rudi
Postdoc Fellow

Schuetze, Andre
Professor of Practice
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Schuler, Timothy Michael
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Schwartz, Kenneth A
Executive Director
MARCH, CORNELL UNIVERSITY

Schwartzmann, Katharine M
Professor of Practice
JD, TULANE UNIVERSITY

Scott, John W Jr.
Assistant Professor
PhD, UNIVERSITY OF OREGON

Scott, Leslie A
Assistant Professor
MFA, CALIFORNIA INSTITUTE OF THE ARTS

Seal, David W
Professor
PhD, THE UNIVERSITY OF NEW MEXICO

Seely, Bryan P
Instructor
MPA, UNIVERSITY OF FLORIDA

Seicshnaydre, Stacy Elizabeth
Professor
JD, TULANE UNIVERSITY

Sellers, Mitchell D
Visiting Assistant Professor
PhD, UNIVERSITY OF FLORIDA

Sells, Cameron
Postdoc Fellow

Senot, Claire
Associate Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Sensen, Oliver
Associate Professor
PhD, KING’S COLLEGE- UNIV OF CAMBRIDGE - ENGLAND

Serou, Michael John
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Settles, Lisa D
Assistant Professor
PhD, UNIVERSITY OF INDIANAPOLIS

Shaffer, Jeffrey George
Assistant Professor
PhD, TULANE UNIVERSITY

Shakov, Khazhgery Kh
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Shakya, Shasta
Visiting Assistant Professor
PhD, PENN STATE UNIVERSITY

Shama, Mohamed A
Assistant Professor
MD, CAIRO UNIVERSITY, EGYPT

Shamba, Mohamed A
Assistant Professor
MD, UNIVERSITY OF SOUTHERN CALIFORNIA

Shank, Jessica J
Assistant Professor
PhD, TULANE UNIVERSITY

Shankar, Arti
Clinical Professor
PhD, Indian Institute of Technology, India

Shea, Maureen Elizabeth
Associate Professor
PhD, UNIVERSITY OF ARIZONA

Sheffrin, Steven M
Executive Director
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Sheldon, Nicole N
Assistant Professor
MD, UNIVERSITY OF QUEENSLAND - AUSTRALIA

Shen, Hui
Associate Professor
PhD, CREIGHTON UNIVERSITY

Shen, Wen
Postdoc Fellow

Sherchan, Samendra Prasad
Assistant Professor
PhD, UNIVERSITY OF ARIZONA
Sherman, Kimberly
Professor of Practice
PhD, UNIVERSITY OF RHODE ISLAND

Sherman, William F
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Sherry, Thomas W
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Shi, Lizheng
Professor and Chair
PhD, UNIVERSITY OF SOUTHERN CALIFORNIA

Shkreli, Linda A
Visiting Assistant Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Shoemaker, David
Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Shroyer, Monica N
Assistant Professor
DVM, TEXAS A&M UNIVERSITY

Shu, Qingbo
Postdoc Fellow

Shuger, Dale Rachel
Associate Professor
MFA, NEW YORK UNIVERSITY

Shukla, Ira
Associate Professor
MD

Sibrack, Jeffrey D
Assistant Professor
MD, TULANE UNIVERSITY

Sides, Mark D
Assistant Professor
MD, CASE WESTERN RESERVE UNIV

Sihota, Aanu K
Assistant Professor
MD

Sikka, Suresh C
Professor
PhD

Silio, Margarita
Associate Professor
MD

Silva Acuna, Martha
Research Assistant Professor
PhD, TULANE UNIVERSITY

Silva, Gustavo Eduardo
Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Silvestre, Eva
Clinical Assistant Professor
PhD, TULANE UNIVERSITY

Simon, Eric Edward
Professor
MD, UNIVERSITY OF CHICAGO

Simon, Jody
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Simonian, Yuri
Assistant Professor
MD, Institutul De Medicina Si Farmacie, Moldova

Sims, Alexandra
Professor of Practice
PhD, TULANE UNIVERSITY

Singaram, Vinod
Assistant Professor
MD, CASE WESTERN RESERVE UNIV - MED

Singh, Anneliese A
Associate Provost
PhD, GEORGIA STATE UNIVERSITY

Singla, Atul
Assistant Professor
MD

Singletary, George B
Assistant Professor
MD, CREIGHTON UNIVERSITY

Siodmak, Erin
Visiting Assistant Professor
PhD, CUNY GRADUATE SCH & UNIV CTR

Skinner, Lee
Dean
PhD, EMORY UNIVERSITY

Sleptsov, Alexander
Lecturer
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Slipman, Ronald A
Assistant Professor
MD, TULANE UNIVERSITY

