An overview of program policies, degree requirements, and reference materials for current students, faculty, and administrators of the PhD in Population Health Sciences (PHS) at the Harvard T.H. Chan School of Public Health, under the aegis of the Graduate School of Arts and Sciences (GSAS) at Harvard.
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1. Introduction

This handbook describes the academic requirements, policies, and programs for the PhD in Population Health Sciences (PHS). The contents of this handbook are a supplement to the official Graduate School of Arts and Sciences (GSAS) Student Handbook. PHS students are responsible for general knowledge of, and adherence to, the policies and requirements described in both the GSAS handbook and the PHS handbook. Where school-wide and program policies overlap, the GSAS student handbook takes precedence. PHS reserves the right to update the information published in this handbook, as necessary. All information contained herein is correct at the time of publication, ©2018.

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Overview: PhD in Population Health Sciences (PHS)

The PhD in Population Health Sciences is a multi-disciplinary doctoral program that integrates perspectives that span the biological, physical, and social sciences — along with a variety of scientific and diverse analytic methods toward the study and understanding of a common end point: the health of populations. PHS prepares students for a career focused on population health challenges and solutions that affect the lives of millions around the globe. Collaborating with colleagues from diverse professional backgrounds and conducting field and/or laboratory research projects of their own design, those enrolled in the program gain the deep expertise and powerful analytical and quantitative tools needed to tackle a wide range of complex, large-scale public health problems.

Focusing on one of five complementary Fields of Study (FoS) at the Harvard T.H. Chan School of Public Health is key to the program. The five FoS are Environmental Health (EH), Epidemiology (EPI), Global Health & Population (GHP), Nutrition (NUT), and Social & Behavioral Sciences (SBS). The Population Health Sciences PhD draws on courses, resources, and faculty from the Graduate School of Arts and Sciences, the Harvard T.H. Chan School of Public Health, and the additional graduate schools of Harvard University overall. The goal is for all participants to become well-versed in a wide variety of disciplines while gaining specialized knowledge in a chosen area of study. In addition to building on the depth and uniqueness of the expertise in each of the five Fields of Study, the goal is to recognize the commonalities and synergies that exist across all five Fields. The program facilitates collaboration opportunities for students and faculty across Fields of Study and between FAS (Faculty of Arts and Sciences) and Harvard Chan through an umbrella research platform. All domestic and international PHS doctoral students who maintain satisfactory progress receive a multi-year funding package, which includes tuition, fees, and a competitive stipend.

*Diagram of the Contributing Five Fields of Study within the Population Health Sciences PhD*
Fields of Study (FoS) & Areas of Specialization (AoS)

*Environmental Health (EH)*

Program Website: [https://www.hsph.harvard.edu/phdphs/environmental-health/](https://www.hsph.harvard.edu/phdphs/environmental-health/)

Students in this Field of Study are affiliated with the *Department of Environmental Health* at the Harvard T.H. Chan School of Public Health.

The *Department of Environmental Health* pursues innovative research and offers interdisciplinary training, emphasizing the role of air, water, contaminants in food and consumer products, the built environment, and the workplace as critical determinants of public health. Faculty members study the pathogenesis and prevention of environmentally produced illnesses, injury and disability, ergonomics and safety, climate change, occupational hygiene, environmental management and sustainability, and are leaders in – and facilitators of – scientifically-based public health advances. Faculty research areas include a multi-disciplinary approach ranging from molecular and physiologic studies, to exposure assessment and control, to engineering, to epidemiology, to risk assessment and even to policy evaluation.

EH examines complex problems that require the contributions of many specialties. The faculty, research staff, and students reflect the multidisciplinary nature of the field and include chemists, engineers, epidemiologists, practitioners, occupational hygienists, urban planners, climatologists, applied mathematicians, physicians, nurses, physiologists, cell biologists, molecular biologists, and microbiologists.

Students can specialize in the following areas:
- **Bioengineering**
- **Environmental Exposure Assessment**
- **Environmental Epidemiology**
- **Environmental & Occupational Epidemiology**
- **Environmental Physiology**
- **Environmental/Occupational Molecular Epidemiology**
- **Ergonomics & Safety**
- **Mechanisms of Disease**
- **Occupational & Environmental Medicine**
- **Occupational Epidemiology**
- **Occupational Hygiene**
- **Risk & Decision Sciences**
Epidemiology (EPI)

Program Website: https://www.hsph.harvard.edu/phdphs/epidemiology/

Students in this Field of Study are affiliated with the Department of Epidemiology at the Harvard T.H. Chan School of Public Health.

