CONTENTS

Tulane’s Commitment to Global Health 3
History 2
Dean’s Welcome 3
Administration 3
Living and Studying in New Orleans 4
Graduate Programs 8
Master’s International Program 13
Certificate Programs 13
Distance Learning 15
Undergraduate Program 16
Global Opportunities 17
Research 18
Centers and Institutes 18
Departments 19
BIOSTATISTICS AND BIOINFORMATICS 20
EPIDEMIOLOGY 25
GLOBAL COMMUNITY HEALTH AND BEHAVIORAL SCIENCES 29
GLOBAL ENVIRONMENTAL HEALTH SCIENCES 34
GLOBAL HEALTH SYSTEMS AND DEVELOPMENT 39
TROPICAL MEDICINE 45
Admissions 49
Tuition and Financial Aid 50
Student Resources 51
Map 51

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Tulane’s Commitment to Global Health
2

Tulane's School of Public Health and Tropical Medicine is committed to training the next generation of health professionals to address global health challenges. The school offers a range of programs and services to support students and faculty in their efforts to improve health outcomes worldwide.

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Since 1834, Tulane has been pursuing solutions to the world’s public health problems. We take a global approach, with renowned faculty and interdisciplinary programs that prepare students for the future of global health.

That future is now.
Our roots in global health go back before the founding of the School of Tropical Medicine and Hygiene in 1912. Tulane, as a university, was founded in 1834 by a group of doctors seeking solutions to the global scourge of yellow fever. Since then, the university and later the school have engaged in health issues that span counties, countries, and continents.

Today, we carry on the school’s commitment to global health. Our faculty conduct research on every continent in the world, including our own, and study global issues as varied as disaster management and malaria, migration and AIDS, cardiovascular disease and food security.

Students, too, are integrally involved in issues that cross every imaginable definition. They take courses in Peru, China, and Sierra Leone. They build playgrounds, participate in violence prevention programs, and coordinate testing. They conduct research projects in St. Bernard Parish, in Suriname, in Malaysia. In every part of their learning experience, they compare and contrast the ways that health is viewed throughout the globe.

Master’s students from any school in the university (including our own) can even work toward a certificate in global health. This interdisciplinary program draws on numerous fields to demonstrate how the future of public health will involve collaboration with many different kinds of professionals, not just the public health community.

Humphrey Fellows gather here not only to learn but also to share their experiences. Master’s International students take their academic practice at Tulane and apply it to communities in need around the globe. Students in the Minority Health International Research Training (MHIRT) program are American minorities who take part in research training opportunities in international communities.

Global isn’t just another word for international. We address global health right here in our own backyard. We research how the local Vietnamese population weathers the effects of disasters like Hurricane Katrina and the Gulf Oil Spill. We consider the disparities in health in New Orleans minority populations. And we work with researchers throughout Louisiana and the U.S. to see how the built environment impacts nutrition and physical activity.

There’s not one kind of health for Americans, another for Europeans, and a third for developing countries. Health is health, and everyone wants good health. We at Tulane’s School of Public Health and Tropical Medicine are committed to improving health everywhere.
Welcome to the Tulane University
School of Public Health and Tropical Medicine

Welcome, Prospective Students and Future Colleagues,

As you embark on your search for a graduate or undergraduate program in public health, you are sure to hear that there is no better time to be entering public health. It’s very true. The need for public health researchers and practitioners in all of the core areas of public health is increasing and the opportunities are great. What is even more important, however, is to recognize that public health is global health. That is where Tulane’s School of Public Health and Tropical Medicine stands out from the crowd.

We recognize that addressing global health does not equal having an overseas summer course or conducting research on a population in Western Africa. Global health is not a one-way dialogue. Global health is a mutual discussion between and among countries all over the globe, including the U.S. Global health is the recognition that health issues are not either domestic or international, developed nation or developing country.

Global health is recognizing the myriad health issues that transcend boundaries, economic status, ethnic demographic, and nationality.

Tulane is Global Health

As you consider our school for the next step in your academic journey, you will hear this phrase over and over again. More significantly, however, you’ll see it in our programs, you’ll feel it in discussions with our departments, and you will experience it in our research portfolio.

While we have always been global, we’ve recently taken efforts to even more fully globalize the school. These efforts are evident in the culture of our departments, in the interdisciplinary nature of our research, and in the content of our curriculum. We’ve cast aside old assumptions and taken a fresh, new look at what we teach, how we teach it, and how we conduct research. We’re providing students and faculty alike with new opportunities to globalize their work, to look at their issue, their focus, from new, interdisciplinary perspectives.

Whether you plan to spend your career stateside or dream of venturing to far-off lands, your public health career will be global. Our world is unavoidably interconnected. Just as a business could never and would never choose to do business only domestically or only internationally, so, too, is public health a global field. Whether you aspire to academia or a state health office, number crunching or community service, hospital administration or international aid, the work you do will transcend traditional boundaries and will touch on and be touched by the global village.

I wish you success in your academic journey and I hope to see you here at Tulane’s School of Public Health and Tropical Medicine.

Sincerely,

Pierre Buekens, MD, PhD
W.H. Watkins Professor and Dean
LIVING AND STUDYING IN NEW ORLEANS

You’ll hear it over and over as you talk to faculty, students, and administrators: Living in New Orleans is part of the experience of studying at Tulane. And it’s true. The Crescent City has shaped and defined Tulane, just as Tulane has embraced and impacted New Orleans.

“The motto ‘work hard, play hard’ really applies here.” — SPHTM Spring 2011 Student Survey

WHAT TO DO

There’s rarely a dull moment in New Orleans. Festivals. Music. History. Culture. The city really does offer something for everyone. In the spring of 2011, the Dean’s Office surveyed current students to find out what they liked about the city, and they weren’t shy about telling us.

Music. From the venerable Tipitina’s music club to the bars, clubs, and cafés on Frenchmen Street, students definitely had their favorite places to experience live music. They were quick to point out that music is not limited to set shows you can find listed in the Gambit Weekly or heard on WWOZ’s Live Wire Listings. Music in New Orleans includes scheduled parades and unscheduled second lines. Weekend festivals and Wednesdays at the Square. And large road-house style clubs as well as local, casual bars. Music is part of the culture here, from brass bands to alternative rock, Cajun to rhythm and blues, Latin beats to reggae.
Events. It’s no surprise that Mardi Gras scored high as a student favorite. The annual New Orleans Jazz and Heritage Festival was also a crowd pleaser. But students included other festivals on their list of favorites, including French Quarter Festival, the Seafood Festival, Voodoo Festival, Essence Festival, and the Po Boy Festival. Some just lumped them all together and said the “festival season” was their favorite event. More off-beat ways to spend time included the Red Dress Run, Dia de los Meurtos, Tales of the Cocktail, St. Patrick’s Day, and White Linen Night. Even Halloween is special here (and not just for kids), as noted by several students.

Food. New Orleans cuisine – from everyday favorites to elegant dining – is world renowned. Red beans and rice, a traditional Monday “wash day” dish, scored highest, with crawfish étouffée and gumbo tying for second. Everyone had their favorite restaurants, although a casual Mexican restaurant, Juan’s Flying Burrito, took the top spot. For special occasions, Jacques-imo’s was highly rated, even though the menu largely consists of everyday fare like fried chicken, shrimp étouffée, and stuffed catfish, prepared to perfection. And when they are not dining out, students shop not only at local grocery store chains, but also at farmer’s markets all over town and at the authentic Hong Kong market on the Westbank.

Culture. It’s not all beads and beans. There’s plenty to see and do to feed your mind. Students shared their love of the National World War II museum and the New Orleans Museum of Art, but they also pointed out that neighborhoods like the Garden District, Treme, and the French Quarter are historical sites in and of themselves. Just a walk through your neighborhood can be a learning experience in New Orleans.

Keeping Fit or Hanging Out. New Orleans is definitely a walking city. Stroll through an interesting neighborhood, or go for a run in City Park or along St. Charles Avenue. Tulane offers a first-class recreational facility, The Reily Center, but yoga studios also abound throughout the city. On a beautiful day, students love to hang out in Audubon Park, including the area called “The Fly” right along the Mississippi River. The Sculpture Garden in City Park is a great way to be outside while taking in world-class art.
WHERE TO LIVE

"Once you live here, you are hooked."
— SPHTM SPRING 2011 STUDENT SURVEY

New Orleans is defined by its neighborhoods and everyone has their opinion on the best place to live. It all comes down to what’s important to you. Want to live in a classic Creole cottage? The Garden District, the Irish Channel, or the Marigny could all fit the bill. To be close to Tulane’s Uptown campus and all the amenities the university offers, choose a place Uptown. Faubourg St. John is close to the attractions of City Park, while the Warehouse District offers lofts and high-rise apartments close to the French Quarter. In our survey, Uptown, the Garden District, and Midcity were the favorite neighborhoods among current students, but nearly every neighborhood was beloved by at least a few students. Commercial zones in most neighborhoods provide residents with the opportunity to fill basic needs locally.

HOW TO STUDY

"Stay on top of your studies so that you don’t miss the fun."
— SPHTM SPRING 2011 STUDENT SURVEY

You want to come to Tulane to study public health, right? Don’t worry, our students are very serious about their future careers. The most popular location for students to study is in a coffee shop, which are plentiful throughout the city (CC’s on Magazine Street was the favorite). But libraries – Tulane has nine of them – were also popular, as was studying at home. The Rudolph Matas Health Sciences Library is convenient to the school and is accessible to student 24 hours a day, while the Howard-Tilton Library, the general university library, is centrally located on the Uptown campus.

WHAT MAKES IT SO SPECIAL?

“People are extremely friendly and you will never want to leave.”
“Where else will you love 300,000 other people?”
— SPHTM SPRING 2011 STUDENT SURVEY

We asked students to use one word to describe New Orleans. The largest percentage simply answered “home,” with “music,” “food,” and “unique” following close behind. We also asked what surprised them about New Orleans. An equal number responded that it’s a wonderful place to live and that it’s an ideal location for a public health intervention. Both are true. Despite the obstacles the city has faced, it remains a culturally rich, vibrant community of both residents who have lived here their whole lives and newly arrived, ambitious young people who want to make a difference.
While the city has definite public health challenges, students are able and encouraged to get involved. In addition to local research projects and practicum opportunities, Tulane University encourages all students to get involved and demonstrates this commitment through the university’s Center for Public Service. The Tulane Empowers campaign was launched in the fall of 2010 with the goal of making Tulane University the leading major research university to mobilize its expertise and resources to build stronger, healthier, and more dynamic communities – locally and around the world.

“Only in New Orleans. Only at Tulane.”
— UNIVERSITY SLOGAN LAUNCHED IN 2010

The school, the university, and the city all combine to provide a unique, one-of-a-kind experience for a public health student. Come learn how you can build a better world.

Student Organizations

DELTA OMEGA
The Delta Omega Honorary Society is the public health honorary society of accredited schools and programs of public health.

GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION
The association is responsible for addressing issues affecting graduate and professional students university-wide, and for allocating budgets for all graduate and professional organizations.

SOCIETY FOR YOUNG BLACK PUBLIC HEALTH PROFESSIONALS
The Society maintains a professional network for all members, alumni, faculty, and Tulane undergraduate students to foster a positive enduring image of the Tulane community through local outreach projects, fundraising, attendance at national health conferences, and volunteerism.

STUDENT GOVERNMENT ASSOCIATION
The SGA coordinates events for students and the SPHTM community, and brings forth student concerns to the administration. Students can participate as members, on committees, or on the executive board.
Graduate Programs

The six departments within the school offer students the opportunity to study public health from a variety of perspectives. Students complete core courses that provide a well-rounded introduction to public health. Then, they build on that foundation through departmental course offerings. Some of the departments offer specialty concentrations to further specialize coursework and the degree earned. Each department offers a master of public health degree or master of science in public health degree as well as other degrees appropriate to its specialty.

Degrees Offered

The school offers the following degrees:

- MPH master of public health
- MSPH master of science in public health
- MHA master of health administration
- MPH&T master of public health and tropical medicine
- MS master of science
- DrPH doctor of public health
- PhD doctor of philosophy
- ScD doctor of science

Combined degrees are offered within the following schools in conjunction with some of our academic departments:

- School of Medicine MD/MPH, MD/MPH&T, MD/MSPH
- A. B. Freeman School of Business MBA/MHA
- School of Social Work MSW/MPH
- School of Law JD/MPH, JD/MHA

MASTER’S PROGRAMS

A student pursuing the master’s degree in any of the school’s six departments will find a wealth of practice- and research-based experience at his or her fingertips. Tulane faculty are leading experts in their field, and they bring that expertise and training into the classroom. Core curriculum courses complement departmental courses to provide all students with a well-rounded education in their chosen field.

Students are encouraged to apply what they learn in class to public health internships and other work and volunteer positions. For many degrees, students must complete a practicum consisting of a minimum of 200-300 contact hours.

DOCTORAL PROGRAMS

The doctoral programs provide advanced in-depth study for exceptional students in each of the school’s six departments. The doctor of philosophy is the academic research degree; the doctor of public health is an advanced professional degree designed for the practice of public health; and the doctor of science is designed for midcareer health care professionals. The doctoral programs require 72 credits of coursework and research and a dissertation.

The residency requirement for the doctoral degree consists of one full-time academic year devoted to graduate study, with a minimum of nine credits for each of the two semesters. After completion of the residency and course requirements, students must take comprehensive examinations. Students must then be registered for at least two credits in dissertation research for each following semester.

Students defend their prospectus prior to the initiation of research, when status is changed to doctoral candidate. At the completion of an original research project, a written dissertation must be successfully defended for the award of a doctoral degree. Students register for dissertation research each semester until the degree is awarded. Doctoral degree requirements must be met within a seven-year period.
Combined Degree Programs

The school has collaborative relationships with many other schools throughout Tulane University, allowing students to seek two degrees concurrently. Students applying for combined degrees must submit their application to both the School of Public Health and Tropical Medicine and the other degree-granting school. Students must be accepted to both schools.

MD/MPH PROGRAM

Tulane’s MD/MPH combined degree program offers students the unique opportunity to complete both a medical degree and a master’s degree in public health in a four-year period including summer sessions. Students may also opt to complete the combined degree in five years by taking a leave of absence from Tulane’s School of Medicine. This program is the oldest combined medical/public health degree program in the country and has graduated more than 800 students since it began in 1971.

Admission

Students accepted into Tulane’s School of Medicine with a commitment to public health and an MCAT of 28 or higher qualify to apply for the four-year MD/MPH combined degree program. Because MD/MPH students complete two degrees in four years, they should begin their public health coursework in the summer before medical school matriculation. Medical students may choose to focus their public health degree in any of the six departments at the school. Learn more specifically about the MD/MPH programs in tropical medicine in the next column.

Application Requirements

Students must be accepted into Tulane’s School of Medicine before they can apply to the combined MD/MPH program. After students are admitted to the School of Medicine, they must complete a formal application that includes an information release form permitting the release of their AMCAS transcripts and MCAT scores from Tulane’s School of Medicine to the School of Public Health and Tropical Medicine. Students must be accepted to both schools.

Tuition and Scholarships

MD/MPH students pay the published tuition and fees by the credit hour for School of Public Health and Tropical Medicine classes as they enroll in classes. A limited number of merit-based scholarships may be available to qualified MD/MPH combined-degree students. Other forms of financial aid are available through the university financial aid office.

Award of Degree

Students who successfully complete the Tulane medical school curriculum and all public health and programmatic requirements will be awarded their public health degree from the School of Public Health and Tropical Medicine separately from their School of Medicine degree.

MD/MPH&TM

Students can combine their Tulane medical degree with an MPH focus on tropical medicine. The MPH&TM program prepares health professionals with clinical backgrounds to deal with the important public health problems of tropical developing countries. By combining a core public health curriculum with coursework on the clinical, epidemiological, and control aspects of tropical diseases, this program prepares physicians to understand tropical medicine from various perspectives; it also prepares the participants to evaluate and plan disease prevention and control programs. Students may select courses related to malaria or other vector-borne diseases and their control.

PREVENTIVE MEDICINE RESIDENCY FOR PHYSICIANS

The preventive medicine residency program is a unique program co-sponsored by the School of Public Health and Tropical Medicine and the School of Medicine. It trains resident physicians for careers in academic, administrative, and clinical preventive medicine and public health.

The program is a two-year program, which is fully accredited by the Accreditation Council for Graduate Medical Education (ACGME). It is designed to fulfill requirements leading to certification by the American Board of Preventive Medicine. Prior to entering the program, candidates must satisfactorily complete one year in an ACGME-accredited training program in either a transitional internship program or a primary care specialty (internal medicine, family medicine, pediatrics, obstetrics and gynecology, or general surgery).

During the two-year residency, academic work leads to a master of public health degree from the Tulane School of Public Health and Tropical Medicine. Concurrently, a supervised practicum experience fosters application of knowledge, skills, and attitudes of preventive medicine and public health.

Academic Phase

Residents pursue a master’s degree in any one of the School of Public Health and Tropical Medicine departments. Residents must complete the school’s core courses as well as other programmatic requirements.

Practicum Phase

The practicum phase consists of supervised rotations that incorporate experience in key areas of preventive medicine and public health, including infectious disease epidemiology, environmental health, occupational medicine, quality management, health systems administration and management, clinical experience, and population-based research.
Residents have the opportunity to work in the Louisiana State Office of Public Health, the Veterans Administration Medical Center, the Occupational Safety and Health Administration, in community-based clinics, and other sites.

For more information, visit tulane.edu/som/departments/famed/prevmed/

MBA/MHA

Tulane was the first university to establish a joint degree program in business and health systems management leading to the joint MBA/MHA degree upon completion of 93 academic credits. The joint degree is offered within the A.B. Freeman School of Business and the School of Public Health and Tropical Medicine.

The curriculum fulfills the requirements for both the MHA and MBA degrees. The majority of the first year is spent in the business school. Health systems management coursework is concentrated in the second and third years. The joint program incorporates business and health systems core courses, including health law, quantitative decision making, health care organization, and health care financial management. Two administrative internship courses and a full-time summer administrative residency provide the curriculum’s required field experiences.

Contact: Meredith Sugarman, sugarman@tulane.edu

MPH/MSW

The combined MPH/MSW degree is offered jointly by the School of Social Work and the School of Public Health and Tropical Medicine, in the departments of Global Community Health and Behavioral Sciences, and Global Health Systems and Development. The joint degree increases the student’s career options in the future by providing the individual with two sets of skills that are highly complementary: clinical social work skills and public health program skills (management, planning, and evaluation). Both degrees are internationally recognized and highly regarded. Flexibility from both programs allows the student to fill a professional role in the planning, management, and delivery of human services within communities and public health organizations.