Sloan, Dauphine Montlaur
Senior Professor of Practice
PhD, University of Paris, France

Smilde, David
Professor
PhD, UNIVERSITY OF CHICAGO
Smith, Aidan Elizabeth
Administrative Associate Professor
PhD, UNIVERSITY OF HAWAII AT MANOA

Smith, Benjamin James
Assistant Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Smith, Christine P
Professor of Practice
MBA, UNIVERSITY OF NEW ORLEANS

Smith, Eric N
Professor of Practice
MBA, TULANE UNIVERSITY

Smith, Genevieve E PHD
Instructor
PhD, LOUISIANA STATE UNIV & A&M COLG

Smith, Isis T
Assistant Professor
MD, UNIVERSITY OF WASHINGTON

Smith, Kiernan
Assistant Professor
MD

Smith, Matthew P
Visiting Assistant Professor
PhD, UNIVERSITY OF TENNESSEE-KNOXVILLE

Snow, Anita Louise
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Snow, Richard Searcy
Senior Professor of Practice
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Socola, Francisco A
Assistant Professor
MD

Sojic, Annette M
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Solch, Rebecca J
Postdoc Fellow

Solomon, Ira
Dean
PhD, UNIVERSITY OF TEXAS-AUSTIN

Sonn, Julia M
Visiting Assistant Professor
PhD, TULANE UNIVERSITY

Sonnier, Loretta Ann
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Soong, Herman Chuan
Assistant Professor
MD, TULANE UNIVERSITY

Soubra, Ayman
Instructor
MD

Sparks, Nicholas
Visiting Assistant Professor
PhD, TULANE UNIVERSITY

Sparks, Randy J
Professor
PhD, RICE UNIVERSITY

Spencer, Karen
Instructor
MSN, LOUISIANA STATE UNIV & A&M COLG

Spitzer, Nicholas R
Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Sproomberg, Sarah C
Staff Instructor
MA, Hunter College (New York, NY)

Spruill, David
Assistant Professor
MD

Srivastav, Sudesh K
Professor
PhD, OLD DOMINION UNIVERSITY

Stafa, Diana
Postdoc Fellow

Stafa, Mentor
Professor of Practice
PhD, UNIVERSITY OF ROCHESTER

Stanton, Erin M
Assistant Professor
MD, NORTHWESTERN UNIV

Starr, Emily Hay
Visiting Assistant Professor
PhD, TULANE UNIVERSITY

Steele, Claude Henry III (Chad)
Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Steele, Daiquiri J
Instructor
JD, UNIVERSITY OF GEORGIA

Steflja, Izabela
Professor of Practice
PhD, UNIVERSITY OF TORONTO - CANADA

Steinhardt, Michelle C
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Stevens, Monica Leah
Assistant Professor
PhD, UNIVERSITY OF FLORIDA

Stewart, Gregory W
Associate Professor
MD

Stirrett, Karen L
Professor of Practice
PhD, UNIVERSITY OF GEORGIA

Stock, Christian
Professor of Practice
MFA, TULANE UNIVERSITY

Stoecker, Charles
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-DAVIS

Stow, Emily C
Postdoc Fellow

Stranova, Thomas J Jr.
Clinical Assistant Professor
SCD, TULANE UNIVERSITY

Straub, Kyle M
Associate Professor
PhD, MASSACHUSETTS INST OF TECHNOLOGY

Stubbs, John H.
Senior Professor of Practice
MAST-Other, COLUMBIA UNIVERSITY

Stumpf, Brittany Oswald
Assistant Professor
MD

Subramaniam, Venkata R
Associate Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Sujan, Harish
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Sujan, Mita
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Sukhanov, Sergiy
Associate Professor
PhD

Sulkes, Mark
Professor
PhD, CORNELL UNIVERSITY

Sullivan, Deborah E
Associate Professor
PhD, TULANE UNIVERSITY

Summa, Brian
Assistant Professor
PhD, UNIVERSITY OF UTAH

Sumpter, Matthew
Visiting Assistant Professor
PhD, BINGHAMTON UNIVERSITY (SUNY)