The Department of Epidemiology specializes in the study of the distribution and determinants of health-related states or events (including disease) and the application of this study to the control of diseases and other health problems. Various methods can be used to carry out epidemiological investigations: surveillance and descriptive studies can be used to study distribution; analytical studies are used to study determinants.

Students can specialize in the following areas:
- Cancer Epidemiology & Cancer Prevention
- Cardiovascular Epidemiology
- Clinical Epidemiology
- Environmental & Occupational Epidemiology
- Epidemiologic Methods
- Epidemiology of Aging
- Infectious Disease Epidemiology
- Nutritional Epidemiology
- Genetic Epidemiology & Statistical Genetics
- Pharmacoepidemiology
- Neuro-Psychiatric Epidemiology
- Reproductive, Perinatal, & Pediatric Epidemiology

Global Health & Population (GHP)

Program Website: https://www.hsph.harvard.edu/phdphs/global-health-and-population/

Students in this Field of Study are affiliated with the Department of Global Health & Population at the Harvard T.H. Chan School of Public Health.

The Department of Global Health & Population seeks to improve global health through education, research, and service from a population-based perspective. The current landscape of global health is faced with a complex set of demographic patterns, disease burdens, and health policies, which create challenges and provide solutions that are inter-dependent across all societies. The Department’s approach to these problems combines the analysis of population and health using quantitative and qualitative methods, the investigation of policies that affect health and a concern with the politics and ethics of health and development.

Students can specialize in the following areas:
- Health Systems
- Population & Family Health
Nutrition (NUT)

Program Website: https://www.hsph.harvard.edu/phdphs/nutrition/

The Department of Nutrition seeks to improve human health by conducting research on enhancing nutrition. The department strives to accomplish this goal through research aimed at improved understanding of how diet influences health, the dissemination of new knowledge about nutrition to health professionals and the public, the development and evaluation of nutritional strategies, and the education of researchers and practitioners.

Students can specialize in the following areas:
- Nutritional Epidemiology
- Public Health Nutrition

Social & Behavioral Sciences (SBS)

Program Website: https://www.hsph.harvard.edu/phdphs/social-and-behavioral-sciences/

The Department of Social and Behavioral Sciences seeks to improve population health throughout the lifespan, including a special emphasis on children and adolescents. Faculty members in this department conduct research to identify the social and behavioral determinants of health and develop and evaluate innovative interventions and policies leading to the improvement of population health.
2. PHS Milestones

**PHS Yearly Milestones**

1. **YEAR ONE**
   - BST Coursework or PHS 2000A + Lab (Fall I) and/or PHS 2000B + Lab (Spring)
   - SBS 506 (Fall I)
   - EPI 201 (Fall I) + Lab & EPI 202 (Fall II)
   - PHS WES – Wednesday Evening Seminar (Weekly, 5:30PM-7:00PM)
   - RCR – Responsible Conduct of Research
   - Field of Study Required Coursework
   - Prospective Program of Study Submitted (End of Spring Semester)
   - Written Examination (GHP Students Only)

2. **YEAR TWO**
   - PHS 2000 A and/or B + Labs (If Applicable)
   - Field of Study Coursework (Cont’d)
   - Final Program of Study Submitted (End of Spring Semester)
   - Field of Study PQE I: Written/Oral Examinations (End of Spring Semester)
   - TF/RA Requirement (If Applicable)

3. **YEAR THREE**
   - Research Committee Chosen
   - Dissertation Proposal Submitted (2-3 Weeks Prior to PQE II)
   - PQE II: Preliminary Qualifying Examination
   - Formation of DAC – Dissertation Advisory Committee
   - TF/RA (If Applicable)

4. **YEAR FOUR**
   - DAC In-Person Meetings & Progress Reports
   - TF/RA (If Applicable)
   - Dissertation Submitted
   - DISSERTATION DEFENSE
   - Convocation & Commencement

*All students must maintain an average GPA of B (3.0) to remain viable PHS PhD students.*
Overview of PHS PhD Milestones

Pre-Arrival

The PhD in Population Health Sciences is intended to be a four-year program grounded in one of five primary Fields of Study (FoS) bulleted here. The FoS is identified by each candidate at the point of submitting the PHS application to the Graduate School of Arts and Sciences:

- Environmental Health
- Epidemiology
- Global Health & Population
- Nutrition
- Social & Behavioral Sciences

Each student is assigned a faculty advisor by the designated Field of Study at the time of PHS admission. The advisor assignment can be changed at any time throughout the four-year program with the permission of the Field of Study and with sign-off by the PHS director, both of whom should be concurrently notified, when consideration of a change is being made by the PHS student.