In the beginning of the program, students take courses primarily in social work. As semesters progress, students take an increasing portion of their courses in public health. Core public health courses are required, but students may also specialize in concentration areas such as maternal and child health, health education and communication, nutrition and food security, or infectious diseases and HIV/AIDS.

Contact: Rosanna Rabalais, rabala@tulane.edu (in Global Health Systems and Development)
or Dr. Cathy Taylor, ctaylor5@tulane.edu (in Global Community Health and Behavioral Sciences)

JD/MPH

The JD/MPH joint-degree program is for students who have an interest in applying law and policy to public health problems. The MPH can be earned through the department of Global Community Health and Behavioral Sciences or Global Environmental Health Sciences. In GCHB, the entire course of study usually lasts four years, and students can concentrate in any of the different focus areas within the department, such as maternal and child health, health education, or nutrition. Students can begin the program in either public health or law, but the first year of law school must be taken in its entirety.

In GEHS, the JD/MPH focuses on disaster management and prepares students to utilize their niche of legal training to develop and apply appropriate policies and management systems to a variety of environmental public health problems. It also trains students to synthesize imperatives of scientific and legal principles for sustainable public health practice.

Contact: Dr. Aubrey Madkour, aspriggs@tulane.edu
(in Global Community Health and Behavioral Sciences) or Dr. Maureen Lichtveld, mlichtve@tulane.edu (in Global Environmental Health Sciences)

JD/MHA

The master’s of health administration degree, administered through the Global Health Systems and Development department, provides valuable health systems and health management knowledge for the individual who plans to earn the juris doctor degree and specialize in health care law. Members of law firms specializing in health, in-house legal counsels, and many other attorneys who deal with the complex regulatory environment of health care providers recognize that knowledge of health care management is integral to their legal experience. The joint JD/MHA program offers this combined educational foundation.

Contact: Meredith Sugarman, sugarman@tulane.edu
Please note that the diplomas only indicate the degree title (Master of Public Health, Master of Science, etc.) and the school name. Neither the department nor the concentration is listed on the diploma.

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<tr>
<th>DEPARTMENT</th>
<th>GRADUATE DEGREES</th>
<th>SPECIAL AND JOINT DEGREES</th>
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<tr>
<td>Biostatistics and Bioinformatics</td>
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<td>PhD in Parasitology</td>
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The Peace Corps Master’s International Program is a co-coordinated program in which students simultaneously apply to Tulane School of Public Health and Tropical Medicine and the Peace Corps. The program is designed for students to apply skills learned in an academic setting toward solving important health problems in developing countries. Students earn a master of science in public health (MSPH) or a master of public health (MPH) under the guidance of internationally respected professors (many of whom are returned Peace Corps volunteers themselves) prior to their two-year service in the Peace Corps. The Tulane program is one of the oldest and largest Master’s International programs among Peace Corps partner schools.

Application Process
Students simultaneously apply to Tulane and the Peace Corps. Please note that the Peace Corps application process is rather lengthy and should be started early.

Minimum Application Requirements

**U.S. PEACE CORPS**
- U.S. citizenship
- Over 18 years of age
- Medical and legal clearance

**TULANE UNIVERSITY**
- Undergraduate GPA of 3.0 or better
- Undergraduate degree
- Combined GRE score of 1000

**PROGRAM REQUIREMENTS**
- 42 hours of academic coursework
- Completion of one of the Culminating Experience options
- Successful completion of Peace Corps service

In extenuating circumstances, if Peace Corps service cannot be successfully completed, the student must have completed a minimum of 200 hours of a faculty-approved practicum and 15 months of in-country service for a degree to be granted. If these requirements have not been met, students must return to campus and complete the credit-hour requirements as outlined by their academic department. Additionally, students must complete any remaining practicum and/or culminating experience requirements.

Sample of Student Schedule and Peace Corps Placement

**FIRST THREE SEMESTERS**
Student completes academic requirements for a master’s degree at Tulane, including one of the three Culminating Experience options. Prior to completion of the academic program, the Peace Corps will assign the student in accordance with its rules.

**AFTER COMPLETION OF COURSEWORK**
Student is placed overseas, where they will apply the public health skills they learned on campus to benefit their host country and community.

**DURING SERVICE**
Student communicates with their academic advisor to develop and complete a practicum.

**END OF SERVICE**
Student communicates with academic advisor to ensure that all requirements for graduation have been met.

**Financial Rewards**
- Transition funds of more than $7,000 after 27 months of service
- MI applicants are eligible for merit-based Dean’s Grants worth $5,000
- Monthly stipend during Peace Corps service
- Deferment of some student loans and partial cancellation of some Perkins loans

Sample Projects
- Implementation of HIV testing
- Teaching health education in schools
- Nutrition
- Disease surveillance
- Rural/urban youth development
- Family planning and counseling
- Maternal and child health
- Irrigation and sanitation
- Community gardens
- Collaboration with other NGOs

Contact:
SPHTM Office of Admissions
800.676.5389
SPHMI@tulane.edu
tulane.edu/publichealth/academics/miprogram.cfm
Certificate Programs

GLOBAL HEALTH CERTIFICATE PROGRAM

The Global Health Certificate Program prepares graduate students to work in diverse settings and with diverse populations on health issues that transcend borders. Open to graduate students from any school at Tulane, the program complements students’ current training in their own disciplines. It provides a structured learning experience demonstrating the interrelation between the student’s own field of study and its applicability to global health.

The certificate requires students take a core course and two elective courses for a total of nine academic credit hours. One elective should be taken at a school outside of the student’s discipline, while the other elective should be completed within the student’s home school. Students may also attend courses at the Instituto Nacional de Salud Publica in Cuernavaca, Mexico, which is an accredited member of the Association of Schools of Public Health (AISPH).

Interactive panel discussions on global health issues are also part of the certificate program. They bring together a group of faculty experts and guest speakers from diverse disciplines who discuss a common theme from various perspectives.

Students in the program must complete a global health experience. International experiences are encouraged but not required, so long as it is relevant to a health topic that transcends global boundaries. Public health students who are already required to complete a practicum do not need to find an additional placement. Summer field courses, currently offered in China, Peru, Suriname, and Thailand, are also options for the experience.

For more information, please visit: www.tulaneglobalhealth.org.

DISASTER MANAGEMENT CERTIFICATE PROGRAM

The Disaster Management Certificate is designed to train and educate students in the development, execution, and evaluation of disasters with respect to preparedness, detection, response, containment, and recovery. The program provides skills in working within the management structure and operational models unique to disasters, including crisis communication, population issues, and psychosocial aspects of disasters. To obtain the certificate, the student must successfully complete 21 hours of academic credit. The curriculum consists of six disaster management courses for 18 credit hours and TRMD 6010 (the Biological Basis of Disease). Graduate academic credit is awarded for all courses in which a grade of B or above is awarded. These credits can be transferred into the disaster management MPH program if the student meets the admissions standards and is accepted into the program at a later date. The certificate in disaster management is offered by distance learning.

For more information, email dlinfo@tulane.edu.

INDUSTRIAL HYGIENE CERTIFICATE PROGRAM

The certificate in industrial hygiene provides graduates with the knowledge and skills to meet education requirements held by the American Board of Industrial Hygiene (ABHI) as well as the necessary training to pass the ABHI certification exam, the hallmark of professional achievement and competence within the field. To obtain the certificate, the student must successfully complete 12 semester credits of graduate coursework. The curriculum consists of two required courses (six credits total) plus two or three additional elective courses (six credits total) on topics related to industrial hygiene. The student must score at least a C in all courses in the curriculum. Graduate academic credit may be awarded for courses in which a B or above is awarded.

For more information, email dlinfo@tulane.edu.
DIETETIC INTERNSHIP (RD)

The dietetic internship is a graduate-level supervised practice program for students who would like to become registered dietitians. To be eligible for the internship, students must have completed a bachelor’s degree and have a verification statement from a Didactic Program in Dietetics (DPD) director certifying that they have acquired the competencies required by the Commission on Accreditation for Dietetics Education (CADE) for the American Dietetic Association (ADA).

The Dietetic Internship is a program with open admission and accepts students who have completed a bachelor’s degree program in nutrition or a nutrition- or health-related area from an accredited university program and have completed the didactic program in dietetics undergraduate curriculum requirements. Tulane University’s dietetic internship is accredited by the CADE of the ADA, 120 S. Riverside Plaza, Suite 2000 Chicago, IL 60606, (312)-899-0040 extension 5400.

The internship lasts 10 months and provides practical training and field experience in various community, clinical, food service, and administrative settings in the New Orleans and surrounding areas. Interns must successfully complete all rotations to receive a verification statement and be eligible to take the Registration Examination in Dietetics.

For more information, email di@tulane.edu.

DIPLOMA COURSE IN CLINICAL TROPICAL MEDICINE AND TRAVELER’S HEALTH

The Diploma Course program prepares health professionals with clinical backgrounds to deal with the important public health problems of tropical developing countries. This program prepares physicians to define the epidemiologic, biologic, and social aspects of tropical diseases; it also prepares the participants to evaluate and plan disease prevention and control programs. The Diploma Course is a four-month program for health care professionals intended to prepare them for the certification exam in Clinical Tropical Medicine and Traveler’s Health offered every other year by the American Society of Tropical Medicine and Hygiene (ASTMH).

For more information, see page 47.
Mid-career professionals clearly benefit from distance learning programs that provide the opportunity to pursue an advanced degree while continuing their full-time jobs. Students can learn more about their field while staying in it, often leading to career advancement.

The Center for Applied Environmental Health has offered distance learning graduate programs since 1994, and hundreds of students have taken advantage of the convenient, user-friendly technology and fully accredited distance learning coursework. Students are supported by technical and administrative staff. The curricula incorporate adult learning techniques and draw upon the professional experiences of the students as well as faculty expertise. The curricula include case studies, in-class exercises, discussions, debates, and small group projects, in addition to traditional lectures and exams. Students “attend” real-time, instructor-led classes each week where they:
- hear and respond to the instructor with two-way audio
- ask questions and engage in or lead discussions and presentations
- view synchronized visuals – slides, white board, spreadsheets, and websites
- converse with classmates using microphone and text chat
- meet in small groups outside of class

PROGRAMS OFFERED

**MPH IN DISASTER MANAGEMENT**

The MPH in disaster management enables graduates to apply public health science, policy, and practice principles to address the health threats resulting from natural and intentional disasters. Students learn to integrate environmental public health strategies in the development, execution, and evaluation of each core component of disaster management: preparedness, detection, response, containment, and recovery. Students may obtain either a graduate certificate or MPH in disaster management on campus and by distance learning through the Center for Applied Environmental Public Health (CAEPH).

**MPH IN OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT**

The MPH in occupational health and safety management is designed for mid-career professionals with a strong technical background who seek to augment their management abilities and increase their career options. After successfully completing the program, students are able to apply budgeting and finance principles to environmental and health and safety programs, and integrate these programs into standard management systems. Students also improve their abilities to manage people, projects, and processes.

**MPH IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH**

The MPH in occupational and environmental health is designed for physicians, nurses, and other health professionals who work in occupational health programs or clinics. The curriculum is designed to provide the didactic elements for an MPH in occupational and environmental health and to meet the requirements of the academic year for board certification in preventive medicine/occupational medicine. The curriculum includes study in biostatistics, epidemiology, health services management and administration, environmental health, toxicology, occupational medicine, behavioral aspects of the workplace, and health risk reduction.

**MS PH IN INDUSTRIAL HYGIENE**

The MSPH in industrial hygiene provides graduates with the training for anticipation, recognition, evaluation, and control of chemical, biological, and physical health stressors in the workplace and indoor environments. Fully accredited by the Applied Science Accreditation Commission of the ABET (www.abet.com), the program prepares graduates for the certification exam administered by the American Board of Industrial Hygiene. The school also offers a graduate certificate program in industrial hygiene, a twelve-credit-hour program offered both on campus and through distance learning.

**Contact:**

*Center for Applied Environmental Public Health*

*Ph: 800-862-2122, FAX 504-988-7352*

*DLinfo@tulane.edu*

*www.dl.caeph.tulane.edu*
Undergraduate Public Health Studies

The Undergraduate Public Health Studies program at Tulane University builds on the strengths of its respected graduate research faculty, multicultural student body, and excellent programs. Students gain a strong base in the liberal arts and sciences as well as a solid foundation in the public health sciences. Tulane’s bachelor of science in public health degree stresses the recognition of public health risks at a society and community level, and how these problems affect vulnerable populations. Studies emphasize a multidisciplinary approach to describing health promotion and disease prevention.

BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH)

Tulane’s BSPH program is the first step in acquiring the skills necessary to create and disseminate public health knowledge – and to apply that knowledge on local and international levels. Students will use qualitative and quantitative skills while applying cultural competencies in their studies and activities, including a capstone experience such as an internship or honors thesis. Undergraduates are encouraged to become civically engaged in the restoration of New Orleans through service-learning courses and internships. In fact, public service is a requirement in the undergraduate core curriculum.

Tulane public health undergraduates have studied around the world, including Australia, Brazil, the Dominican Republic, Switzerland, and South Africa. The undergraduate program is committed to offering courses taught abroad, such as our summer service-learning course in Malaysia, The Social Aspects of Infectious Diseases.

MINOR IN PUBLIC HEALTH

Tulane students can pursue a minor in public health by completing 18 credit hours of undergraduate public health coursework. These courses will give the non-major an excellent overview of the field of public health and the application of public health principles. A minor in public health is an excellent complement to a pre-medical degree, as well as for other professional degrees such as law and social work.

CAREER OPPORTUNITIES

There are many career opportunities in public health for students with an undergraduate degree. Examples include health data management, health promotion, and public school health outreach. The undergraduate degree is an outstanding pre-medical degree as well as excellent preparation for a professional graduate degree in areas such as law or social work. The bachelor of science in public health is also applicable for students interested in pursuing graduate degrees in the humanities or social sciences. Dedicated career counseling specifically for public health undergraduate students is available. Undergraduate public health students have worked at organizations such as Children’s Hospital, Louisiana Department of Health, HIV/AIDS outreach programs, Louisiana Public Health Institute, and the Green Project.
COMBINED BSPH & MPH

Tulane’s undergraduate public health degree is an excellent gateway into the graduate programs offered by the School of Public Health and Tropical Medicine. Students completing the baccalaureate in public health can apply to these graduate programs through a joint degree program that allows them to take graduate coursework which counts towards both their BSPH and a graduate degree in public health upon acceptance to the graduate program. For more information, contact the School of Public Health and Tropical Medicine’s graduate admissions office.

ADMISSION

Admission to the undergraduate public health program is administered through the university Office of Undergraduate Admissions.

Contact:
Office of Undergraduate Admission
210 Gibson Hall
6823 St. Charles Ave
New Orleans, LA 70118
Phone 800.873.9283
http://tulane.edu

You can also contact the BSPH program manager, Chris Lane, at clane1@tulane.edu.
Downtown Campus Office
1440 Canal Street, Suite 2460
New Orleans, LA 70112
Phone 800.988.3409
Fax 504.988.0907

Uptown Campus Office
216 Richardson Hall
6823 St. Charles Avenue
New Orleans, LA 70118
Phone 504.865.5140

Global Opportunities

In the city of New Orleans and throughout Louisiana, students are frequently involved in research projects, community service, and practica that inspire and inform their future work. These local experiences demonstrate how global health is not exclusive to the world outside the U.S. Such projects also often translate into future professional opportunities after graduation. Opportunities also abound for research and scholarship abroad. A number of departments conduct summer courses in country to give students direct experience that refers back to what they have learned in class. In the past, summer courses have been offered in Malaysia, Suriname, Taiwan, China, Sierra Leone, and Peru.

The Tulane-Xavier Minority Health International Research Training (MHIRT) Program is sponsored by the National Center on Minority Health and Health Disparities of the National Institutes of Health to provide short-term (10-12 weeks) research training opportunities for minority students interested in a career in international health research. The sponsoring sites are existing bases for established international collaborative research programs for faculty and cover a range of geographical locations, including Asia, Africa, and South America, and a variety of international health fields (e.g., cardiovascular diseases, tuberculosis, diarrheal diseases, parasitic infections, refugee health, perinatal morbidity, etc.). Each site specializes in a specific discipline based on the interests of the sponsoring faculty members. At each site, Tulane faculty are paired with overseas faculty who mentor MHIRT students during their research experiences.

In addition, Tulane faculty and the Career Services Center have tremendous resources for students interested in internships, practicum sites, or student research opportunities. Students have studied environmental degradation in Suriname, sexual education needs of Burmese refugee adolescents, and urban agriculture in Kenya. Tulane’s extensive network of alumni throughout the globe aids in such placements.
Research

Research is an essential component of the mission, goals, and objectives of the School of Public Health and Tropical Medicine. Tulane is classified as a Category I Carnegie Research University, and therefore, research and scholarly activities are fundamental to the overall mission of the university. Over the past 10 years, one of the school’s primary objectives has been to expand its research base and to increase the number and amount of competitive research-funded projects. Our efforts have been successful, with substantial progress demonstrated by a steady increase in research funding.

Tenured, tenure-track, and research faculty at all levels are expected to engage in research, scholarship, and creative effort in their field, while clinical faculty participate in community-based research and facilitate the link between research and practice.

The school’s research portfolio is supported by over 11,000 sq ft of high-quality “wet” laboratory research space and an expanding computing infrastructure to support ever-growing academic computing needs.

Research strengths include cardiovascular and renal disease, vector-borne disease including malaria and other less-well-known diseases, infectious disease including HIV/AIDS and tuberculosis, disaster management, toxicology, environmental oncology and cancer epidemiology, food security, maternal and child health, reproductive epidemiology, and genetics and genomics, particular in reference to osteoporosis. Many of these topics are approached in an interdisciplinary manner, with faculty from multiple departments working together on grants from the National Institutes of Health, USAID, the National Science Foundation, and other major funders.

These strengths are also supported by school- and university-wide centers. Examples include:

- The Center for Applied Environmental Public Health (CAEPH) facilitates interdisciplinary research on the impact of environmental factors on human health and is the research base for the NIH National Children’s Study for Orleans Parish, the CDC Academic Partner of Excellence for Environmental Public Health Tracking, and the Louisiana Childhood Lead Poisoning Prevention and Surveillance Program.
- The Prevention Research Center at Tulane University is funded by the Centers for Disease Control and Prevention, and conducts community-based participatory research to address the social and physical environment’s impact on healthy and healthy behaviors.
- The Center for Infectious Diseases stimulates interdepartmental research on emerging and re-emerging infectious diseases, with specialties in basic and applied studies of HIV/AIDS, vaccine development, tuberculosis, Lyme disease, and malaria.