Sun, Jianwei
Assistant Professor
PhD, TULANE UNIVERSITY

Sun, Jie
Postdoc Fellow

Sun, Nubian
Clinical Assistant Professor
PhD, CLARK ATLANTA UNIVERSITY

Sun, Shuhua
Assistant Professor
PhD, National University of Singapore, Singapore

Sus, Rachana N
Assistant Professor
MD

Sweeney, Aaron
Assistant Professor
MD, LOUISIANA STATE UNIV-SHREVEPORT

Sweeten, Brook
Postdoc Fellow

Swift, Douglas A
Clinical Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Syrimis, Michael G
Associate Professor
PhD, UNIVERSITY OF CHICAGO

T

Taggart, Julie
Assistant Professor
DO, LAKE ERIE COLL OF OSTEOPATHIC MED

Taghavi, Sharven
Assistant Professor
MD, TUFTS UNIV SCHOOL OF MEDICINE

Talbayev, Diyar
Associate Professor
PhD, SUNY AT STONY BROOK

Talus, Kim P
Professor
PhD

Tamalet, Edwige
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Tan, Yinliang (Ricky)
Assistant Professor
PhD, UNIVERSITY OF FLORIDA

Tang, Qinghuang
Postdoc Fellow

Tang, Wan
Clinical Associate Professor
PhD, UNIVERSITY OF ROCHESTER

Tanner, Travis Joseph
Professor of Practice
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Taras, Raymond
Professor
PhD, University of Warsaw, Poland

Tasker, Jeffrey G (Jeff)
Professor
PhD, University of Bordeaux, France

Tate, Erica V
Instructor
MD, UNIV OF CALIFORNIA LOS ANG SCH MED

Taylor, Caroline M
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-DAVIS

Taylor, Joshua Michael
Assistant Professor
DVM

Teichgraeber, Richard F. III
Professor
PhD, BRANDEIS UNIVERSITY

Teng, Zhen
Postdoc Fellow

Teran, Federico J
Assistant Professor
MD, TULANE UNIVERSITY

Terrefe, Selamawit
Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Terzis, Lauren
Clinical Assistant Professor
MSW, SAINT LOUIS UNIVERSITY

Testa, Patrick A
Assistant Professor
PhD, UNIVERSITY OF CALIFORNIA-IRVINE

Teverbaugh, Lauren A
Assistant Professor
MD, UNIV OF ILLINOIS AT CHICAGO

Thakur, Akanksha S
Assistant Professor
MD, CASE WESTERN RESERVE UNIV - MED

Theall, Katherine P
Professor
PhD, TULANE UNIVERSITY

Thomas, Raju
Professor
MD

Thompson, David
Visiting Lecturer
MBA, NEW YORK UNIVERSITY

Thompson, John W Jr.
Professor
MD, UNIVERSITY OF TEXAS-AUSTIN

Thompson, Martyn
Associate Professor
PhD, London School of Economics, United Kingdom

Thornhill, Joseph M
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Thornton, Ryder W
Professor of Practice
MFA, TEMPLE UNIVERSITY

Thurman, Tonya R
Research Associate Professor
PhD, TULANE UNIVERSITY

Tian, Aiguo
Assistant Professor
PhD

Tian, Di
Associate Professor
PhD, NORTHWESTERN UNIV

Tice, Sheri Teresa
Professor
PhD, MICHIGAN STATE UNIVERSITY

Tiemann, Dawn D
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Tipler, Frank J
Professor
PhD, UNIVERSITY OF MARYLAND, COLLEGE PARK

Toor, Jaideep Singh
Postdoc Fellow

Toraih, Eman
Research Assistant Professor
PhD

Tomqvist, Torbjorn
Professor
PhD, Utrecht University, Netherlands

Tortelote, Giovane G
Postdoc Fellow
Townsend Gard, Elizabeth
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Traina-Dorge, Vicki
Research Associate Professor
PhD, TULANE UNIVERSITY

Trapani, John M III
Professor
PhD, TULANE UNIVERSITY

Trask, Beverly Ann
Associate Professor
MFA, UNIVERSITY OF SOUTHERN MISSISSIPPI

Travis, Molly A
Associate Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Traylor, Angela N
Assistant Professor
MD, UNIVERSITY OF MASS MEDICAL CENTER

Tregre, Kiana Andrew (Kiana)
Assistant Professor
MD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Tremmel, Red V
Professor of Practice
PhD, UNIVERSITY OF CHICAGO

Trevino, Christopher R
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Triche, Benjamin L
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Trigg, Allison Boothe
Associate Professor
PhD, UNIVERSITY OF ALABAMA