Year One

With the faculty advisor’s guidance and using PHS milestones, interdisciplinary core requirements, and individual FoS requirements as a blueprint, each student designs a degree plan toward the PhD while taking the initial coursework – both required and desired – that will, ultimately, both inform and help to form their research topic and dissertation.

At the end of year one, students will complete a Prospective Program Form. This form lists each student’s plan for coursework, including both year one and year two. It should reflect the Area of Specialization within their FoS and any minors, if required. Depending upon their FoS, some students will take a portion of the first Preliminary Qualifying Exam (PQE I), which is focused on FoS content, at the end of the second semester.

Year Two

Students continue with coursework using their degree plans, while solidifying preparations/studies for the two-part Preliminary Qualifying Examination (PQE).

The FoS PQE I: Content Knowledge Exam is managed by the individual FoS. It typically occurs at the end of year two, and in some instances, has two sections, one taken at the end of year one and the other at the end of year two. The first part of the PQE may be either written, oral, or a combination of both, as determined by the FoS.

The PQE II: Dissertation Proposal Exam is the dissertation proposal segment of the PQE and must be completed by the end of the fifth semester. This part of the exam is oral with a student-written dissertation prospectus for each FoS.
Year Three

Within two weeks of successfully completing the PQE II, participants finalize general research topics and identify a dissertation advisor who will help with the nomination of a formal Dissertation Advisory Committee (DAC). The DAC serves to mentor the student through the dissertation candidacy process and defense. The dissertation advisor is most often the same faculty member who has served as the student’s academic advisor. At this point, the student is officially recognized as a PhD candidate and begins doctoral research and dissertation writing in earnest, including in-person DAC progress report meetings every three months, up until the time of the dissertation defense.

Year Four

Each candidate continues with research and dissertation writing, including required in-person DAC progress report meetings every three months. It is expected that the candidate’s doctoral research will result in three completed papers that are of publishable quality by the end of year four. It is encouraged and highly looked upon, but not required that the papers be published before that time. Following completion of doctoral research, candidates must also write and defend a dissertation before being awarded the PhD in Population Health Sciences by the end of year four.

Summers (June, July, & August) – All Years

All PHS students are required to be working toward their research and dissertation during all summers in which they are enrolled in PHS and receiving their regular, monthly PHS stipends. As such, students should continue with research, writing, and in limited capacity (especially between years two-and-three and years three-and-four), holding positions such as research assistants, interns, and/or teaching fellows.

PHS students should typically not be working for outside organizations with no Harvard University affiliation – and this is particularly true for PHS-enrolled international students. All decisions on non-research/dissertation-related summer work must only be taken after student/advisor consult regarding a summer research plan.

Additional Notes on PHS Milestones:

- The overall four-year timeline depicted above may differ for students entering the PHS PhD from a Harvard Chan MS or MPH program.
- All PHS students are allowed to continue with tuition-free coursework toward their research during years three and four of the PhD program.
- It may be possible for PHS research toward the writing and defense of the dissertation to go beyond the standard four program years with the addition of a fifth year. Consideration of a fifth program year should be made via consult with the student, advisor, DAC, Field of Study, and PHS director involved.
- Funding sources are not guaranteed in the event that a fifth year becomes necessary for completion of the dissertation; alternate sources of funding should be seriously taken under consideration by the student, advisor, and Field of Study and must be approved by both the PHS director and Harvard Chan/GSAS before a final decision is made.
3. Core Curricula

Overview

The following courses satisfy the minimum curriculum and core requirements for the PhD in Population Health Sciences. All students are encouraged to pursue further coursework in areas of specific interest. Core requirements have been selected and, in some cases, created to both broaden the student’s knowledge base as well as build depth in individual research areas. In most cases, students may jointly petition a course’s respective Field of Study, the academic advisor, and the PHS Program Office with a request to consider prior similar or more advanced coursework in order to satisfy core requirements. To further broaden perspectives on population studies and health-related issues, students may also choose to enroll in courses offered beyond the PHS Fields of Study and Harvard Chan, such as those offered by programs affiliated with other Harvard schools (i.e., Harvard Medical School, Harvard Graduate School of Education, Harvard Kennedy School, etc.) as well as graduate level classes at Massachusetts Institute of Technology (MIT), Tufts University, or Brown University.