Faculty research not only contributes to the wider body of knowledge on specific fields, but it also provides students with current and direct information about these topics in the classroom. Students frequently participate in faculty research and also often have the opportunity to conduct their own research in conjunction with requirements for the classroom and practica.

Centers and institutes affiliated with SPHTM. Learn more at www.sph.tulane.edu/academics/centers.cfm

| Building Interdisciplinary Research Careers in Women’s Health (BIRCH) |
| Center for Applied Environmental Public Health |
| Center for Bio-Environmental Research |
| Center for Bioinformatics and Genomics |
| Center for Cardiovascular Health |
| Center for Evidence-Based Global Health |
| Center for Infectious Diseases |
| Health Office of Latin America |
| Hypertension and Renal Center of Excellence |
| Mary Amelia Douglas-Whited Community Women’s Health Education Center |
| Maternal Child Health Leadership Training Program |
| Office of Global Health |
| Office of Health Research |
| Prevention Research Center |
| South Central Preparedness and Emergency Response Learning Center |
| South Central Public Health Leadership Institute |
| South Central Public Health Partnership |
| South Central Public Health Training Center |
| Transdisciplinary Research Consortium for Gulf Resilience on Women’s Health (GROWH) |
Departments

Public health can be approached from a number of different perspectives that lead to widely varying careers. The Tulane School of Public Health and Tropical Medicine is organized into six academic units, each with distinct coursework and training opportunities to prepare students to address both existing and emerging needs in global health.

A student’s department becomes home base during their program of study, and it’s in the department where dedicated faculty and staff work with graduate students to help tailor their academic pursuits to achieve post-graduate ambitions. At the same time, interdisciplinary work is encouraged and it’s not uncommon to find a student from one department working with faculty or students from another. Similarly, faculty often collaborate across disciplines to inform and expand their research and seek the most comprehensive results.

We invite prospective students to learn more about the school’s six departments and the different programs of study offered in each. An in-person visit, if possible, provides the best opportunity to see the departments up close and determine which provides the best “fit.” The school offers an open house each spring, usually around St. Patrick’s Day, but visitors are welcome at any time. Contact the department of your choice to arrange a tour.

- **Biostatistics and Bioinformatics** applies statistics, genetics, and genomics approaches to health research.

- **Epidemiology** studies the distribution and determinants of health-related conditions in populations.

- **Global Community Health and Behavioral Sciences** applies the social and behavioral sciences to research and address global health problems.

- **Global Environmental Health Sciences** addresses the environmental factors that impact health and well-being.

- **Global Health Systems and Development** focuses on health systems, the factors that drive health outcomes, and tools for improving managerial practice.

- **Tropical Medicine** addresses global infectious diseases and other health problems common to tropical and subtropical regions of the world.

School Core Courses and Requirements

All enrolled students, regardless of their department, must take six mandatory school core courses. Most programs of study also have departmental core courses. Please review the requirements for each program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRMD 6010</td>
<td>Biological Basis of Disease</td>
<td>3</td>
</tr>
<tr>
<td>GCHB 6030</td>
<td>Social and Behavioral Aspects of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6030</td>
<td>Introductory Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 6030</td>
<td>Survey of Environmental Health</td>
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</tr>
<tr>
<td>EPID 6030</td>
<td>Epidemiological Methods I</td>
<td>3</td>
</tr>
<tr>
<td>GHSD 6030</td>
<td>Principles of Health Systems Administration and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the above courses, SPHTM students must also satisfy the practicum and culminating experience requirements.

The practicum is a planned and supervised practice experience in which the student demonstrates how his/her program competencies are fulfilled. Except in rare circumstances, every student must complete the practicum requirement before being awarded a professional master’s degree or professional doctoral degree, including the MPH, MSPH, and DrPH degrees. The MHA professional degree has its own residency requirements.

Students must also complete a culminating experience by carrying out one of the following options:

- Research Thesis
- Public Health Analysis
- Comprehensive Examination

Please note that the choice of culminating experience options is made at the department level.
Biostatistics is a branch of applied statistics concerned with developing and using techniques to summarize and analyze medical, public health, and biological data. Bioinformatics is the application of statistics and computer science in the fields of genomics, proteomics, and epigenomics. The department prepares the student to be a part of an interdisciplinary team for conducting medical and public health research. Students learn how to collect, manage, analyze, and interpret data for research in biomedical and biological fields.

**MASTER’S PROGRAMS**

**Master of Science in Public Health in Biostatistics (MSPH)**

The MSPH program emphasizes applied data analysis in the areas of public health and medicine by preparing students to analyze data in a wide range of settings, including industrial health surveillance and research programs; local, state, and federal governmental agencies; pharmaceutical research divisions; university research programs; and consulting firms. Students learn to assist in selecting a design appropriate for the goals of the research, estimate sample size requirements, establish and maintain databases, select and conduct the appropriate statistical analysis, and communicate the results of the analysis in oral and written discourses in the fields of public health. Coursework concentrates on developing these statistical skills through the use of actual data sets and computerized statistical software packages.

**ADMISSIONS REQUIREMENTS**

- A baccalaureate degree with at least a B+ average is required. Courses in calculus and linear algebra are encouraged.
- GRE scores in the upper percentiles with strong math scores. Students with lower GRE scores but solid academic performance or prior public health experience and good letters of recommendation may be admitted as special student to be evaluated at the end of their first semester for admissions into the program.
- Three favorable letters of recommendation from persons familiar with the applicant’s academics or work experience qualifications.
- A career statement indicating the applicant’s reasons for choosing the biostatistics program.
- Official signed and sealed transcript(s) from an accredited undergraduate university.
- Foreign students must have a TOEFL score of at least: 90 (internet version), 250 (computer version), or 600 (paper version).

**COURSE REQUIREMENTS**

The program requires a minimum of 42 graduate credits, 200 hours of practicum experience, and a culminating experience.

**SPHTM Core (See page 19)**

<table>
<thead>
<tr>
<th>Biostatistics Core</th>
<th>18</th>
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</thead>
<tbody>
<tr>
<td>BIOS 6040 Intermediate Biostatistics</td>
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<tr>
<td>BIOS 7060 Regression Analysis</td>
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</tr>
<tr>
<td>BIOS 6220 Database Management</td>
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<tr>
<td>BIOS 7080 Design of Experiments</td>
<td>3</td>
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<tr>
<td>BIOS 7150 Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7300 Statistical Methods for Survival Data Analysis</td>
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</tr>
<tr>
<td>OR BIOS 7400 Clinical Trials</td>
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</tbody>
</table>

**BIOSTATISTICS/ BIOINFORMATICS/Other Electives | 6**

| BIOS 6230 Computer Packages-SAS | 1 |
| BIOS 6240 Computer package for the Statistical Sciences (SPSS) | 1 |
| BIOS 6280 Introduction to STATA | 1 |
| BIOS 6350 Environmental Biostatistics | 3 |
| BIOS 7220 Nonparametric Statistics | 3 |
| BIOS 7250 Principles of Sampling | 3 |
| BIOS 8090 Advanced Design of Experiments | 3 |
| BIOS 8160 Advanced Categorical Data Analysis | 3 |
| BIOS 8350 Analysis of Longitudinal & Clustered Data | 3 |
| BIOS 8420 Principles of Measurement | 3 |
| BIOS 7500 Monte Carlo and Bootstrapping Methods | 3 |
| BIOS 8600 Advanced Evaluation Research | 3 |
| BIOS 8800 Applied Data Analysis | 3 |
| BIOS 8820 Multivariate Methods | 3 |
| BINF 6010 Principles of Bioinformatics | 3 |
| BINF 6200 Bioinformatics Computations using R | 3 |
| BINF 7160 Analysis of Gene Expression Microarray Data | 3 |
| BINF 7210 Statistical Methods in Bioinformatics | 3 |
| EPID 7120 Epidemiologic Methods II | 3 |
| SPhl 9980 Public Health Practicum | |

All biostatistics MSPH students are required to complete a field practicum of 200 hours. In addition, all MSPH students are also required to complete a culminating experience that draws together their classroom learning and practice experiences. This requirement can be satisfied by completing a research thesis, a public health analysis manuscript, or the culminating exam.

**Master of Science in Biostatistics (MS)**

The MS program in biostatistics is offered through the Tulane School of Public Health and Tropical Medicine, in conjunction with faculty in the mathematics department. Students become proficient in the basic methods of mathematical and applied statistics, computer technology, and special methods for health data analysis. Through courses in epidemiology and related subjects, students become familiar with the general area of public health to which the statistical methodologies may be applied. Coursework includes mathematical statistics and probability theory, applied and theoretical multivariate methods, stochastic processes, basic epidemiology, and demography, enabling the student to assist in the application of statistical theory to applied statistical problems. Students are required to have completed courses in calculus and linear algebra before entering this program.

**ADMISSION REQUIREMENTS**

- A baccalaureate degree with at least a B+ average is required. Courses in calculus and linear algebra are required.
- GRE scores in the upper percentiles with a strong math score. Students with lower GRE scores but solid academic performance or prior public health experience and good letters of recommendation may be admitted as special students to be evaluated at the end of their first semester for full admission into the program.
- Three favorable letters of recommendation from persons familiar with the applicant’s academics or work experience qualifications.
- A career statement indicating the applicant’s reasons for choosing the biostatistics program.
- Official signed and sealed transcript(s) from an accredited undergraduate university.
- Foreign students must have a TOEFL score of at least: 90 (internet version), 250 (computer version), or 600 (paper version).

**COURSE REQUIREMENTS**

Students must earn a minimum of 42 hours of academic credit, including at least 36 hours of coursework and 6 hours of thesis research.

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<td>MATH 6070 Introduction to Probability</td>
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<td>MATH 6080 Introduction to Statistical Inference</td>
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<td>EPID 6030 Epidemiologic Methods I</td>
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<tr>
<td>BIOS 8090 Advanced Design of Experiments</td>
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</table>
The Louisiana Osteoporosis Study

Hong-Wen Deng, chair of the Department of Biostatistics and Bioinformatics, leads the Louisiana Osteoporosis Study (LOS). Through the LOS, he and his team are building a large research cohort and database for human complex disease studies. The LOS will enroll more than 20,000 subjects of different ethnicities in New Orleans, Baton Rouge, and the surrounding areas. Each subject will be phenotyped for body composition (including bone mineral density, lean and fat mass) muscle function, and blood pressure, and assayed for health-related lifestyle information. Blood samples will be collected for extraction of DNA, RNA, and proteins and for cell isolation and biobanking.

The LOS will become a sample pool for selecting subjects of extreme phenotypes (e.g., extremely high vs. low bone mass) for ongoing funded and future genomic and epigenomic studies.

BIOS 8160 Advanced Categorical Data Analysis 3
BIOS 8350 Analysis of Longitudinal & Clustered Data 3
BIOS 8420 Principles of Measurement 3
BIOS 8500 Monte Carlo and Bootstrapping Methods 3
BIOS 8600 Advanced Evaluation Research 3
BIOS 8800 Applied Data Analysis 3
BIOS 8820 Multivariate Methods 3
BINF 6010 Principles of Bioinformatics 3
BINF 6200 Bioinformatics Computations using R 3
BINF 8160 Analysis of Gene Expression Microarray Data 3
BINF 7210 Statistical Methods in Bioinformatics 3
EPID 7120 Epidemiologic Methods II 3

Students must also complete a thesis. The thesis is a supervised work of scholarship in the area of statistical methodology. The results will be presented in oral and written discourses. The project will be supervised by a thesis director who is a faculty member of the Biostatistics and Bioinformatics Department, and reviewed by at least one other faculty member of the department faculty. The master’s thesis must be completed within a year of completion of the required courses.

Master of Science in Bioinformatics (MS)

The MS program in bioinformatics consists of courses in bioinformatics, biostatistics, and mathematics, which teach students to develop and apply bioinformatics methods in the field of genomics and proteomics. Coursework involves analysis of microarray data, statistical methods for bioinformatics, mathematical statistics and probability theory, applied and theoretical multivariate methods, stochastic processes, basic epidemiology, and demography, enabling the student to assist in the application of statistical theory to bioinformatics and proteomics data. Students are required to have completed courses in calculus and linear algebra before entering this program. After completion of this program, students will be able to do the following: Design experiments in bioinformatics, analyze gene expression microarray data, analyze DNA and protein sequences; assist in the use of statistical theory to evaluate and use new statistical techniques; and communicate the results of statistical analyses orally and in writing.

ADMISSIONS REQUIREMENTS

- A baccalaureate degree with at least a B+ average is required in any of the following disciplines: mathematics and statistics, health informatics, computer sciences, engineering, or biology with a strong background in computational and data analysis in biological sciences. Courses in calculus and linear algebra are required.
- GRE scores in the upper percentile with strong math scores. Students with lower GRE scores but solid academic performance or prior public health experience and good letters of recommendation may be admitted as Special Students to be evaluated at the end of their first semester for full admission into the program.
- Three favorable letters of recommendation from persons familiar with the applicant’s academics or work experience qualifications.
- A career statement indicating the applicant’s reasons for choosing the bioinformatics program.
- Official signed and sealed transcript(s) from an accredited undergraduate university.
- Foreign students must have a TOEFL score of at least: 90 (internet version), 250 (computer version), or 600 (paper version).

COURSE REQUIREMENTS

Students must earn a minimum of 42 hours of academic credit, including at least 36 hours of coursework and 6 hours of thesis research.

BIOINFORMATICS Core 12
BINF 6010 Principles of Bioinformatics 3
BINF 6200 Bioinformatics Computations using R 3
BINF 8160 Analysis of Gene Expression Microarray Data 3
BINF 7210 Statistical Methods in Bioinformatics 3

MATHEMATICS Core 6
MATH 6070 Introduction to Probability 3
MATH 6080 Introduction to Statistical Inference 3

BIOSTATISTICS Core 9
BIOS 6040 Intermediate Biostatistics 3
BIOS 7060 Regression Analysis 3
BIOS 7080 Design of Experiments 3

EPIDEMIOLOGY Core 3
EPID 6030 Epidemiologic Methods I 3

BIOSTATISTICS/OTHER ELECTIVES 6
BIOS 6220 Database Management 3
BIOS 6350 Environmental Biostatistics 3
BIOS 8090 Advanced Design of Experiments 3
Students must also complete a thesis. The thesis is a supervised work of scholarship in the area of statistical methodology. The results will be presented in oral and written discourses. The project will be supervised by a thesis director who is a faculty member of the Biostatistics and Bioinformatics Department, and reviewed by at least one other member of the Biostatistics and Bioinformatics faculty. The master’s thesis must be completed within a year of completion of the required courses.

COMBINED AND SPECIAL DEGREES

Bachelor of Science in Public Health/Master of Science in Public Health (BSPH/MSPH)
See page 17 for more information.

Doctor of Medicine/Master of Science in Public Health (MD/MSPH)
See page 9 for more information.

DOCTORAL PROGRAM

Doctor of Philosophy in Biostatistics (PhD)
The purpose of the PhD program in biostatistics is to train advanced students in the theory and application of biostatistics methods. Graduates from the PhD program typically pursue careers as academic researchers and teachers; in industry, especially in the pharmaceutical and biomedical fields; and in other research pursuits, both public and private. Typical roles include teaching, collaborative research, and independent research in statistical methods and design. After completion of this degree, students will be able to do the following: select appropriate statistical tests; select appropriate study designs; use statistical software to conduct statistical analyses; estimate sample size and power; use statistical theory to develop, evaluate, and implement new statistical techniques; and communicate the results of statistical analyses in oral and written discourses.

ADMISSION REQUIREMENTS

• A master’s degree in statistics or related field or a baccalaureate degree with a minimum A- average in basic sciences and mathematics. Courses in calculus and linear algebra are required.
• GRE scores in the upper percentiles with strong math scores.
• Three favorable letters of recommendation from persons familiar with the applicant’s academics or work experience qualifications.
• A career statement indicating the applicant’s reasons for choosing the program.
• Official signed and sealed transcript(s) from an accredited undergraduate university.
• Foreign students must have a TOEFL score of at least: 90 (internet version), 250 (computer version), or 600 (paper version).

COURSE REQUIREMENTS

A minimum of 72 total credits of didactic coursework beyond the baccalaureate degree is required, with at least 30 didactic credits beyond the requirements for a master’s degree. At least 30 credits must be completed at Tulane University.

All PhD students must register for and participate in the Interdisciplinary Doctoral Seminar (one credit per semester). A minimum of two credits and a maximum of four credits must be applied to the degree. Students must register and attend for two semesters and are encouraged to attend every semester.

No more than 12 credits of special studies (independent studies) may be applied toward a PhD doctoral degree.

CAREER OPPORTUNITIES

Recent graduates have been employed by various organizations including universities, government agencies, and pharmaceutical companies. They have been appointed to various positions including assistant professorships, statisticians, data managers, and research project coordinators.

RESEARCH

Biostatistics and Bioinformatics faculty members maintain active research programs in two general categories: the development of statistical and bioinformatical methodology and multi-disciplinary, collaborative research addressing a wide range of topics in public health and medicine. Methodological research areas include statistical programming, database...
design and management, missing data analysis techniques, exposure estimation, experimental design, microarray data analysis, biological sequence alignment and genome analysis, population genetics, epigenetics, geographic information systems, and proteomics. Faculty conduct studies in core areas including cardiovascular research, cancer research, osteoporosis research, health behaviors among children and adolescents, health care access and evaluation, occupational and environmental health, sexually transmitted infections, and wellness programs.

Students often have opportunities to participate in research activities through coursework or graduate assistantships. Recent or ongoing projects in the department include participation in:

• Trial of Activity for Adolescent Girls
• ACTION! – a worksite wellness program for obese and overweight faculty and staff at elementary schools
• BIRCWH: Building Interdisciplinary Research Careers in Women Health
• Determinants of Human Longevity and Healthy Aging
• Cohort Study of Medication Adherence in Older Adults
• Respiratory Effects in Workers From Post-Katrina Related Airborne Exposures
• Roles of Protective or Pathogenic B Cell Epitopes in Human Lassa Fever
• Population-based approach to Malaria Research and Control
• EPHT – Excellence in Environmental Public Health Tracking
• HE Modeling Project which is a formative research project for the National Children’s Study

BIOSTATISTICS DATA CENTER

The Biostatistics Data Center, which is maintained by the Department of Biostatistics and Bioinformatics, provides data entry and management services to researchers within the Tulane community as well as outside.