Truitt, Allison Jean
Associate Professor
PhD, CORNELL UNIVERSITY

Tsubaki, Kentaro
Associate Professor
MARCH, CRANBROOK ACADEMY OF ART

Tubbs, Richard S
Professor
PhD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Tucker, Angela
Visiting Assistant Professor
MFA, COLUMBIA UNIVERSITY

Turillo, Carmen
Lecturer

PhD, TULANE UNIVERSITY

Turner, Richard A
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Twiner, Emma
Instructor
MS, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Tynes, Lannis Lee
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Uijlen, Sander M
Postdoc Fellow

Umansky, Derrick L
Assistant Professor
MD

Umar, Meenakshi
Postdoc Fellow

Ungerleider, Nathan Akes
Postdoc Fellow

Upadhyay, Rohit
Postdoc Fellow

Upadia, Jariya
Assistant Professor
MD

Vaccari, Monica
Associate Professor
MD

Vahidnia, Hamid
Visiting Assistant Professor
PhD, TEXAS TECH UNIVERSITY

Vail, Mark Ian
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Valentine, Erick g
Professor of Practice
PhD, UNIVERSITY OF MEMPHIS

Van Bael, Sunshine Autumn
Associate Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Van Opijnen, Roeland A
Assistant Professor
MD, TULANE UNIVERSITY

Van Schoelandt, Chad Michael
Assistant Professor
PhD, UNIVERSITY OF ARIZONA
Vander Velde, Nancy S
Associate Professor
MD, WAYNE STATE UNIVERSITY
Vanegas, Julie P
Postdoc Fellow
Vanlandingham, Mark J
Professor
PhD, PRINCETON UNIVERSITY
Vaughan, Amy E
Assistant Professor
MD, TULANE UNIVERSITY
Veazey, Ronald S
Professor
DVM, OKLAHOMA STATE UNIVERSITY
Velkley, Richard L
Professor
PhD, PENN STATE UNIVERSITY
Vemulapalli, Krishna C
Assistant Professor
MD, UNIV OF TEXAS SOUTHWESTERN MED CTR
Venkateshaiah, Sathisha Upparahalli
Assistant Professor
PhD
Verano, John W
Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)
Verhaal, Jeffrey C
Assistant Professor
PhD, UNIVERSITY OF UTAH
Vijay, Adarsh
Assistant Professor
MD
Vijayaraghavan, Meenakshi
Senior Professor of Practice
PhD, University of Madras, India
Visniauskas, Bruna
Postdoc Fellow
Vincent, Maegen S
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Vitter, Albert L III
Associate Professor
PhD, PRINCETON UNIVERSITY
Vyas, Sanket A
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Wajda-Johnston, Valerie
Assistant Professor
PhD, SAINT LOUIS UNIVERSITY
Walano, Nicolette
Instructor
MS, UNIVERSITY OF PITTSBURGH
Walker, Brigham C
Research Assistant Professor
PhD, TULANE UNIVERSITY
Wallace, Maeve E
Assistant Professor
PhD, TULANE UNIVERSITY
Wallace, Michael Mitchell
Professor of Practice
EdD, UNIVERSITY OF ALABAMA
Waller, William
Assistant Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL
Wang, Arthur
Assistant Professor
MD, CASE WESTERN RESERVE UNIV - MED
Wang, Cheng
Visiting Lecturer
MBA, TULANE UNIVERSITY
Wang, Chih-Hong
Assistant Professor
PhD, UNIVERSITY OF N C-CHAPEL HILL
Wang, Guiguo
Professor
SJD, YALE UNIVERSITY
Wang, Jieqiong
Postdoc Fellow
Wang, Shu
Postdoc Fellow
Wang, Shusheng
Associate Professor
PhD, TULANE UNIVERSITY
Wang, Xianfeng
Postdoc Fellow
Wang, Xiaolei
Associate Professor
PhD
Wang, Xiaoying
Professor
MD

Wang, Yu-Ping
Professor
PhD, Xi'an Jiaotong University, China

Wanna, Bassam G
Assistant Professor
MD, AMERICAN UNIVERSITY OF BEIRUT - LEBANON

Ward, Amanda S
Instructor
MSN, LOYOLA UNIVERSITY NEW ORLEANS

Ward, Jesymn
Professor
MFA, UNIVERSITY OF MICHIGAN - ANN ARBOR

Watts, Christopher
Professor of Practice
MAST-Other, BARD COLLEGE

Wee, Beth E
Senior Professor of Practice
PhD, MICHIGAN STATE UNIVERSITY

Wei, Jiang
Associate Professor
PhD, UNIVERSITY OF WASHINGTON

Weidenhaft, Mandy C
Assistant Professor
MD, TULANE UNIVERSITY

Weigelt, Carmen B
Associate Professor
PhD, DUKE UNIVERSITY

Weimer, Stephen M
Associate Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Weir, Ashley Kathleen
Assistant Professor
MSW, LOUISIANA STATE UNIV & A&M COLG