Faculty and Research Interests

Fei-Yan Deng, PhD
osteoporosis
liquid chromatography and mass spectrometry
proteome profiling and differential expression
gene identification
post-translational modification
functional characterization

Hong-Wen Deng, PhD
statistical genetics
bioinformatics
complex diseases (osteoporosis, obesity, sarcopenia)
genomics
proteomics
epigenomics
gene epidemiology
bone biology

John J. Lefante, PhD
statistical data analysis
lung disease
occupational and program evaluation
health care quality, access, and evaluation

Jian Li, PhD
DNA sequence variation
ethnic difference of genetic variation
association analysis
statistical genetics
population and quantitative genetics

Yao-Zhong Liu, MD, PhD
functional genomics
proteomics
gene epidemiology
periodontitis

Yongjun Liu, MD, PhD
obesity
osteoporosis
clinical and genetic epidemiology
statistical genomics

Frances J. Mather, PhD
geographic information systems
randomized controlled clinical trials
medical informatics
survival analysis

Leann Myers, PhD
longitudinal data analysis
Monte Carlo methods
categorical data analysis
goodness of fit issues

Janet C. Rice, PhD
data analysis
evaluation studies
psychometrics

Jeffrey Shaffer, PhD
experimental design
geographic information systems
spatial data analysis
environmental health
infectious diseases

Arti Shankar, PhD
epigenomic basis and genetic mechanism of osteoporosis
next-generation sequencing
application sarcopenia

Hui Shen, PhD
epigenome epidemiology
proteomics
genetic epidemiology
periodontitis

Sudesh Srivastav, PhD
microarray data
experimental designs
biological sequence alignment
and genome analysis
statistical methods in genetics

Larry S. Webber, PhD
obesity, patient compliance
risk reduction behavior
biometry
regression analysis

Ming Zhao, MD, PhD
gene promoter analysis
regulation of gene expression
genetically altered mouse models
cell signaling pathways
molecular bone biology
Epidemiology is one of the basic sciences of public health and preventive medicine. The department has substantial strength in the epidemiology of cardiovascular/renal diseases, infectious diseases, environmental epidemiology, reproductive epidemiology, genetic and molecular epidemiology, clinical trials, epidemiologic methodology, cancer epidemiology, and outcomes research. The department is committed to discovering and disseminating knowledge of the distribution, determinants, and prevention of disease, disability, and premature death in populations.

Master's Programs
The department’s master’s programs provide students with a rigorous education in basic epidemiologic and biostatistics methods. Students gain from individualized attention from dedicated professors and have abundant opportunities for fieldwork and research in chronic, infectious, and environmental diseases. Students in the department’s graduate program are required to maintain standards of performance that exceed the minimum required by the school. Students receiving a C in any course (including core courses outside of the department) must repeat the course. Students receiving an F in any course will be terminated unless special extenuating circumstances can be demonstrated.

Admission Requirements
In addition to the school’s admission requirements, the department requires a baccalaureate degree with a grade point average of at least 3.0 on a 4.0 scale; GRE scores in the upper percentiles; three favorable letters of recommendation; and a career statement indicating the applicant’s reasons for choosing the epidemiology program.

Master of Public Health (MPH)
A minimum of 45 credits are required for the master of public health program in epidemiology. Students gain knowledge of general epidemiologic principles and methods applicable to their chosen areas of interest, such as infectious disease, chronic (i.e., non-infectious) disease, environmental health, reproductive epidemiology, genetic epidemiology, molecular epidemiology, or cancer epidemiology.

Course Requirements

<table>
<thead>
<tr>
<th>School Core Requirements (Page 19)</th>
<th>18</th>
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<tbody>
<tr>
<td>Required Courses for Epidemiology Majors:</td>
<td></td>
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<tr>
<td>EPID 7120 Epidemiologic Methods II</td>
<td>3</td>
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<tr>
<td>EPID 7130 Observational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6040 Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 6230 Computer Packages for Epidemiology</td>
<td>2</td>
</tr>
</tbody>
</table>

Courses in Advanced Methods (at least two of the following):
- EPID 6260 Survey Methodology 3
- EPID 6290 Genetic Epidemiology 3
- EPID 6420 Clinical Epidemiology 3
- EPID 6750 Outbreak Epidemiology 3
- EPID 6950 Experimental Clinical Research 3
- EPID 7310 Meta-Analysis 3
- EPID 7410 Pharmacoepidemiology 2

Courses in Descriptive Epidemiology (at least one of the following):
- EPID 6210 Cancer Epidemiology 3
- EPID 6220 Cardiovascular Disease Epidemiology 3
- EPID 6320 Molecular Epidemiology 3
**Epidemiology**

EPID 6330 Health Promotion & Education for Cardiovascular Health  
EPID 6480 Reproductive Epidemiology  
EPID 7090 Epidemiology of Infectious Diseases  
EPID 7210 Epidemiology of HIV/STI’s  
SPHL 988 Public Health Practicum*  
SPHL 795 Culminating Experience*  
* Approval by the student’s academic advisor is required prior to beginning the practicum and the culminating experience.

**MPH in Global Maternal and Child Health/ Epidemiology — Dual Concentration**

Students concentrating in epidemiology and maternal and child health learn about the biologic and social factors important to health and develop the data analysis skills to delve into them further and to evaluate the effectiveness of public health programs. The curriculum combines courses from the departments of Global Community Health and Behavioral Sciences and Epidemiology and can be completed in 46 credit hours.

**COURSE REQUIREMENTS**

**School Core Requirements (Page 19)**  
18 credit hours.

**Global Maternal and Child Health Requirements:**  
11 credit hours.

- GCHB 6410 Leadership and Communication in Maternal and Child Health  
- GCHB 6420 Health Care of Women  
- GCHB 6460 Child Health and Development  
- GCHB 6510 Contemporary Issues in Maternal and Child Health

**Epidemiology Requirements:**  
17 credit hours.

- EPID 7120 Epidemiologic Methods II  
- EPID 7130 Observational Epidemiology  
- BIOS 6040 Intermediate Biostatistics  
- EPID 6230 Computer Packages for Epidemiology  
- EPID 6260 Survey Methodology  
- EPID 6480 Reproductive Epidemiology  
- SPHL 988 Public Health Practicum*  
- SPHL 795 Culminating Experience*  
* Approval by the student’s academic advisor is required prior to beginning the practicum and the culminating experience.

**Master of Science (MS)**

The Department of Epidemiology also offers the degrees of master of science and master of science in clinical research. Students complete 36 credit hours of coursework and a thesis. The MS degree is an academic degree intended to prepare students for careers in research and education institutes with programs that emphasize understanding of theoretical issues and the application of disciplinary methods to the study of public health problems. The MS program offers research training in epidemiology and is appropriate for physicians or other health professionals who are interested primarily in the academic subject matter of the field to prepare for research and teaching careers rather than professional practice. The program includes coursework in epidemiology and biostatistics, and a research-based master’s thesis is required.

The MS in clinical research is limited to health professionals already holding a doctoral degree who plan a career in clinical research. Other applicants are considered on an individual basis.

**COURSE REQUIREMENTS**

- BIOS 6030 Introductory Biostatistics  
- EPID 6030 Epidemiologic Methods I  
- EPID 7120 Epidemiologic Methods II  
- EPID 7130 Observational Epidemiology  
- BIOS 6040 Intermediate Biostatistics  
- EPID 6230 Computer Packages for Epidemiology  
- EPID 7990 Epidemiology Seminar  
- BIOS 7060 Regression Analysis  
- BIOS 7150 Categorical Data Analysis  
- EPID 9980 Master’s Thesis  

**Courses in Advanced Methods (at least two of the following):**

- EPID 6260 Survey Methodology  
- EPID 6290 Genetic Epidemiology  
- EPID 6420 Clinical Epidemiology  
- EPID 6750 Outbreak Epidemiology  
- EPID 6950 Experimental Clinical Research  
- EPID 7310 Meta-Analysis  
- EPID 7410 Pharmacoepidemiology

**Courses in Descriptive Epidemiology**  
(at least two of the following):

- EPID 6210 Cancer Epidemiology  
- EPID 6220 Cardiovascular Disease Epidemiology  
- EPID 6330 Health Promotion & Education for Cardiovascular Health  
- EPID 6480 Reproductive Epidemiology  
- EPID 7090 Epidemiology of Infectious Diseases  
- EPID 7210 Epidemiology of HIV/STI’s

**Thesis Requirement**

Students enrolled in the MS program are required to complete a thesis that demonstrates an ability to interpret current literature and conduct epidemiologic analysis. The completed thesis must constitute the equivalent of one epidemiologic paper that meets the current standards of publication in refereed journals. Students must also defend the purpose, methods, and results of the thesis research in an oral presentation.

Research by Associate Professor Felicia Rabito demonstrates that New Orleans residents do not suffer excess risk of adverse respiratory health problems in post-Katrina New Orleans.
DOCTORAL PROGRAMS

The Department of Epidemiology offers two doctoral degree programs. Both degrees require that the student pass a written comprehensive examination and submit a dissertation. In the comprehensive examination the student must demonstrate general knowledge of epidemiologic and biostatistical methods and particular knowledge of epidemiology in one of the following areas: chronic disease, infectious disease, or environmental or reproductive health. For the dissertation, the student must design and execute an original research study which has the potential of contributing new knowledge to the field.

ADMISSION REQUIREMENTS

Students seeking a DrPH degree must have a master’s of public health degree, a master of science in public health degree, or an equivalent degree, along with GRE scores in the upper percentiles, three references, and GPA of at least 3.5/4.0 for graduate coursework. The application deadline is January 15th to begin in the fall semester.

Candidates for the PhD program must have a master’s degree or at least 30 graduate-level credits in related field of study along with GRE scores in the upper percentiles, three references, and GPA of at least 3.5/4.0 for graduate coursework. The application deadline for the PhD program is January 15th to begin in the fall semester.

Doctor of Public Health (DrPH)

The purpose of the DrPH program is to provide students with the knowledge and skills necessary to conduct epidemiologic investigations for the solution of public health problems and the ability to apply results in public health practice. The program prepares graduates to work as epidemiologists in a public health setting.

Doctor of Philosophy (PhD)

The PhD program prepares students for a career in epidemiologic research and teaching, usually in an academic setting. The PhD graduate is expected to have knowledge across a wider range of epidemiologic theory and methods than the DrPH graduate who will be working primarily in an applied field.

Please consult the website for more information about doctoral degrees or speak with the academic program manager in the department.

RESEARCH

Cardiovascular/Renal Disease Epidemiology

Cardiovascular disease is the leading cause of mortality worldwide. Chronic kidney disease is an under-recognized and under-treated condition that is a “silent epidemic” in the U.S. population. Tulane’s Department of Epidemiology offers research and training opportunities in several areas of cardiovascular disease and renal disease.

Infectious Disease Epidemiology

This area provides the knowledge and background needed for teaching and investigating the epidemiology of infectious diseases. Emphasis is on the principles and methods that can be applied to infectious diseases caused by various classes of organisms in a variety of settings.

Environmental Epidemiology

This area concentrates on the epidemiology of diseases associated with industrial and other occupational exposures as well as with environmentally induced illness in general. Studies are carried out in conjunction with industry and government, and provide excellent opportunities for research.

Reproductive Epidemiology

This area of research covers the broad themes of the determinants and consequences of reproductive and perinatal health, and the strategies for prevention and control of reproductive and perinatal disorders. Studies are carried out in multidisciplinary approaches, with marked interactions among obstetrics, maternal and child health, women’s health, pediatrics, and international health. Current research projects include etiology and prevention of adverse pregnancy and birth outcomes such as pregnancy-induced hypertension/preeclampsia, preterm birth and low birth weight, fetal and neonatal growth and its potential influence on health later in life, global comparisons of perinatal and maternal mortality, and improving perinatal health care in developing countries, especially in Latin America.

Sex Education Online

Patricia Kissinger, left, professor of epidemiology, is working with Carolyn Johnson, professor of global community health and behavioral sciences, on an online program to prevent pregnancy in African American women who are 18 and 19 years old, the most vulnerable age for unintended teen pregnancy. The 12-week program, known by the acronym BUtiful (Be YOU! Talented, Informed, Fearless, Uncompromising and Loving!), is designed to help young women develop strong self-images and encourage them to set positive goals based on life-affirming values. Research collaboration like this is common at Tulane.
Clinical Research and Clinical Trials

Clinical research translates scientific discoveries from basic research into practical applications. In addition, clinical research makes novel observations about the nature and progression of disease that often stimulate basic investigations. Our faculty members conduct clinical trials and community trials to test the efficacy and effectiveness of interventions in various disease outcomes.

Genetic Epidemiology

With the completion of the Human Genome Project, vast opportunities are now available to evaluate the interaction between genes and the environment and how this relationship affects the biological processes that underlie disease.

Molecular Epidemiology

As more information is determined regarding the molecular basis of disease, we are able to ask much more powerful research questions that utilize molecular analysis of some of the intermediate states in the disease process. These allow better assessment of risk, progression, and intervention in the disease process.

Cancer Epidemiology

Cancer continues to be one of the major health risks worldwide. There is now extensive evidence of the environmental and genetic contributions to cancer, as well as the molecular mechanisms that contribute to cancer. Cancer epidemiology studies are now able to integrate all of these factors into more complex questions regarding risk factors and trends in cancer.

Faculty and Research Interests

Lydia Bazzano, MD, PhD
- nutrition and primary prevention
- cardiovascular disease
- diabetes mellitus

Gerald Berenson, MD
- etiology and prevention of cardiovascular disease

Pierre Buekens, MD, PhD
- perinatal epidemiology
- randomized controlled trials

Wei Chen, MD, PhD
- etiology of cardiovascular disease
- genetic epidemiology

Prescott Deininger, PhD
- molecular and cancer epidemiology

Astrid Engel, PhD
- genetics

Hirut Gebrekristos, PhD
- infectious disease epidemiology

Jeanette Gustat, PhD
- cardiovascular disease epidemiology

Emily Harville, PhD
- pregnancy epidemiology
- measurement of stress epidemiologic methods

Susan Hassig, DrPH
- HIV program evaluation
- prevention and control of communicable disease

Jiang He, MD, PhD
- cardiovascular and genetic epidemiology
- clinical trials
- global health

Aaron Hoffman, PhD
- cancer epidemiology

Tanika Kelly, MPH, PhD
- genetic epidemiology
- cardiovascular disease epidemiology

Patricia Kissinger, PhD
- STIs/HIV
- infectious diseases
- women’s reproductive health substance use

M.A. Krousel-Wood, MD, MSPH
- outcomes research
- medication adherence evaluation

Shangxu Li, MD, PhD
- cardiovascular disease epidemiology
- obesity
- diabetes

Gail Louis, BA
- cardiovascular disease clinical trials coordination

Nick Makridakis, PhD
- molecular epidemiology
- of cancer and other multifactorial diseases

Hao Mei, MS, PhD
- genetic epidemiology

Felicia Rabito, PhD
- environmental epidemiology
- asthma and allergens intervention studies

Sathanur Srinivasan, PhD
- etiology and prevention of cardiovascular disease and dyslipidemia
- cardiovascular disease and diabetes

Xu Xiong, MD, DrPH
- etiology and prevention of adverse pregnancy outcomes

Analysis of previously published clinical studies by Dr. Lydia Bazzano, left, assistant professor of epidemiology, and Angela M. Thompson, a doctoral research fellow in epidemiology, showed that patients with a history of cardiovascular disease who do not have hypertension could benefit from treatment with high blood pressure medication to reduce the risk of stroke, congestive heart failure and other causes of death.

With the completion of the Human Genome Project, vast opportunities are now available to evaluate the interaction between genes and the environment and how this relationship affects the biological processes that underlie disease.

Cancer continues to be one of the major health risks worldwide. There is now extensive evidence of the environmental and genetic contributions to cancer, as well as the molecular mechanisms that contribute to cancer. Cancer epidemiology studies are now able to integrate all of these factors into more complex questions regarding risk factors and trends in cancer.
Communities represent the social and ecological context of public health work. We recognize that most of the major chronic diseases stem from two sources:

- Individual behavior, such as smoking, drinking, unhealthy diet, sedentary lifestyle, sexual risk-taking, and violence
- Social determinants of health, including gender, age, poverty, violence, social justice, knowledge, family structure, economic status, social norms, and the consumer and physical environment

In the Department of Global Community Health and Behavioral Sciences, we believe that men, women, infants, children, youth, and families in all communities can reach their full potential and enjoy physical, mental, and social well-being. This status can be achieved through global health interventions and research focusing on diseases and behavior in the context of public policy, the environment, the economy, social relationships, communities, and organizations. The department achieves its goals through the work of four academic concentrations: nutrition, maternal and child health, health education and communication, and community health.
MASTER’S PROGRAM

Master of Public Health (MPH)
The department offers four concentrations in the MPH Program: Community Health Sciences, Health Education and Communication, Maternal and Child Health, and Nutrition. Students in each concentration are required to take all of the school core courses and the departmental required courses.

ADMISSION REQUIREMENTS
The department recommends GRE scores in the upper percentiles, with experience and prior coursework considered. An undergraduate GPA of at least a 3.0 from an accredited institution with strong undergraduate record is strongly recommended. For those students from countries where English is not the primary language, TOEFL exam scores must be submitted, with minimum scores expected as follows: paper exam, 570-573; Internet exam, 88/89; computer exam, 230. We accept students from all undergraduate majors.

COURSE REQUIREMENTS
Students are required to take all of the school public health core courses, unless they have taken equivalent courses previously and meet the course waiver criteria established by the teaching departments.

School Core Requirements (Page 19) 18
GCHB Core Requirements (choice of three of the following four courses) 9
GCHB 6100 Introduction to Public Health Policy & Practice 3
GCHB 6110 Planning of Health Education Programs 3
GCHB 6120 Monitoring and Evaluation of Health Education and Communication Programs 3
GCHB 7130 Research Methods in the Social and Behavioral Sciences 3

CONCENTRATIONS
The department offers four academic concentrations: maternal and child health; health education and communication; nutrition; and community health sciences.

Community Health Sciences
The purpose of the master’s of public health degree in community health sciences is to prepare and train students in the public health concepts of community-based programs and/or research. Students concentrating in the broader community health sciences concentration will be allowed flexibility in choosing courses from maternal and child health, health education and communication, and nutrition to round out their community health sciences education.