Weiss, Ashley
Assistant Professor
DO, LAKE ERIE COLLEGE

Weiss, Betsy Anne
Visiting Assistant Professor
MFA, SAN FRANCISCO STATE UNIVERSITY

Weiss, Toni Lee
Senior Professor of Practice
MA, TULANE UNIVERSITY

Weixel, Lindsay Hodges Bell
Research Assistant Professor
PhD, UNIVERSITY OF MICHIGAN - ANN ARBOR

Welty, Emilie Taylor
Professor of Practice
MARCH, TULANE UNIVERSITY

Wenk, Carola
Professor
PhD, Free University of Berlin, Germany

Wessman, Mark B
Professor
JD, HARVARD LAW SCHOOL

Wesson, Dawn M
Associate Professor
PhD, UNIVERSITY OF NOTRE DAME

West, Timothy
Professor of Practice
PhD, UNIVERSITY OF TENNESSEE-KNOXVILLE

Westley, Robert S
Professor
PhD, YALE UNIVERSITY

Wheeler, Philip B
Assistant Professor
PhD, INDIANA UNIVERSITY-BLOOMINGTON

Whelton, Paul K
Clinical Professor
MD, UNIVERSITY COLLEGE CORK - IRELAND

White, Edward David
Professor
PhD, CORNELL David

White, Lara E
Professor of Practice
JD, TULANE UNIVERSITY

White, Luann E
Professor
PhD, TULANE UNIVERSITY

White, Michele E
Professor
PhD, CITY UNIVERSITY - ENGLAND

White, Sabrina M
Instructor
DNP, UNIVERSITY OF SOUTH ALABAMA

Whitten, Jennifer
Assistant Professor
PhD, BROWN UNIVERSITY

Wickliffe, Jeffrey Kirk
Associate Professor
PhD, TEXAS TECH UNIVERSITY

Wiedemann, Brannon E
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG
Wiese, Jeffrey G
Professor
MD, JOHNS HOPKINS UNIV SCH OF MEDICINE

Wietfeldt, Fred Eberhardt
Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Wild, Laurianne G
Professor
MD, TULANE UNIVERSITY

Williams, Laura C
Assistant Professor
MD, LOUISIANA STATE UNIV & A&M COLG

Wilson, Charlotte S
Visiting Assistant Professor
MS, UNIVERSITY OF COLORADO-BOULDER

Wilson, Elizabeth
Postdoc Fellow

Wilson, Mark J
Assistant Professor
PhD, TULANE UNIVERSITY

Wilson, Michael Stanley
Professor of Practice
PhD, LOUISIANA STATE UNIV & A&M COLG

Wimley, William C
Professor
PhD, UNIVERSITY OF VIRGINIA - SFS

Wiser, Mark F
Associate Professor
PhD, UNIVERSITY OF MINNESOTA-TWIN CITIES

Wisniewski, Janna M.
Research Assistant Professor
PhD, TULANE UNIVERSITY

Wolfe, Edith Angelica
Administrative Assistant Professor
PhD, UNIVERSITY OF TEXAS-AUSTIN

Wolfe, Justin
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA (UCLA)

Womack, Anne-Marie
Professor of Practice
PhD, TEXAS A&M UNIVERSITY

Wood, Anthony D
Lecturer
MBA, TULANE UNIVERSITY

Woods, Thomas C
Associate Professor
PhD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Woolridge, Noah M
Clinical Instructor
MD, LOUISIANA STATE UNIV & A&M COLG

Wronsowski, Ann Marie
Postdoc Fellow

Wu, Hongjiu
Associate Professor
MD, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Wu, Tong
Professor
MD

Wu, Yakun
Postdoc Fellow

Wyland, Carrie Lynn
Senior Professor of Practice
PhD, DARTMOUTH COLLEGE

X

Xia, Xiujin
Research Instructor
MD

Xiao, Li
Research Assistant Professor
PhD, UNIVERSITY OF DELAWARE

Xiao, Yating
Postdoc Fellow

Xie, Huimin
Senior Professor of Practice
PhD, BALL STATE UNIVERSITY

Xiong, Xu
Associate Professor
MD

Xu, Huanbin
Assistant Professor
PhD

Xu, Lu
Assistant Professor
PhD

Y

Yadav, Santosh
Postdoc Fellow

Yamaguchi, Eiichiro
Research Assistant Professor
PhD, UNIV OF ILLINOIS @ URBANA-CHAMPAIGN