COURSE REQUIREMENTS
School Core Requirements (Page 19) 18
GCHB Core Requirements (Page 30) 9
Community Health Sciences Concentration Requirements (four courses or 11-12 credits)
GCHB 6140 Developing Leadership & Communication Skills in Community Health 3
GCHB 6210 Health Communication Theories and Practice 3
GCHB 6220 Community Organization 3
GCHB 6260 Introduction to Social Marketing 2
GCHB 6270 Mass Communication 3
GCHB 6410 Introduction to Obstetrics and Gynecology 3
GCHB 6460 Child Health and Development in Public Health 3
GCHB 6470 Issues in Adolescent Health 3
GCHB 6510 Contemporary Issues in Maternal and Child Health 3
GCHB 6610 Community Nutrition 3
GCHB 6750 Nutrition Assessment and Monitoring 3
GCHB 6770 Food and Nutrition Policy 3

The program requires a total of 45 credits. The remaining six or seven credits can be chosen from any of the SPHTM courses with the approval of the student’s advisor.

Health Education and Communication (HEDC)
This program provides students with skills to promote health at the population level. Our strength is in working with communities to assist them in promoting the health of their own members. Through the coursework, students learn concepts of community and how to work with community groups, approaches to planning prevention programs, and rigorous methods of evaluating programs. HEDC graduates will be qualified for the Certified Health Educator Specialist (CHES) exam. Students are encouraged to seek the skills they deem necessary beyond 45 credits.

COURSE REQUIREMENTS
School Core Requirements (Page 19) 18
GCHB Core Requirements (Page 30) 9
HEDC Requirements (two of the following four classes) 5-6
GCHB 6210 Health Communication Theories and Practice 3
GCHB 6220 Community Organization 3
GCHB 6260 Introduction to Social Marketing 2
GCHB 6800 Training Methodology for Health Professionals in Developing Countries 2
HEDC Electives (6-7 credits)
GCHB 6150 Taiwan Strategies to Community Health Practices 2
GCHB 6350 Applications of School Health Programs 2
GCHB 6360 Human Sexual Behavior 3
GCHB 6810 Theories of Behavioral Psychology Applied to Public Health 2
GCHB 6820 Program Planning, Resource Development, and Grantsmanship 2
GCHB 6800 Training Methodologies For Health Professionals in Developing Countries 2
Other electives (5-7 credits) can be chosen from any SPHTM or non-SPHTM courses with approval of HEDC faculty advisor.

Maternal and Child Health (MCH)
The purpose of the program in Maternal and Child Health is to prepare students who will work in both the domestic and international public health arenas. Students will develop skills to identify the social and environmental determinants of the health of women and children. Coursework provides students with a background in the biologic, social, and policy issues that impact the health of the MCH population as well as the skills needed to develop, implement, and evaluate public health interventions addressing the health of the MCH population in a global context.
COURSE REQUIREMENTS

School Core Requirements (Page 19) 18
GCHB Core Requirements (Page 30) 9
MCH Requirements (four of these ten are required) 8-12

GCHB 6140 Leadership and Communication in Maternal Child Health 3
GCHB 6160 Management of Community Organizations 2
GCHB 6220 Community Organization 3
GCHB 6410 Introduction to Issues in Obstetrics 3
GCHB 6420 Health Care of Women 2
GCHB 6460 Child Health and Development 3
GCHB 6470 Issues in Adolescent Health 3
GCHB 6510 Contemporary Issues in Maternal Child Health 3
GCHB 7510 Seminar in Maternal and Child Health 2
GCHB 6800 Training Methodology for Health Professionals in Developing Countries 2

MCH Electives (6-10 credits)
Electives can be selected from any SPHTM or non-SPHTM courses with approval of GMCH faculty advisor.

Nutrition

This program provides students with the skills to improve the nutritional health of individuals, households, and communities by addressing the social and environmental causes of nutrition problems. Students are encouraged to seek the skills they deem necessary beyond 45 credits.

COURSE REQUIREMENTS

School Core Requirements (Page 19) 18
GCHB Core Requirements (Page 30. NOTE: GCHB 7130 is not taken by Nutrition students) 9

Nutrition Requirements (at least 10 credits)
GCHB 6610 Community Nutrition 3
GCHB 6750 Nutrition Assessment and Monitoring 3
GCHB 6760 Public Nutrition in Low-Income Countries 2
GCHB 6770 U.S. Food and Nutrition Policy 2
GCHB 6780 Double Burden of Malnutrition 2
GCHB 7090 Advanced Nutrition Analysis 3

Nutrition Electives (at least 7 credits from any of the following)
GCHB 6210 Health Communication Theory and Practice 3
GCHB 6220 Community Organization 3

Building health equity from the inside out

While many organizations provide assistance in resource-limited regions by setting up shop within a country in need, the Center for Global Health Equity addresses global health disparities with an interdisciplinary focus working directly with those countries’ ministries of health. Their efforts concentrate on building infrastructure and health systems to improve health outcomes long term and build capacity within the region.

Haiti is one such region where the center has provided training and assistance. Cholera outbreaks, disputed elections, civil unrest and earthquakes are just a few of the challenges the team has faced, but all are unlikely to deter the commitment of researchers to improve the country’s infrastructure, says Carl Kendall, director of the center and acting chair of the Department of Global Community Health and Behavioral Sciences.

The staying power of Tulane University on the ground in Haiti is due in part to the way in which researchers work within the country, Kendall says.

“We’ve got explicit goals that are not political goals,” Kendall says when asked about the country’s political instability. “No one is denying the need for more health staff and training for a nurse auxiliary staff. We think that public health can be a less politicized aspect of the state.”

The Center for Global Health Equity was already actively working in Haiti when the island nation suffered a tremendous earthquake in January of 2010. The team has worked directly with Haiti’s minister of health on efforts to train a cadre nurses and other public health professionals to respond to health emergencies and ongoing needs.

Tulane’s reputation is based on providing a complete program package, Kendall says.

“You do what you need to get things done,” Kendall says — providing whatever is required, from training materials to desks and computers. “Our partners have trust that whatever we commit to doing, we’ll get it done.”

In a similar fashion, the center also works directly with the health ministry in Ethiopia, developing training programs within that country’s universities and instituting an electronic medical record system to provide appropriate healthcare to patients across the country, in both rural and urban areas.
equivalent degree is required to enter the DrPH program. For students with a master’s degree, a grade point average (GPA) of 3.5 on a 4.0 scale for graduate coursework is preferred. GRE or MCAT scores must be provided, along with three recommendations, a written statement of career goals and objectives not to exceed 1500 words. Practical experience in public health is highly preferred.

To be eligible for the PhD program students must have completed a baccalaureate degree with an outstanding academic record. A combined GRE score of 1200 is preferred. Three letters of reference are required, with at least two from academicians.

**Doctor of Public Health (DrPH)**

The purpose of the DrPH Program in Community Health Sciences is to provide advanced training for professionals in applied public health program development, evaluation, and program-relevant research in promoting community health in a global context. The program prepares individuals for professional practice where graduates progress to careers in national and international government agencies (such as the Centers for Disease Control and state health departments), global nonprofit organizations as well as public health institutes. They are expected to have responsibilities that would include program leadership, evaluation, applied research, and teaching.

A minimum of 72 hours of didactic coursework beyond the baccalaureate degree is required, which will include: the public health core curriculum, advanced core content for Community Health Sciences, doctoral seminars, advanced public health core courses, a group of related courses that provides a distinct substantive area of knowledge within Community Health Sciences, and special studies to demonstrate social, cultural and historical knowledge of a geographic area of implementation. At least 30 credit hours beyond the master’s must be completed at Tulane University. The post-master’s coursework usually takes 12-24 months to complete. At the end of the coursework, students must pass a comprehensive examination, conduct research, and complete a dissertation with assistance from doctoral advisors and doctoral committee members.
Doctor of Philosophy (PhD)
The purpose of the PhD program in Global Community Health Sciences is to train experts who will advance the field of global community health through research, development and application of theory, and teaching. The PhD is a highly specialized training program, integrating theory and research in a focused substantive area of global importance, which include Maternal and Child Health, Nutrition, or Health Education & Communication. Graduates will have in-depth expertise necessary for a research career, and are expected to develop careers in universities, medical schools, and other higher institutions of learning as faculty members or in research organizations globally. The nature of the PhD requires a high degree of flexibility based on specific interests and the aptitude of the student.

Students must complete 72 didactic credit hours of coursework and a research dissertation. This may include introductory courses in Community Health Sciences if those courses have not been previously taken. This also includes courses in biostatistics and research methods that will equip the student to conduct independent research. The post-master’s coursework usually takes 12-24 months to complete. At the end of the course work students must pass a comprehensive examination, conduct research, and complete a dissertation with assistance from doctoral advisors and doctoral committee members.

RESEARCH AND COMMUNITY PROJECTS
Many of our research projects are also public health interventions. Here are a few recent examples of our projects:

- A study of the relationship between the neighborhood availability and price of alcohol and both drinking and alcohol-related health outcomes
- A study of the effect of providing a neighborhood park on physical activity, obesity, and social behavior
- An intervention trial to prevent smoking in high school students
- A study to better understand the use of the drug ketamine by adolescents
- A study of the effect of government food supplementation programs on obesity in children
- An evaluation of a local media campaign to promote healthy eating and physical activity
- Working with local neighborhood groups and city planning agencies to rebuild hurricane-damaged New Orleans neighborhoods in ways that promote healthy behaviors

CAREER OPPORTUNITIES
Our alumni pursue a variety of careers in public health including:

- Health educator or program manager positions in governmental health agencies, such as the Centers for Disease Control and Prevention, state health departments, or local health departments.
- Health educator, program coordinator, or director positions for nonprofit agencies working in public health, such as government agencies and nonprofit agencies at the federal, state, and local levels
- Positions within a health promotion unit of a health care provider
- Research project coordinator positions at universities and research organizations
- Policy analysts and advocates for organizations involved in public health advocacy

Faculty & Research Interests

Maya Begalieva, PhD, MPH  
chronic disease biology and prevention  
workforce development  
community program management  
Ted Chen, PhD  
health education  
cigarette smoking prevention and health  
minority health  
Gretchen Clum, PhD  
adolescent health HIV prevention  
post-traumatic stress disorder  
 psychosocial determinants of health  
Mark Dal Corso, MD, MPH  
child health  
cultural competency  
primary care  
Francoise Grossman-Kendall, MPH, RN  
women's health  
reproductive health  
Carolyn C. Johnson, PhD, NCC, LPC  
behavioral medicine  
(cardiovascular disease, cancer, stress)  
community prevention  
women's health  
Carl Kendall, PhD, MA  
medical anthropology  
health disparities and neglected diseases  
qualitative research  
monitoring and evaluation  
HIV/AIDS  
Wuletta Lemma, PhD, MPH  
human resources for health  
evaluating and monitoring health  
telemedicine/teleeducation  
capacity building; HIV, TB, malaria, and emerging diseases  
Aubrey S. Madkour, PhD, MA  
adolescent health  
social determinants of health  
social epidemiology  
John Mason, PhD, MA  
public nutrition policy and program planning  
assessment and surveillance  
Marsha Piacun, MBA, RD  
nutrition and dietetics  
Donald “Diego” Rose, PhD, MPH, RD  
socioeconomic determinants of nutrition  
food and nutrition policy  
international nutrition  
Karis Schoellmann, MPH  
social marketing  
health communication  
David Seal, PhD  
qualitative methods  
HIV and STD prevention  
sexual behavior  
Catherine Taylor, PhD, MPH, MSW  
child maltreatment and intimate partner violence  
program evaluation  
corporal punishment and social norms  
Katherine Theall, PhD, MPH  
social determinants of health  
social epidemiology  
women and children’s mental and behavioral health
GLOBAL ENVIRONMENTAL HEALTH SCIENCES

Environmental factors directly impact the health and well-being of people throughout the world. Water, air, soil, and food are shared resources that transcend geographic boundaries, economic status, and industrial development. From pollution to disasters, global environmental health encompasses the impact of environmental factors on human health. Assessing and controlling environmental factors is pivotal to protecting health, managing natural resources, and preventing disease. The Department of Global Environmental Health Sciences carries out its mission of research, teaching, and service to characterize, manage, reduce, and communicate hazards and risks posed by the environment to populations globally, especially those most vulnerable.

The Department of Global Environmental Health Sciences’ overarching focus areas encompass factors influencing water and air quality, sustaining natural resources, and managing disaster impacts and recovery. Health endpoints of specific interest are: cancer, respiratory disease including asthma, gastrointestinal disorders, workplace illnesses, and adverse reproductive effects.

MASTER’S PROGRAMS

The department offers programs leading to both a master of public health and a master of science in public health. A specialized, ABET-accredited MSPH in environmental health sciences/industrial hygiene is also offered. Coursework provides students the fundamentals needed to assume leadership roles as environmental health professionals in research and practice. The MPH focuses on disaster management and environmental policy while the MSPH is geared to the technical aspects of environmental health sciences.

Master of Science in Public Health (MSPH)

The MSPH in Global Environmental Health Sciences is a 45-credit applied-science degree designed to equip students with the knowledge and skills to accomplish the following:

• recognize, evaluate, and control global environmental health problems;
• apply quantitative and qualitative methods to evaluate environmental data;
• intervene to mitigate and, where possible, prevent exposures to hazards in the environment;
• and manage the delivery of global environmental health services.

Students have learned firsthand about environmental degradation in the rainforests of Suriname, a result of extensive mining.
Students pursuing the MSPH in Global Environmental Health Sciences can focus their studies on water quality; air pollution; hazardous and toxic materials control and management; toxicology and risk assessment; or ecosystem resources.

ADMISSION REQUIREMENTS
Prospective students must meet all requirements for admission into the School of Public Health and Tropical Medicine. Students entering this program will typically have a baccalaureate degree in a life or physical science, or engineering.

COURSE REQUIREMENTS

School Core Course Requirements (Page 19)  18

EHS Departmental MSPH Core (10 credits):
GEHS 6600: Principles of Toxicology  3
GEHS 7620: Environmental Health Risk Assessment  3
GEHS 6100: Fundamentals of Environmental Contamination  3
GEHS 7000: Environmental Health Seminar  1

Electives (17 credits) selected in consultation with advisor:
GEHS 6040: Environmental Health for Developing Countries  3
GEHS 6110: Global Climate Change Issues in Public Health Policy & Governance  3
GEHS 6310: Cancer: Causes, Treatment & Disparities  3
GEHS 6400: Elements of Environmental Health  3
GEHS 6410: Water & Sanitation Field Operations  3
GEHS 6470: Management of Natural Resources  3
GEHS 6500: Toxic & Hazardous Waste Management  3
GEHS 6250: Fundamentals of Environmental Chemistry  3
GEHS 6540: Occupational Health  3
GEHS 6550: Environmental Health Management  3
GEHS 6560: Environmental Microbiology  3
GEHS 6590: Air Pollution  3
GEHS 6610: Toxicology of Environmental Agents  3
GEHS 6620: Physical Agents & Ergonomic Hazards in the Workplace  3
GEHS 6920: Environmental Monitoring, Sampling & Analysis in a Disaster  3
GEHS 6430: Crisis Communication Management  3
GEHS 6960: Public Health Law  3
GEHS 7020: Wastewater Management & Treatment  3
GEHS 7030: Water Treatment & Supply  3
GEHS 7500: Air Sampling & Analysis  3
GEHS 7750: Environmental Policy  3

PRACTICUM REQUIREMENT
The practicum is designed to provide students with practice experience related to their field of study. The practicum is a minimum of 200 hours at a governmental, industrial, or commercial site or practice setting locally or abroad under the direction of a preceptor. A practicum report summarizes the field experiences.

CULMINATING EXPERIENCE
MSPH students in Global Environmental Health Sciences are required to prepare an applied or basic research thesis in fulfillment of the culminating experience. The thesis must investigate an environmental health science gap or issue.

Master of Science in Public Health in Industrial Hygiene

The mission of the MSPH program in Industrial Hygiene is to prepare students to: anticipate, recognize, evaluate, and manage workplace exposure to chemical, biological, and physical stressors; attain positions as industrial hygienists and occupational safety and health specialists; and qualify for professional certification by the American Board of Industrial Hygiene. This is accomplished through a balanced mix of didactic and laboratory courses, field experiences, and directed research.

The MSPH Environmental Health Science/Industrial Hygiene program is accredited by the Applied Science Accreditation Commission of ABET (www.abet.org).

ADMISSION REQUIREMENTS
In addition to the requirements for admission into the School of Public Health and Tropical Medicine, MSPH-IH students must also meet the following requirements:

- A baccalaureate degree based on a minimum of 120 semester hours or the equivalent, that shall include 60 or more credits in undergraduate or graduate level courses in mathematics, engineering, science, and technology, with at least 15 of those at the upper (junior, senior, graduate) level.
- GRE scores in the upper percentiles.
- Those students applying for admission in the distance learning format must also have a minimum of three years of professional experience in industrial hygiene or closely related field.

COURSE REQUIREMENTS
Total of 45 credits required

School Core Course Requirements (Page 19)  18

GEHS Departmental MSPH Core (7 credits):
GEHS 6600 Principles of Toxicology  3
GEHS 7620 Environmental Health Risk Assessment  3
*GEHS 7000 Environmental Health Seminar  1

Specialty Coursework
GEHS 6540 Occupational Health  3
**GEHS 6620 Physical Agents & Ergonomic Hazards in the Workplace  3
GEHS 6720 Principles of Industrial Hygiene  3
**GEHS 7110 Industrial Ventilation & Chemical Hazard Control  3
GEHS 7500 Air Sampling & Analysis  3
**GEHS 6390 Radiological Health  2
**GEHS 6700 Principles of Safety  2

Electives (choose from the following):  1-2
GEHS 7140 Industrial Hygiene Aspects of Plant Operations  2
GEHS 7050 Field Trips in Industrial Hygiene  1
GEHS 7210  Occupational (OSHA) Regulations  1
Other electives as approved by advisor
* required for on-campus students only
** offered only in the distance learning format

In addition to completing the practicum and thesis, MSPH Environmental Health Science/Industrial Hygiene students must successfully pass the program’s industrial hygiene comprehensive exam. Those students who attain the ABIH certification (CIH) prior to graduation are eligible for waiver of the program comprehensive exam.

Master of Public Health in Environmental Health/Disaster Management
Students earning an MPH with a concentration in Disaster Management will be prepared to apply scientific principles to prevent, detect, and mitigate environmental public health problems and threats both locally and globally that are associated with natural and technological disasters; and implement population-based interventions to protect communities, particularly vulnerable populations, from natural and intentional disasters.

ADMISSION REQUIREMENTS
Students must meet all the requirements for admission to the MPH program at the School of Public Health and Tropical Medicine.

COURSE REQUIREMENTS
Total of 45 credits required

School Core Course Requirements (Page 19)  18
EHS Departmental MPH Core (10 credits):  10
GEHS 6600 Principles of Toxicology  3
GEHS 7620 Environmental Health Risk Assessment  3
GEHS 7750 Environmental Policy  3
GEHS 7000 Environmental Health Seminar  1

GEHS Specialty Coursework in Disaster Management:  15
GEHS 6910 Environmental Aspects of Disaster Response  3
GEHS 6430 Crisis and Emergency Communication  3
GEHS 6950 Psychosocial Aspects of Disaster  3
GEHS 6930 Populations Issues During a Disaster  3
GEHS 6920 Environmental Sampling, Monitoring and Analysis in a Disaster  3

Elective Coursework in Disaster Management:  2-3
GEHS 6110 Global Climate Change Issues in Public Health Policy & Governance  3
GEHS 6410 Water & Sanitation Field Operations  3
GEHS 6550 Environmental Health Management  3
GEHS 6760 Environmental Ethics  3
GEHS 6940 Environmental Aspects of Disaster  3
GEHS 6960 Public Health Law  3
GEHS 7910 Environmental Disaster Response Planning & Implementation  3
GEHS 7930 Special Needs in Disaster Response  3
GEHS 7950 Psychosocial Interventions in Disaster or Crisis  3

COMBINED DEGREE AND SPECIAL PROGRAMS
Bachelor of Science/Master of Science in Public Health (BSPH/MPH)
See page 17 for more information.

Doctor of Medicine/Master of Public Health (MD/MPH)

Juris Doctor/Master of Public Health (JD/MPH)

Master of Social Work/Master of Public Health (MSW/MPH)
See more information about these combined degree programs beginning on page 9.

DOCTORAL PROGRAM
PhD in Global Environmental Health Sciences
The Department offers a PhD degree with advanced coursework and research in toxicology and risk assessment, industrial hygiene, water quality, air pollution, disaster management, or environmental oncology.

ADMISSION REQUIREMENTS
Students must meet all the requirements for admission to PhD program at the School of Public Health and Tropical Medicine.

“During my doctoral training at Tulane University, I applied a truly interdisciplinary approach to assess the potential for toxicity and genetic damage caused by extractable chemicals present in wood dusts. Wood dusts are known to cause cancer, but the actual carcinogens remain unknown. My research addressed this uncertainty using a combination of cell culture assays and molecular techniques paired with detailed chemical analysis of various wood dusts. I was fortunate to have guidance from toxicologists, industrial hygienists, and chemists in the Tulane community.”

—MARK WILSON, MPH, PhD, ENVIRONMENTAL HEALTH SCIENCES
PROGRAM REQUIREMENTS
Students entering the program with a master’s degree from the school must complete at least 30 additional didactic credits in advanced coursework beyond the master’s degree. Coursework will include the school’s required courses, basic and advanced courses in environmental health sciences, and supplemental courses from other departments of the university. Students entering the GEHS PhD program from other departments or institutions will be required to take any courses at the masters level that are needed to make up any training deficiencies. These master’s level courses will not count toward the 30 didactic credits needed for the PhD degree.

The incoming student will be assigned to an academic advisor to help with course selection and monitor progress. The student is expected to spend the first two years of this program performing coursework, with an increasing emphasis on doctoral level courses in the latter stages. A grade of “B” or better is required in all courses.

DISTANCE LEARNING PROGRAM
The Center for Applied Environmental Public Health delivers MPH programs for mid-career professionals through distance learning in: occupational health and safety management, occupational and environmental health, and disaster management. The center also offers the MSPH in Environmental Health Science/Industrial Hygiene through distance learning. For more information about distance learning or mid-career degrees in environmental health sciences, see page 15.

CAREER OPPORTUNITIES
Graduates have found career opportunities and employment in diverse settings such as:
- Academic and private research institutions
- State departments of health and environmental quality
- Local, national, and international homeland security and emergency preparedness agencies
- Health and safety departments in industry
- Private consultancies
- United States Environmental Protection Agency
- United States Department of Energy
- United States Department of Defense
- Ministries of health and environment in several countries including Thailand, Indonesia, and Jordan

RESEARCH
The faculty and students of the department are actively engaged in research in key areas including global environmental health, toxicology and risk assessment, industrial hygiene, environmental oncology, environmental policy, and disaster management and epidemiology. Please note that these are just a sampling of current and recent research.

Global Environmental Health
- Coastal restoration and hazard mitigation – a Tulane multidisciplinary initiative
- Wetlands assimilation pilot demonstration of wastewater and biosolids reuse for Orleans and St. Bernard Parishes

Toxicology and Risk Assessment
- Head-off Environmental Asthma in Louisiana (HEAL)
- Detection and health effects of chlorinated dioxins, polycyclic aromatic hydrocarbons, and related compounds in the environment
- Development and use of novel yeast-based bioassays to detect toxic agents
- Impact of seaport-related air pollution on the health of neighboring communities
- Impact of chronic low-dose radiation exposure on lung development within a Chernobyl radiation affected community

Industrial Hygiene
- Respiratory effects in workers from post-Katrina-related airborne exposures
- Methods for determination of inhalable wood dust in industrial environments

Environmental Oncology
- Carcinogenic mechanisms of wood dusts and other phytocompounds
- Development of biomarkers to monitor people exposed to asthma- and/or cancer-causing agents

Disaster Management and Environmental Policy
- Impacts of disasters on vulnerable populations including children and women of childbearing age
- Building emergency preparedness through social networking
- Reusable treatment of human waste from displacement communities: a prototype system for Haiti
The Department of Global Environmental Health Sciences offers an annual summer course in Suriname, “Public Health Threats in Suriname: From Ecosystem to Human Health.” Chair Maureen Lichtveld, a native of Suriname, coordinates the course and shares teaching with faculty from Global Health Systems and Development. A memorandum of understanding between the school and the Anton de Kom Universiteit van Suriname provides opportunities for joint research, educational exchanges, and courses like this one.

**Suriname**

**Faculty and Research Interests**

**Assaf Abdelghani, ScD, MSPH**
- Global environmental health
- Impact of toxicants on human health
- Environmental health in developing countries

**Ann Anderson, PhD**
- Public health practice
- Education training programs
- Education of public health professionals

**Joseph J. Contiguglia, MD, MPH&TM, MBA**
- Disaster management
- Preventive medicine

**Andrew J. Englelande Jr., PhD, PE, DEE**
- Water quality management
- Wastewater and water treatment bioremediation

**L. Faye Grimsley, PhD, CIH**
- Occupational hygiene
- Indoor air quality
- Bioaerosols, specifically molds

**Elizabeth James, PhD**
- Biochemistry
- Technology and teaching/learning distance learning

**Maureen Lichtveld, MD, MPH**
- Environmentally induced disease: asthma, cancer
- Environmental health policy
- Community-based participatory health disparities research
- Disaster management
- Global health disparities

**Charles Miller III, PhD**
- Molecular and mechanistic toxicology
- Receptor-mediated toxicity

**Kenneth K. Orie, JD, LLM, DrCL**
- Environmental policy and management
- Public health law and global health regulations
- International environmental law
- Management systems

**Roy J. Rando, ScD, CIH**
- Occupational and environmental lung disease
- Exposure assessment
- Industrial hygiene chemistry

**Robert Reimers, PhD, QEP, FAC**
- Biosolids treatment, disinfection, stabilization, and reuse
- Sustainable resource development
- Innovative process development
- Usage of applied-fields to enhance existing processes

**Gabriele Sabbioni, PhD**
- Environmental and occupational toxicology
- Biomarkers
- Environmental carcinogenesis

**Erik Svendsen, PhD**
- Environmental epidemiology
- Disaster epidemiology
- Air pollution

**He Wang, PhD**
- Environmental oncology
- Occupational and environmental respiratory disorders
- Toxicology of particles

**LuAnn White, PhD, DABT**
- Occupational and environmental toxicology
- Children's health
- Environmental assessments of disasters

**Jeffrey Wickliffe, PhD**
- Environmental and molecular toxicology
- Mechanisms of genetic damage and mutagenesis
- Gene-environment interactions in environmental disease
GLOBAL HEALTH SYSTEMS AND DEVELOPMENT

The Department of Global Health Systems and Development is dedicated to improving the health of populations worldwide through strengthening health systems, building stronger communities, and facilitating healthy behaviors in an increasingly globalized world. The department introduces and engages students to health systems and development in a global context with an emphasis on improving the factors that drive health outcomes, including social determinants and disparities. The academic program provides a comprehensive view of varying geographical and economic contexts, while advancing knowledge and improving managerial practice.

Students with a variety of professional interests will find a home in our department as the curriculum and applied learning opportunities emphasize both domestic and global frameworks. Our degree programs draw upon the multi-disciplinary expertise of our faculty, their extensive contacts in the research and practice communities, and their demonstrated commitment to student learning. The faculty exemplifies GHSD’s global perspective, with a majority working in both international and domestic contexts.

MASTER’S PROGRAMS

Master of Health Administration (MHA)

The MHA program offers the most widely accepted management degree in the U.S. healthcare system. Our graduates are employed with public and private hospitals, ambulatory care organizations, long-term care institutions, health maintenance organizations, insurance companies, multi-institutional systems, and other organizations concerned with the planning, delivery, and financing of personal health services. The program has been fully accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) since 1971. The MHA program now resides in the Health Systems Management and Policy concentration.

The mission of Tulane University’s MHA program is to train future managers and leaders who strive to improve the delivery of health services in diverse settings. We do this by delivering a degree program that draws on the multi-disciplinary expertise of our faculty who create and disseminate knowledge that improves managerial practice and strengthens health systems worldwide.

Clinical Assistant Professor T.J. Stranova (center, in red) is the faculty advisor to the MHA program. He coordinates an annual summer travel course in China, addressing that country’s healthcare system.
**MHA CURRICULUM**

To meet the graduation requirements, the MHA student will complete no less than 60 semester hours of academic credit. These hours comprise a 53 credit-hour health systems management core (including BIOS 6030), a 950-hour administrative residency (that also fulfills the practicum requirement), 7 credit hours of electives, and a culminating experience. All students in the MHA program are required to write and orally defend a public health analysis in order to complete the culminating experience. All students in the MHA program are required to write and orally defend a public health analysis in order to complete the culminating experience required by the School for graduation.

*See website for full course listing and requirements.

**HSM + IHD = GHSD!**

In July 2011, the School of Public Health and Tropical Medicine officially launched the Department of Global Health Systems and Development, but its roots at the school go back many, many years.

As part of an initiative to further globalize the School of Public Health and Tropical Medicine, the department was created from the unification of two long-standing, successful units: the Department of Health Systems Management and the Department of International Health and Development.

The merger reflected a recognition that both departments have traditionally focused on the issue of ‘health systems,’ albeit from different vantage points.

International Health and Development was, obviously, largely focused on health systems outside the U.S. The department’s strength lay in using measurement and evaluation as a way to reinforce health systems at the country and regional level.

Health Systems Management prepared students for positions of leadership and management, principally in domestic locales, at the hospital level or in other health care settings.

The approach of domestic vs. international was rapidly disappearing, however, as health systems managers and administrators have become increasingly interested in working more broadly around the world, and international health professionals have gotten involved in programs on a more local level, both in the U.S. and abroad.

The result is a vibrant, integrated department that gives both students and faculty more academic and professional opportunities. Current and future students can uniquely focus their academic program to meet their professional aspirations and prepare for current and future employment trends. Graduates of the department are well prepared to follow their careers around the world, if desired, or make their mark by remaining domestically based.

**Master of Public Health (MPH)**

The master’s of public health program prepares students for a broad range of careers in global public health; healthcare management; program implementation, evaluation and applied research; behavioral and social sciences and other career areas. The MPH program offers six different concentrations, each with its own requirements and competencies:

- Health Systems Management and Policy
- Program Design and Implementation
- Society, Behavior and Development
- Evaluation and Measurement
- Health Economics
- Medical Organizations and Systems

In addition to these skills areas, MPH students in the Program Design and Implementation or Evaluation and Measurement Concentrations may pursue coursework in one of the specialized program areas for which Tulane is widely recognized in the international arena: complex emergencies/disasters, HIV/AIDS, reproductive health, and vector-borne diseases (including malaria).

**ADMISSION REQUIREMENTS**

Applicants with the following profile are sought for the department’s MPH program:

- GRE scores in the upper percentiles
- GPA of at least 3.2 (as evidenced by the SOPHAS transcripts)
- Career statement that shows a summary knowledge of the field of global health systems and development and/or a specific focus area within the department and clearly stated objectives and rationale for applying
- Letter of recommendation attesting to the applicant’s ability to do graduate work and dedication to the field
- Experience, paid or voluntary, in cross-cultural and/or health care/delivery settings is desirable but not required
- Test of English as a Foreign Language (TOEFL) scores for applicants from non-English speaking nations with a minimum score of 525 on the paper-based test, 200 on the computer-based test, or 88 on the internet-based test. The test is also required for applicants whose language of instruction at university was not English.

Applicants with GRE scores between 1000 and 1100 and/or an undergraduate GPA between 3.0 and 3.2 are considered for probationary/provisional admission if the career statement, recommendation letters, and experience merit further consideration by the appropriate faculty members.

**MPH CONCENTRATIONS**

Students complete 45 hours of coursework, a 250-hour practicum, and a culminating experience which varies across concentrations. All MPH students in the department will be required to complete the school’s core courses and take one required course (GHSD 6010 Comparative Health Systems) in addition to the requirements in their selected concentration. All GHSD students are required to complete the culminating experience by preparing a public health analysis or by passing the comprehensive exam.

Incoming students will select one of six concentrations during the week of orientation, prior to the start of classes, and will be assigned a faculty advisor based on interests. Students may change concentration at a later date, provided all courses required for that concentration are completed prior to graduation.
Health Systems Management and Policy Concentration

The Health Systems Management and Policy (HSM&P) concentration introduces students to the fundamental functional areas of management within the context of health services, taking a systems approach that examines legal, ethical, and policy concerns facing the health sector. Courses also address the dynamics of the workforce, logistics of healthcare delivery, and strategies to deliver effective and efficient healthcare and health-related programs. Courses emphasize active management in planning, financing, implementing, evaluating, and maintaining complex systems.

COURSE REQUIREMENTS

School Core Courses (Page 19) 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems 2
HSM&P Required Courses (16 credits)
GHSD 6320 Managerial Communications 3
GHSD 6380 Organizational Behavior 2
GHSD 6780 Information Systems 3
GHSD 7540 Managerial Accounting (pre-requisites: GHSD 6500) 2
GHSD 6450 Health Economics OR GHSD 6110 Health Economics for Developing Countries 3
GHSD 7660 Health Policy Analysis OR GHSD 6830 International Health Policy 3
HSM&P Recommended Courses & Electives (9 credits)
*See website for complete list of recommended courses

Program Design and Implementation Concentration

The Program Design and Implementation (PD&I) concentration prepares students to design and implement public health programs in industrialized, emerging, or developing countries. Students will acquire conceptual and practical tools to conduct needs assessments, conceptualize program/project frameworks, identify and manage human and financial resources required to successfully implement programs, and identify and utilize information for monitoring and evaluation (M&E) programs/projects.

COURSE REQUIREMENTS

School Core Courses (Page 19) 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems 2
PD&I Required Courses (7-8 credits)
GHSD 6250 Design and Implementation of Global Health Interventions 3
GHSD 6270 Monitoring of Program Interventions in Global Health 2
At least one course in a Program Specialty Area, such as:
• Complex emergencies/disaster management
• HIV/AIDS
• Nutrition
• Reproductive health
• Vector-born disease/malaria 2-3
PD&I Recommended Courses & Electives (17-18 credits)
*See website for complete list of recommended courses

Society, Behavior and Development Concentration

The Society, Behavior and Development (SB&D) concentration prepares students to appreciate interrelated social-behavioral theories and contextual factors – globalization, development processes, and information technologies – that are needed to address complex global health problems in the 21st century. These theories draw from numerous disciplines: sociology, anthropology, economics, history, political science, and geography; reflecting faculty research and training. Deeper understanding and applications of these theories lead us to the intersection of health with culture, gender, poverty, place, and power. Students in this concentration will be able to understand and apply social, behavioral, and developmental theories linking knowledge to individual health behaviors and other actions at the level of the household, community, and organization.

COURSE REQUIREMENTS

School Core Courses (Page 19) 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems 2
SB&D Required Courses (11 credits)
GHSD 6070 Social Impacts of HIV/AIDS 3
GHSD 6800 Population Studies 3
GHSD 7201 Development Issues: Theory & Measurement 3
GHSD 6380 Organizational Behavior 2
SB&D Recommended Courses & Electives (14 credits)
*See website for complete list of recommended courses

Evaluation and Measurement Concentration

Evaluation is critical to public health programs locally and globally, as donors, governments, and other relevant stakeholders must validate their investments and improve program performance. Tulane SPHTM is recognized for its expertise in monitoring and evaluation, and for producing students with strong, marketable skills in this area. Students with a concentration in evaluation and measurement will be prepared for jobs within the public and private sector that focus on Measurement and Evaluation (M&E).
COURSE REQUIREMENTS

School Core Courses (Page 19) 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems

M&E Required Courses (14-15 credits) 2
GHSD 6270 Monitoring of Program Interventions in Global Health
GHSD 6280 Evaluation of Program Interventions in Global Health
GHSD 7440 Household Sampling Applications in Developing Countries
EPID 7120 Epidemiologic Methods II (Pre-requisites: EPID 6030, BIOS 6030, EPID 6230)
BIOS 6040 Intermediate Biostatistics (Pre-requisites: BIOS 6030 or equivalent, and BIOS 6230 SAS, BIOS 6240 SPSS or equivalent)

One of the following:
- EPID 6230 Computer packages for Epidemiology
- BIOS 6230 Computer Packages for Statistical Analysis
- BIOS 6280 Introduction to STATA

M&E Recommended Courses & Electives (10-11 credits) 1-2
*See website for complete list of recommended courses

Health Economics Concentration

The Health Economics concentration develops graduates with expertise in economic theory and analysis, including the application of econometric models and methods to public and private healthcare delivery systems and to the evaluation of the effectiveness and efficiency of micro and macro health systems. Students completing coursework in the health economics concentration will be able to apply economic principles and tools in developing theoretical modeling for the health sector including formulation of healthcare policy, designing of alternative healthcare delivery systems, and in identifying optimal allocation of scarce health resources. The program will strengthen economic research capability in global health and health systems through knowledge generation and dissemination.