Yan, Shengmin
Instructor
PhD

Yang, Dagang
Associate Professor
PhD, SUNY AT STONY BROOK

Yang, Li
Postdoc Fellow

Yang, Song-Gui
Associate Professor
PhD, UNIVERSITY AT CALGARY - CANADA

Yanik, Mary C
Professor of Practice
JD, YALE UNIVERSITY

Yest, Michael T
Senior Professor of Practice
PhD, TULANE UNIVERSITY

Yilmaz, Ferruh
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA-SAN DIEGO

Yin, Qinyan
Assistant Professor
PhD, Chinese Academy of Sciences, China

Yin, Xiao-Ming
Professor
MD

Yoachim, Ann
Professor of Practice
MPH, TULANE UNIVERSITY

Yoshida, Tadashi
Assistant Professor
PhD

Yoshida, Yilin
Assistant Professor
PhD, LOUISIANA STATE UNIV & A&M COLG

Yosypiv, Ihor V
Assistant Professor
MD

You, Zongbing
Professor
PhD

Yoxtheimer, Lorene
Assistant Professor
MD, UNIVERSITY OF TOLEDO

Yukich, Joshua O
Associate Professor
PhD, University of Basel, Switzerland

Z

Zaabel, Tara B
Instructor
MSN, SOUTHEASTERN UNIVERSITY

Zanewicz, James Richard
Instructor

Zanewicz, James Richard
Instructor

PhD, UNIVERSITY OF ILLINOIS @ URBANA-CHAMPAIGN

Zeanah, Charles H Jr.
Professor
MD, TULANE UNIVERSITY

Zender, Marc U
Associate Professor
PhD, UNIVERSITY AT CALGARY - CANADA

Zeng, Shelya
Research Professor
MD

Zerfaoui, Mourad
Assistant Professor
PhD

Zhang, Carol Younghui
Senior Professor of Practice
PhD, UNIVERSITY OF SOUTH CAROLINA

Zhang, Fan
Professor of Practice
PhD, NEW YORK UNIVERSITY

Zhang, Haitao
Associate Professor
PhD, SUNY AT BUFFALO

Zhang, Jinqiang
Assistant Professor
MD

Zhang, Liang
Postdoc Fellow

Zhang, Lili
Postdoc Fellow

Zhang, Ruiqi
Postdoc Fellow

Zhang, Yiwei
Assistant Professor
PhD

Zhang, Yuchen
Assistant Professor
PhD, UNIVERSITY OF COLORADO-BOULDER

Zhang, Ze
Assistant Professor
MD, YALE UNIVERSITY

Zhang, Zunyi
Research Assistant Professor
PhD, UNIVERSITY OF OSLO - NORWAY

Zhao, Kun
Associate Professor
Zhao, Lanjuan
Clinical Assistant Professor
PhD, Swiss Tropical and Public Health Institute, Switzerland

Zheng, Crystal Y
Instructor
MD, UNIVERSITY OF PENNSYLVANIA

Zheng, Wenshu
Postdoc Fellow

Zheng, Zizhan
Assistant Professor
PhD, OHIO STATE UNIVERSITY-ALL CAMPUSES

Zhigunova, Lidia Saladinovna
Professor of Practice
PhD, TULANE UNIVERSITY

Zhou, Zhongxing
Research Assistant Professor
PhD

Zhu, Lin
Professor of Practice
MA, CARNEGIE MELLON UNIVERSITY

Zhuo, Jia L
Professor
PhD, UNIVERSITY OF MELBOURNE - AUSTRALIA

Ziani, Widade
Postdoc Fellow

Ziedan, Engy
Assistant Professor
PhD, UNIV OF ILLINOIS AT CHICAGO

Zifodya, Jerry S
Assistant Professor
MD, TULANE UNIVERSITY

Zsombok, Andrea
Associate Professor
PhD

Zumhagen-Yekple, Karen
Associate Professor
PhD, UNIVERSITY OF CALIFORNIA, BERKELEY

Zwezdaryk, Kevin
Assistant Professor
PhD, TULANE UNIVERSITY
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