COURSE REQUIREMENTS

School Core Courses (Page 19) 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems

Health Economics Required Courses (12 credits) 3
GHSD 6450 Health Economics OR
GHSD 6110 Health Economics for Developing Countries OR
ECON 6500 Health Economics and Policy
GHSD 8250 Advanced Research Methods in Global Health (Pre-requisites: EPID 6030 & BIOS 6040)
GHSD 7550 Dynamics of Payment Systems (Pre-requisites: ACCT 6010 or GHSD 6500)
GHSD 6710 Quantitative Decision Models (Pre-requisites: BIOS 6030)
Health Economics Recommended Courses & Electives (13 credits) 3
*See website for complete list of recommended courses

Medical Organizations and Systems Concentration

The concentration in Medical Organizations and Medical Systems (MO&S) will prepare students with clinical interests to assume leadership roles in the global delivery of health services that improve the health status of individuals and populations. The concentration is expected to attract students in Tulane’s nationally recognized MD/MPH Joint Degree Program.

COURSE REQUIREMENTS

School Core Courses 18
Departmental Core Course (2 credits) 2
GHSD 6010 Comparative Health Systems 2

MO&S Required Courses (6 credits) 3
GHSD 6140 Leadership for Clinical Improvement
GHSD 6110 Health Economics for Developing Countries OR
GHSD 6450 Health Economics

MO&S Recommended Courses & Electives (19 credits) 3
* See website for complete list of recommended courses

Combined Degree Programs

Bachelor of Science in Public Health/Master of Public Health (BSPH/MPH)  See page 17.

Master of Public Health/Master of Social Work (MPH/MSW)

Master of Business Administration/Master of Health Administration (MBA/MHA)

Juris Doctor/Master of Health Administration (JD/MHA)

Doctor of Medicine/Master of Public Health (MD/MPH)
See more information about these combined degree programs beginning on page 9.

Doctoral Programs

Doctor of Philosophy (PhD)

The GHSD program trains students for a Doctor of Philosophy (PhD) degree. The program aims to develop researchers, educators, and policymakers who can contribute to improving the health of populations around the world. It will prepare the student to conduct original scholarly research, publish in peer-reviewed journals, write competitive research grant proposals, and teach in university settings. Students’ area specializations will likely reflect the major strengths of the GHSD faculty as captured in the concentrations of Health Economics, Health Systems Management and Policy, Program Design and Implementation, Evaluation and Measurement; Society, Behavior and Development, and Medical Organizations and Systems. Students may also focus on a narrower substantive or technical knowledge area based on their interests and where faculty can provide appropriate support.
The mission of the PhD program is to develop researchers, educators, and policy makers who can contribute to improving the health of populations around the world through strengthening health systems, building stronger communities, and facilitating healthy behaviors. Graduates will address significant and challenging global health problems through policy; relevant, interdisciplinary, and theoretically informed scholarship, practice, service, and education.

ADMISSION REQUIREMENTS
Standard criteria for admission are:
* GPA greater than or equal to 3.0 on a 4.0 scale
* GRE scores in the upper percentiles
* Statement of career goals and research ideas (500 to 1000 words)
* A resume (or curriculum vitae)
* At least three letters of recommendation from individuals who are familiar with the academic and/or professional performance of the applicant. At least one of the recommendations must be from a person with an earned doctoral degree

All applicants will be considered for merit-based scholarships. For applicants from non-English speaking areas, the TOEFL is required as per SPHTM. GHSD faculty will also conduct interviews with applicants and will match them with faculty able and willing to advise and mentor the student for the duration of the program.

COURSE REQUIREMENTS
Complete GHSD PhD core courses, advanced methods, and elective courses for a minimum of 72 didactic credit hours (beyond undergraduate, consistent with official SPHTM Guidelines). Courses include departmental PhD core courses in theory and research design, a departmental course in advanced statistical research methods, an additional course in advanced research methods or design, the one-credit SPHTM required doctoral interdisciplinary seminars for two semesters, departmental doctoral seminars, and, in consultation with their academic advisor, a tailored program of additional coursework, independent study, research practice, teaching practice, fieldwork experience, and language training to meet their professional goals. A minimum of 3.0 GPA is required. Doctoral students must complete an original dissertation.

Doctor of Science (ScD)
The mission of the Doctor of Science (ScD) Program in Global Health Systems and Development is to develop and train health professionals to become independent health service scholars, and to advance knowledge of health systems through collaborative research and publication.

Offered in an executive format, the ScD program is designed for mid-career professionals who seek to join a group of fellow students and faculty to develop new skills and pursue new knowledge in health systems management and policy. Students are recruited from across the United States and beyond, bringing together many diverse backgrounds and experiences. These include health services administrators, health care clinicians, health scientists, and public health leaders. Students can remain employed while undertaking and completing their doctoral degree.

The curriculum features three major learning themes: research methods and strategies, application of analytical and quantitative skills, and a seminar series in contemporary health management and policy issues. These content areas are designed to provide the student with the skills required to undertake successful independent research and to help identify health services research issues that merit further analysis and evaluation.

CAREER OPPORTUNITIES
- **Health Systems Management and Policy** students can anticipate careers in leadership and management in the public or private sector, whether domestically, in other industrialized nations or in emerging economies. Other career settings might include institutions that deliver preventative, curative, or palliative care to individuals; entities engaged in funding health sector programs or in payment for care; government agencies and non-governmental organizations (NGOs) focused on public health; settings devoted to policy formulation; and enterprises providing goods and services in support of the above.
- **Program Design and Implementation** will prepare students for work in a particular disease or health area (e.g., disasters/public health emergencies, HIV/AIDS, infectious disease/malaria, nutrition, or reproductive health). Typical jobs include: entry-level project coordinators, desk officers, or program/project managers in: local, state and federal health departments; positions with NGOs, private voluntary organizations (PVOs) and faith-based organizations; careers with federal agencies involved in domestic and international work, such as the Centers for Disease Control and Prevention (CDC) and the United States Agency for International Development (USAID); or positions with United Nations, World Bank, and other multinational agencies.
- **Society, Behavior and Development** is a suitable concentration for anyone who expects to use a range of quantitative and qualitative knowledge to improve the health of populations spanning diverse cultures, worldviews, and circumstances. Students will have the skills to work effectively within a range of organizations in global public health and development, including governmental and non-governmental agencies as well as community-based organizations, new alliances, and other innovative partnerships. This concentration can contribute to a student’s training for various diverse roles (e.g., analyst, project designer, fundraiser, program manager, team leader, and/or trainer).
- **Evaluation and Measurement** careers include M&E specialists and advisors, technical advisors, data analysts, and program managers.
- **Health Economics** prepares students to pursue advanced degrees in health economics, econometrics, economic evaluation, and health services research or to obtain positions as research and policy analysts in government agencies, research organizations, and academic institutions. This concentration provides advanced coursework to support students who are interested in pursuing the PhD degree in health economics.
- **Medical Organizations and Systems** graduates will aspire to leadership/managerial positions in medical care organizations as chief executive officers, clinical quality officers, and medical directors. Students will be prepared to work in a variety of positions including academic centers as department chair or chief of services, in payer systems as chief medical or quality officers, or in the direct practice of medicine domestically or internationally.
Faculty and Research Interests

Katherine Andrinopoulos, PhD  
applied research on sexually transmitted infections including HIV  
social and behavioral determinants of health  
mixed methods research

Philip Anglewicz, PhD  
migration and health  
population aging in developing countries  
HIV/AIDS epidemic in sub-Saharan Africa

Jane T. Bertrand, PhD, MBA  
monitoring and program evaluation  
behavior change communication  
family planning and HIV prevention in the international context

Claudia Campbell, PhD  
healthcare safety, quality, and effectiveness  
health information technology and exchange  
health insurance and access to care

Richard Culbertson, PhD  
academic medical centers and health person power  
health care governance  
medical group organization and accountable care organizations

Mollye Demosthenidy, JD, MHA  
role of government in public health  
increasing access to and quality of health care  
fraud and abuse in health care

Mark L. Diana, PhD, MBA  
health information systems and technology  
health services research  
quality and patient safety

Mai Do, DrPH  
family planning and reproductive health  
access and quality of care  
gender and women’s empowerment

Sambe Duale, MD, MPH  
health systems research and health policy formulation in Africa  
integrated communicable disease surveillance and response  
maternal and child health

Thomas Eisele, PhD  
malaria epidemiology and control  
evaluating malaria control intervention effectiveness  
epidemiology of child health and survival

Anastasia Gage, PhD  
gender  
population and reproductive health  
adolescent health

David Hotchkiss, PhD  
evaluation of health systems strengthening interventions  
access to and demand for primary health care services  
socio-economic disparities in health outcomes and health care utilization

Paul Hutchinson, PhD  
access to and demand for health care services  
socioeconomic status affecting health behaviors and outcomes  
evaluating decentralized programs

Penny Jessop, MPH  
international public health  
undergraduate public health education

Joseph Keating, PhD  
vector-borne disease ecology, prevention, and control  
monitoring and evaluation  
malaria epidemic detection, surveillance, and operations research

Rachel Kidman, PhD  
social epidemiology related to the HIV/AIDS epidemic health disparities in children affected by AIDS  
evaluation and development of social interventions

Jack C. S. Ling, Emeritus  
social mobilization  
health advocacy  
iodine deficiency disorders

Hugh Long, JD, PhD, MBA  
Medicare/Medicaid and other third party payment policy effects of payment policy implementation on provider behavior valuation of nonprofit enterprises and community benefits

Kate Macintyre, PhD  
health policy  
re-emerging infectious diseases monitoring and evaluation

Dominique Meekers, PhD  
adolescent/young adult sexual and reproductive risk behavior determinants of behavior change

Nancy Mock, DrPH  
complex emergencies and disasters management  
program evaluation  
managing the development process

Laura Murphy, PhD  
technology and society in developing countries  
population, environment, and development interactions  
determinants of behavior change  
evaluation of initiatives for orphans and AIDS-affected children

Joni S. Steinberg, PhD, MS, MPH  
decision and cost-effectiveness analysis for clinical decision making  
analyses for improving patient flow

T. J. Stranova, ScD  
academic medical organizations organizational theory  
strategic management  
market development  
quality improvement

Tonya R. Thurman, PhD, MPH  
program design and implementation for highly vulnerable children  
evaluation of initiatives for orphans and AIDS-affected children  
capacity-building, policy and operations research concerning disadvantaged children

Mark J. VanLandingham, PhD  
demographic and social change in Southeast Asia.  
physical, mental, and reproductive heath impacts of migration.  
health consequences of natural disasters for immigrant populations.

Joshua Yukich, PhD, MPH  
epidemiology of malaria in low transmission settings  
vector control programs  
transmission settings  
children  
operations research concerning disadvantaged children

Natalia A. Zhivan, PhD  
health outcomes  
health technology assessment  
health care performance

Valerie Paz-Soldan, PhD, MPH  
prevention and control of vector-borne diseases  
social-behavioral factors associated to vector borne diseases  
dengue prevention practices in Iquitos, Peru

44  
TULANE UNIVERSITY SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE
TROPICAL MEDICINE

The Department of Tropical Medicine has a long and proud history of contributions to the fields of parasitology and tropical medicine. The department is one of the oldest of its kind in the world and has established a strong international reputation for research in vector-borne and other tropical infectious diseases. Although its origins are based in classical parasitology, tropical medicine coursework and research programs span the breadth of public health and infectious disease problems across the globe.

Students benefit from the opportunity to learn from faculty members doing cutting-edge research in a number of bacterial, viral, and parasitic diseases. Students have the opportunity to work in the field and/or labs in areas as diverse as Colombia, India, Kenya, Malaysia, Mali, Peru, and Zambia. This is an exciting time for faculty, staff, and students in the Department of Tropical Medicine as they continue their research on emerging and re-emerging pathogens, novel approaches for control of vector-borne diseases such as dengue, diagnostics, new antimalarial drugs, malaria vaccine, and new tools for vector control.

Nirbhay Kumar, chair of the Department of Tropical Medicine, is working on a novel transmission-blocking vaccine that could help eliminate malaria.

MASTER’S PROGRAMS

ADMISSION REQUIREMENTS
Prospective students for either the MSPH and MPH&TM degrees must meet all requirements for admission into the School of Public Health and Tropical Medicine.

Master of Science in Public Health (MSPH)
Many students who enter the MSPH program in tropical medicine and parasitology do so with the intention of working toward an advanced degree (MD, PhD, etc.) at a later time. This program provides a sound background for students who would like to work for advanced degrees in parasitology or other public health-related programs in infectious diseases. The degree requires a minimum of 42 credits of coursework (45 credits for those without a biological background). Because of scheduling and sequencing of courses, entry in the summer or fall semester is strongly encouraged.
Degree requirements include: a minimum of 42 credits consisting of core courses, specialty courses, course electives/independent study, and practicum/culminating experiences.

**COURSE REQUIREMENTS**

**School Core Requirements (Page 19)**

**Specialty Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRMD 6050</td>
<td>Medical Helminthology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6060</td>
<td>Medical Entomology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6070</td>
<td>Medical Protozoology</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 6090</td>
<td>Parasitology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 6170</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6240</td>
<td>Molecular Biology Methods for Public Health Students OR</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6340</td>
<td>Diagnostic Microbiology Laboratory OR</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7800</td>
<td>Advanced Medical Entomology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7020</td>
<td>Parasitology Seminar (each semester)</td>
<td>1+1</td>
</tr>
</tbody>
</table>

**Recommended Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 6040</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 6220</td>
<td>Database Management in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 7080</td>
<td>Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>EPID 7090</td>
<td>Epidemiology of Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6320</td>
<td>Preventative Tropical Medicine</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6420</td>
<td>Tropical Virology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6450</td>
<td>Tuberculosis: Global Issues and Interaction with the HIV Epidemic</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7180</td>
<td>Immunoparasitology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7820</td>
<td>Malaria</td>
<td>2</td>
</tr>
</tbody>
</table>

**Master of Public Health and Tropical Medicine (MPH&TM)**

The MPH&TM program prepares health professionals with clinical backgrounds to deal with the important public health problems of tropical developing countries. By combining a core public health curriculum with coursework on the clinical, epidemiological, and control aspects of tropical diseases, this program prepares physicians to understand tropical medicine from various perspectives; it also prepares the participants to evaluate and plan disease prevention and control programs.

Classroom and clinical settings in New Orleans provide clinical training, although work experience abroad can be arranged at the option of the student. The MPH&TM curriculum includes all components of the Diploma Course in Clinical Tropical Medicine and Traveler’s Health, and since 1998 the MPH&TM degree has been recognized as an approved training program for students seeking certification in Clinical Tropical Medicine and Traveler’s Health through the American Society of Tropical Medicine and Hygiene.

**COURSE REQUIREMENTS**

**School Core Requirements (Page 19)**

**Specialty Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
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<td>TRMD 6050</td>
<td>Medical Helminthology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6070</td>
<td>Medical Protozoology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6090</td>
<td>Parasitology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 6310</td>
<td>Clinical Tropical Medicine</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6320</td>
<td>Preventive Tropical Medicine OR</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6350</td>
<td>Disease Control in Developing Countries</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6330</td>
<td>Microbial Diseases of the Tropics</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6340</td>
<td>Diagnostic Methods in Microbiology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6360</td>
<td>Clinical Tropical Medicine Case Presentations</td>
<td>1</td>
</tr>
<tr>
<td>TRMD 7000</td>
<td>Tropical Medicine Seminar (two semesters)</td>
<td>1+1</td>
</tr>
</tbody>
</table>

**Suggested Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRMD 6060</td>
<td>Medical Entomology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6170</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6230</td>
<td>Methods in Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6420</td>
<td>Tropical Virology</td>
<td>3</td>
</tr>
<tr>
<td>TRMD 6450</td>
<td>Tuberculosis: Global Issues and Interactions with HIV</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 6800</td>
<td>Emerging Pathogens</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7180</td>
<td>Immunoparasitology</td>
<td>2</td>
</tr>
<tr>
<td>TRMD 7820</td>
<td>Malaria</td>
<td>2</td>
</tr>
<tr>
<td>BIOS 6230</td>
<td>Computer Packages for Statistical Analysis: SAS</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 6240</td>
<td>Computer Packages for Statistical Analysis: SPSS</td>
<td>1</td>
</tr>
</tbody>
</table>

PRESTON MARX, professor of tropical medicine, was recognized by *Discover* magazine in their 2010 Year in Science issue for his study suggesting that simian immunodeficiency virus (SIV) is thousands of years older than previously thought. SIV is the ancestor of the human immunodeficiency virus (HIV).

His findings were dramatic, and raised questions about the origin of HIV. In essence, if humans have been exposed to SIV-infected monkeys for thousands of years, why did the HIV epidemic only begin in the 20th century? Research continues to seek the elusive flashpoint for that development.
BIOS 7080  Design of Experiments  3
EPID 6260  Survey Methodology  3
INHL 6040  Health and Economic Development  3

COMBINED DEGREES AND SPECIAL PROGRAMS

Diploma Course in Clinical Tropical Medicine and Traveler’s Health

The Diploma Course program prepares health professionals with clinical backgrounds to deal with the important public health problems of tropical developing countries. Physician participants will become prepared to define the epidemiologic, biologic and social aspects of tropical diseases; it also prepares the participants to evaluate and plan disease prevention and control programs. The Diploma Course is a four-month program for healthcare professionals intended to prepare them for the certification exam in Clinical Tropical Medicine and Traveler’s Health offered every other year by the American Society of Tropical Medicine and Hygiene (ASTMH).

The program provides a structured curriculum with practical instruction in tropical medicine, including the pathophysiology, clinical features, diagnosis, treatment, and control of diseases prevalent in the tropics. All of the courses required for this program are also required for students in the master of public health and tropical medicine (MPH&TM) program.

PROGRAM REQUIREMENTS

The program requires the equivalent of 15 credits of coursework, which can be completed in a single fall semester. Because the Diploma Course does not award a master’s degree in public health, there is no requirement for core courses, practicum, or culminating experience. However, students may arrange to apply credit hours from the Diploma Course toward a MPH&TM degree or another MPH degree. (Students must then complete the remaining requirements for the MPH or MPH&TM in order to receive those degrees.) Courses leading to the Diploma in Clinical Tropical Medicine and Traveler’s Health are not offered in the spring or summer semesters.

Bachelor of Science in Public Health/Master of Public Health and Tropical Medicine (BSPH/MSPH)

See page 17.

Doctor of Medicine/Master of Public Health and Tropical Medicine (MD/MPH&TM)

See more information about combined degree programs beginning on page 9.

DOCTORAL PROGRAMS

Doctor of Philosophy in Parasitology (PhD)

The PhD program offers research training on various aspects of parasitology and tropical diseases. The program prepares graduates seeking careers in diagnostic and research laboratories and in various academic and research institutions.

Graduates of the PhD degree program will be able to:

* Plan and implement, and monitor programs for the control of tropical diseases in endemic areas;
* Analyze the results of their own research, as well as the research of others as reported in the literature;
* Direct an infectious disease diagnostic laboratory in a hospital, clinic, or local, regional, or national governmental health agency;
* Train laboratory personnel in the detection and identification of parasites in clinical specimens, the diagnosis of other tropical infectious diseases and the methodology employed;
* And train field workers in the techniques used for research projects and control programs

DEGREE REQUIREMENTS

Degree requirements for the PhD in tropical medicine include

* residency for one year or longer,
* completion of at least 72 didactic credit hours (inclusive of credits transferred into the program)
* successful completion of the comprehensive written and oral examinations
* approval of the dissertation prospectus
* and approval by the candidate’s doctoral studies committee of the PhD dissertation for the award of the PhD degree.

Post-Doctoral Research Training

Opportunities are available for more advanced research training, preparing recent PhD and MD graduates for independent careers in academic and government institutions.

RESEARCH

Research interests in the Department of Tropical Medicine include clinical tropical medicine, diarrheal disease, entomology, HIV infection and AIDS, immunology, dengue, West Nile, and malaria.

The faculty of the department actively interacts with the Center for Infectious Diseases established by Tulane in 1998 through the School of Public Health and Tropical Medicine. The mission of the center is to promote research interactions among faculty across various departments engaged in cutting-edge research on emerging and re-emerging infectious diseases.

CAREER OPPORTUNITIES

Graduates of the MPH&TM program are prepared to work for the U.S. government, in private practice, or for non-governmental organizations. Graduates of the MSPH program are prepared to work in disease control programs or parasitology diagnostic laboratories. Many graduates enter medical school or doctor of philosophy programs.

The doctor of philosophy program trains professionals in field, epidemiological, and laboratory studies of tropical diseases in order to assume responsibilities for tropical disease research and control programs.
“Tulane is where dreams come true. I arrived at Tulane armed with only a dream of studying public health without scholarship or financial assistance. Being a self-sponsoring student, I was faced with great challenges; however, each time I was ready to give up, I remembered the great mentors and friends whose genuine interest in my progress was apparent. Today as a graduate of the MPH&TM program, I continue to draw upon the guidance, experience, support, and leadership I found at Tulane. The school has equipped me with skills and tenacity, and I know I have been mentored by some of the brightest brains in the U.S.A. I will forever be indebted to the Tulane School of Public Health and Tropical Medicine family for helping me make my dream come true.”

—REFILWE SELLO, MPH&TM, TROPICAL MEDICINE

Faculty and Research Interests

Geetha Bansal, PhD
vaccine immunology
monoclonal antibody and Bcell immunity
immunopathogenesis of HIV/AIDS
and other infectious diseases

Daniel Bausch, MD, MPH&TMD
epidemiology and control of viral hemorrhagic fevers and emerging pathogens
building research capacity in developing countries
health and human rights

Elizabeth Didier, PhD, MS
nonhuman primate models to study immunology and pathogenesis of microsporidiosis

Peter Didier, DVM, PhD
TB diagnostics, vaccines, and pathogenesis
West Nile virus pathogenesis
microsporidiosis drug testing model

Young Hong, PhD, MS
molecular entomology
gene expression in mosquitoes
mosquito/parasite interactions

Frederique Jacquieroz, MD, MPH, DTMH
epidemiology of Chagas disease
Cochrane systematic review on issues relevant for tropical and travel medicine
building training capacity in developing countries

Donald Krogstad, MD
molecular and genetic basis of resistance to chloroquine and quinine
techniques for the characterization of individual clones of malaria parasites
development of methods to study pathogenicity

Nirbhay Kumar, PhD
immunobiology of malaria transmission
transmission blocking vaccine
immune memory in malaria recombination mechanisms in Plasmodium helminth – Plasmodium co-infections
animal models for human malaria vaccines
parasite-vector interactions

Preston Marx, PhD
simian models for AIDS pathogenesis
HIV vaccines
strategies for preventing HIV transmission to women

Susan L.F. McLellan, MD, MPH&TM
development of digitized images for clinical and laboratory courses
Travel and Tropical Medicine Clinic at Tulane University Hospital and Clinic
surveillance for diseases in travelers

Richard A. Oberhelman, MD
probiotic strategies for treatment and control of pediatric diarrhea in developing countries
pediatric tuberculosis in developing countries

Latha Rajan, MD, MPH&TMD
HIV epidemiology
social aspects of disease
tuberculosis
international collaborations
medical education

Margarita A. Silio, MD, MPH&TMD
pediatric HIV/AIDS
pediatric tuberculosis

Dawn M. Wesson, PhD, MS
ecology of arbovirus transmission
host-pathogen coevolution
medical entomology
novel vector control methods

Mark F. Wiser, PhD
molecular and cellular biology of protozoan parasites and their interactions with host cells
host-parasite interactions

Dawn M. Wesson, PhD, MS
ecology of arbovirus transmission
host-pathogen coevolution
medical entomology
novel vector control methods

Richard A. Oberhelman, MD
probiotic strategies for treatment and control of pediatric diarrhea in developing countries
pediatric tuberculosis in developing countries

Latha Rajan, MD, MPH&TMD
HIV epidemiology
social aspects of disease
tuberculosis
international collaborations
medical education

Margarita A. Silio, MD, MPH&TMD
pediatric HIV/AIDS
pediatric tuberculosis

Dawn M. Wesson, PhD, MS
ecology of arbovirus transmission
host-pathogen coevolution
medical entomology
novel vector control methods

Mark F. Wiser, PhD
molecular and cellular biology of protozoan parasites and their interactions with host cells
host-parasite interactions
ADMISSIONS

All applicants seeking admission to a master’s or doctoral program in the School of Public Health and Tropical Medicine must apply through SOPHAS, a centralized online application for most accredited schools of public health across the United States. To learn more about SOPHAS, visit the school’s website where information can be found under Prospective Students or visit the SOPHAS website at www.sophas.org.

The school maintains a rolling admissions policy and accepts qualified applicants during fall, spring, and summer terms on a continual basis until the actual start date of classes. For adequate financial aid and visa processing, it is recommended that applicants submit their application materials to SOPHAS at least three months prior to the expected date matriculation.

The SOPHAS application site opens each year in September. Applicants are encouraged to apply as early as possible. The application site closes each year on August 15. Applications for that application cycle must be received by then, or information will be purged.

Doctoral applicants must submit their complete application for Fall by January 15. Because SOPHAS requires a few weeks to process applications it is highly recommended that US applicants submit their doctoral application by December 1. International applicants should submit their materials by November 1 to ensure timely processing.

ADMISSION REQUIREMENTS

Please note that in addition to the standard school requirements, individual departments may request supplementary or different criteria.

Master’s Programs

Applicants for the master of public health (MPH), master of public health and tropical medicine (MPH&TM), master of science in public health (MSPH), master of science (MS), and master of health administration (MHA) programs must have the following:

• A baccalaureate degree from an accredited institution
• Official transcripts from all academic work
• A strong undergraduate record with a grade point average of 3.0 or better
• Three letters of recommendation
• GRE, GMAT, or MCAT scores in the upper percentiles for appropriate programs
• A written statement of career goals
• Test of English As a Foreign Language (TOEFL) scores for applicants from non-English-speaking nations with a minimum score of 570 on the paper-based test, 230 on the computer-based test or 88-89 on the Internet-based test
• Foreign nationals must provide certification of adequate funding or a letter of sponsorship from a recognized sponsoring agency in order to obtain a visa

Doctoral Programs

Applicants for the doctor of public health (DrPH), doctor of philosophy (PhD), and doctor of science (ScD) degrees must have the following:

• 30 completed credits of graduate level coursework or current enrollment in a master’s degree program related to public health
• Grade point average of 3.5 on a 4.0 scale for all graduate coursework. Any exceptions must be made by writing to the departmental chair and approved by the associate dean for admissions and student affairs
• Combined verbal and quantitative score of at least 1200 on the GRE (MCAT or GMAT, where appropriate)*
• Test of English As a Foreign Language (TOEFL) scores for applicants from non-English-speaking nations with a minimum score of 570 on the paper-based test or 230 on the computer-based test or 88 on the Internet-based test
• Recommendations from three individuals who are familiar with the academic and/or professional performance of the applicant.
• Written statement of career goals
• An interview with the chair or the chair’s designate for the department in which the applicant intends to study. This may be in person or by phone. In exceptional circumstances, the chair may waive this requirement.
• Foreign nationals must provide certification of adequate funding or a letter of sponsorship from a recognized sponsoring agency in order to obtain a visa.

IMPORTANT NOTE: As this viewbook goes to press, a new scoring system for the Graduate Record Exam (GRE) has been announced. GRE scores are valid for five years and that will not change with the new scoring. Going forward, however, minimum required scores for admissions will be revised once the new scoring scale has been reviewed. Please refer to the school website for information on required scores or contact the school admissions office to find out how changes affect your application.

Special Programs

Tulane has a number of special programs that require students to apply through an alternate route, including the Dietetic Internship Program, the Diploma Course in Tropical Medicine and Traveler’s Health, the MD/MPH program, the Master’s International Program, and special student status. For more information on how to apply for these programs, please view the information page for the program of interest, accessible from this page: http://www.sph.tulane.edu/prospective-students/special_programs.cfm
TUITION, FEES, AND ASSISTANCE

FAST FACTS
Health Science Office of Financial Aid
Phone: 504-988-6135
FAX: 504-988-6136
E: hscfinaid@tulane.edu
Web: http://tulane.edu/financialaid/hsc/

2011-2012 GRADUATE TUITION AND FEES

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Tuition (per credit)</td>
<td>$983.00</td>
</tr>
<tr>
<td>Academic services fee (per credit)</td>
<td>$45.00</td>
</tr>
<tr>
<td>Activity fee (per semester, full-time, summer not included)</td>
<td>$120.00</td>
</tr>
<tr>
<td>Reily Recreation Center fee (per semester, summer not included)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Student Health Services Fee (per semester, summer not included)</td>
<td>$272.00</td>
</tr>
<tr>
<td>Technology Support Services fee (per semester)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Semester Total for full time student, based on 15 credit hours / semester (US DOLLARS)</td>
<td>$15,937.00</td>
</tr>
</tbody>
</table>

The master’s program at Tulane School of Public Health and Tropical Medicine can usually be completed in three regular semesters, although many students take two years to complete all requirements, including the required practicum. Students are considered full-time when taking nine or more credits per semester. Please contact your selected department and/or admissions office if you have any questions about anticipated tuition costs.

The graduate tuition and fees shown above do not include room and board, books, or personal expenses, and are subject to change following the 2011-2012 academic year. For the most updated rates, please visit http://pandora.tcs.tulane.edu/acctrec/tuition.asp.

FINANCIAL AID
Tulane University seeks to offer educational opportunities to qualified students regardless of their ability to meet expenses. Financial aid makes it possible for students who cannot meet full cost of attendance, which includes not only tuition but also fees, room and board, books, and personal expenses. Aid is awarded on the basis of need, the university’s financial aid office cost of attendance budget, and the availability of funds. Aid packages may include one or more of the following types of assistance: gift aid (grants and scholarships), loans, and employment. Since most of these programs are federally funded, applicants must meet federal eligibility criteria such as United States citizenship or permanent resident status, at least a half-time academic load (five credits per semester), and good academic standing.

Need is determined by federal methodology, using information provided by each applicant through the Free Application for Federal Student Aid (FAFSA). Most applicants for need-based assistance will be eligible to borrow funds through the federal subsidized Stafford loan program. Remaining need can usually be met through some combination of scholarships, federal Perkins loans, federal unsubsidized Stafford loans, federal work-study employment, and private alternative programs. Students applying for need-based assistance via the FAFSA will automatically be considered for all federal financial aid programs at Tulane. Consideration for financial aid requires that a student has been offered admission and has completed the financial aid application process.

It is important to note that the Office of Financial Aid cannot pursue a specific financial aid award package without a student’s social security number. Please ensure that the Office of Admissions has this number early in your application process to ensure that there are no financial aid delays.

SCHOLARSHIPS, FELLOWSHIPS, AND GRANTS
A limited number of scholarships and fellowships are available to promising applicants in the school’s master’s and doctoral degree programs. Dean’s grants are traditionally awarded to students who enroll in the Peace Corps Master’s International Program or are returned Peace Corps volunteers. Awards are made based on a combination of academic merit and financial need. There is no special application form for these awards. Consideration is based on the candidate’s admission and financial aid files. For more information about scholarships, contact the school’s Office of Admissions.

The Minority Health International Research Training Program (MHIRT) provides short-term research training opportunities for minority students interested in a career in international health research. For more information visit www.sph.tulane.edu/cebgh.

FINANCIAL AID FOR INTERNATIONAL STUDENTS
Unfortunately, Tulane University School of Public Health and Tropical Medicine currently has no federal financial aid, assistantships, scholarships or tuition waivers for international students. However, we recommend that international students visit www.edupass.org, which may introduce students to sponsoring agencies, scholarship programs, or other private loan programs.
STUDENT RESOURCES AND SERVICES

CAREER SERVICES CENTER
The school’s Career Services Center, housed in the admissions office, supports career development and job search. Students may also use the uptown Tulane campus career services center. In addition, many faculty members assist students in career planning and advising.

The Career Services Center provides seminars, workshops, and one-on-one counseling to assist students in career exploration, resume writing, interviewing, and job searching. The center has a career resource library, job listserv, and an alumni network of contacts in the field including a LinkedIn group. The center also maintains a comprehensive web-based directory of public health organizations and institutions.

HOUSING
While most graduate public health students live in off-campus apartments, the Deming Pavilion provides on-campus housing for both public health and medical students. Deming is located just blocks from the school, and offers studios and one- and two-bedroom apartments. The French Quarter and the Central Business District are both within walking distance. Additional information including rates and amenities can be found at www.tulane.edu/deming.

The Rudolph Matas Library of the Health Sciences is the primary resource library for the students, faculty, and staff of the School of Public Health and Tropical Medicine and the School of Medicine. It contains more than 35,000 books, 1,500 electronic books, 300 print journal titles, and currently licenses over 2,100 electronic journals.

LIBRARIES
Tulane University Libraries, Special Collections, and Research Centers form a network of academic support services and resources that contain more than 3 million volumes, 14,000 print journals, 30,000 online journals, 52,000 electronic books, 400 licensed databases and 1.6 million government documents. Students can locate print and electronic books and journals on-campus through an integrated online catalog. Off-campus access to the online content is made possible through proxy server authentication.

International Student Resources
International students may rely on many offices and programs at Tulane University including:

UNIVERSITY-WIDE MULTICULTURAL ORGANIZATIONS
There are more than 15 Tulane-affiliated multicultural organizations including the African American Congress of Tulane, Asian American Students United, India Association of Tulane University, Tulane Chinese Student Association, Tulane University Vietnamese Association, and others.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS
The office offers programs and services related to immigration, housing, counseling, advising, and travel abroad. Call (504) 865-5208 for more information.

In addition, these sites are also helpful to international students:
- Visa Services, U.S. Department of State
  For information visit http://travel.state.gov/visa.

Please refer to the website for the Office of Financial Aid for a current list of lenders suitable for international students.

EDUPASS
A website with information about school admissions, educational financing, scholarships, passports, visas, and other international resources. Visit http://www.edupass.org.

LOAN PROGRAMS FOR INTERNATIONAL STUDENTS
Several private loan programs may be available to international students with a credit-worthy co-signer or co-applicant who is a U.S. citizen or a permanent resident of the United States.

INTERNATIONAL STUDENT LOAN PROGRAM (ISLP)
administered through Trans World Education
866.235.2255
http://www.internationalstudentloan.com
COUNSELING CENTER
The Educational Resources and Counseling Center (ERCC) offers services designed to help students cope with the pressures and challenges inherent in a university setting. Services include short-term psychological counseling for any kind of personal concern, educational counseling, career tests to provide additional information that may help in selecting careers, and a variety of groups and workshops. Tulane students are provided ten free counseling sessions per school year for use of any of these services. The office is located on the first floor of the mechanical engineering building on the uptown campus. For more information or to make an appointment, call 504.865.5113.

DISABILITY
Tulane’s diverse student population includes well-qualified students with documented disabilities who may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure fair access to educational and residential resources. To provide students the opportunity to pursue their educational goals, the university makes reasonable accommodations in accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Office of Disability Services works in partnership with students, faculty, and staff to develop successful strategies for maximizing students’ academic achievement and participation in extracurricular activities and programs. Students who have disabilities and require reasonable accommodations must register with ODS as soon as possible and follow all ODS procedures for requesting and maintaining accommodations. Because current clinical documentation is required before ODS can consider any requests for reasonable accommodation, matriculating students who have documented disabilities should contact ODS and submit all necessary forms and documentation at least a month before arriving on campus. Any student with specific questions about procedures and policies should contact the Office of Disability Services at 504.865.5113.

HEALTH SERVICES
Tulane University requires all full-time students to have health insurance, and offers a plan for those students who do not already have private coverage. New students enrolling in the fall are automatically charged as are those students who have never declined the insurance in a past semester. All other students, including new students enrolling for the spring semester, must request this insurance through accounts receivable.

The downtown student health center is located just blocks away from the School of Public Health and Tropical Medicine building, and serves as a primary care facility. Students with medical emergencies should go to the nearest emergency room, and the Tulane Medical Center is located directly behind the school’s main building.

INTERNATIONAL STUDENT SERVICES
International students, Humphrey Fellows, and visiting scholars and lecturers are urged to meet with the international student advisor as soon as possible after their arrival. The advisor is a liaison between students and the Office for International Students and Scholars located on the uptown campus. This office can work with students on documentation required to obtain and maintain visas. The center provides programs and services such as immigration information, housing assistance, cross-cultural programs, advising, and counseling. The school advisor frequently coordinates social activities and hospitality programs to ensure that international students have meaningful cultural, social, and educational experiences at Tulane and in New Orleans.

SHUTTLE SERVICES
The university provides a free shuttle service for the convenience and safety of its students. The service offers two-way transportation from the School of Public Health and Tropical Medicine and Deming Pavilion to facilities such as the uptown libraries, the Reilly Student Recreation Center, computer labs, and other venues. The school security desk provides an up-to-date shuttle schedule each semester. Additionally, a free weekend shuttle is provided from Deming Pavilion to local grocery and specialty stores.

DIVERSITY STATEMENT
The school is committed to maintaining a multicultural and diverse learning environment, and there shall be no barriers to full scholastic participation on the basis of gender, race, creed, age, sexual orientation, national origin, disability, or class. The school has a proactive mission to make our environment increasingly responsive to the needs of minorities and women and to encourage more minority and female students, faculty, and staff to join our collegial environment.