Please note that the number of ‘credits’ per course varies by school. The ‘home’ Office of the Registrar for all PHS students is the Faculty of Arts and Sciences (FAS). FAS uses a 1-, 2-, 4-, 8-credit system over two semesters (fall & spring), while Harvard Chan uses a 1.25-, 2.5-, 5-, and 10-credit system over quarter semesters (fall one, fall two & spring one, spring two). Students can use the Credit Conversion Chart to see credit equivalents from school-to-school. GSAS students, including all PhD students (including PHS) use FAS credits. GSAS students are required to enroll in at least 16 credits per semester and are allowed to enroll in a maximum of 24 credits.

Additionally, all GSAS students are required to take each course for a grade (sometimes referred to as an ‘ordinal’), even if the course is offered either as ordinal or as SAT/UNSAT. The only instance in which a student can take a course as SAT/UNSAT is if this is the only grading option offered, in which case, GSAS students are expected to receive a Satisfactory grade. The grading system is outlined on the ‘Grade and Examination Requirements’ page of the GSAS Handbook.

The final selection of courses must be made in consultation with each PHS student’s individual advisor and FoS academic administrator and will be verified by the PHS Program Office.

Course offerings vary from year-to-year, and students should consult the course catalog in my.harvard for the most up-to-date course list. Students can also review the FAS Course of Instruction website. All students are obliged to follow the guidelines as described in the PHS Student Handbook for their respective year-of-entry.
### PHS PhD Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Timing</th>
<th>Semester</th>
<th>GSAS Credits</th>
<th>TH Chan Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 2000 A + Lab*</td>
<td>Year One or Two</td>
<td>Fall</td>
<td>4 credits</td>
<td>5 credits</td>
</tr>
<tr>
<td>PHS 2000 B + Lab*</td>
<td>Year One or Two</td>
<td>Spring</td>
<td>4 credits</td>
<td>5 credits</td>
</tr>
<tr>
<td>SBS 506</td>
<td>Year One</td>
<td>Fall One</td>
<td>2 credits</td>
<td>2.5 credits</td>
</tr>
<tr>
<td>EPI 201 + Lab</td>
<td>Year One</td>
<td>Fall One</td>
<td>2 credits</td>
<td>2.5 credits</td>
</tr>
<tr>
<td>EPI 202 + Lab</td>
<td>Year One</td>
<td>Fall Two</td>
<td>2 credits</td>
<td>2.5 credits</td>
</tr>
</tbody>
</table>

- **RCR** – Responsible Conduct of Research: Year One or Year Two
- **WES** – Wednesday Evening Seminar: Year One, both semesters, every Wednesday
- **Teaching Fellowship (TF) Experience**: Year One, Year Two, Year Three, or Year Four

*Alternatively, PHS 2000A and/or PHS 2000B may be taken during the second year if a student opts to enroll in BST 201, BST 210, or alternate Biostatistics coursework during their first year with the approval of PHS 2000 faculty, the advisor, and the PHS Program Office.

### Course Locations

- FAS, Harvard Chan, GSE, GSD, HKS, HDS: Course catalog search via [my.harvard](http://my.harvard)
- DMS: Downloadable listings of [curriculum and course locations](http://curriculum-and-course-locations)

### Past Course Evaluations

- FAS: [http://www.fas.harvard.edu/~evals/](http://www.fas.harvard.edu/~evals/)
- Harvard Chan: [https://www.hsph.harvard.edu/educational-programs/course-evaluations-3/](https://www.hsph.harvard.edu/educational-programs/course-evaluations-3/)
PHS Core Requirements

PHS 2000 A & B + Lab: Quantitative Research Methods in Population Health Sciences

Fall (A) – T-Th, 11:30am-1:00pm, Kresge #G-02; Spring (B) – T-Th, 11:30am-1:00pm, Kresge #G-02
Lab: Fall (A) – M, 11:30am-1:00pm, Kresge #200; Spring (B) – M, 11:30am-1:00pm, Kresge #200
Faculty: Chen (A & B), Hughes (A), VanderWeele (B)
8 GSAS Credits/10 Harvard Chan Credits (4/5 credits per semester)

This is a year-long course to be taken by all PHS students in either year one or year two. The course forms the core of the PHS PhD work in research methods. Methods from different disciplines with relevance to all five Fields of Study are included.

PHS 2000 Course Timing & Experience

The two-semester PHS 2000 course (Part A in fall 2018 and Part B in spring 2019) forms the methodological foundation for the PHS PhD and for subsequent methods courses. PHS 2000 is interdisciplinary by design and taught at a higher level of understanding than most comparable courses. Except in unusual circumstances, both PHS 2000 A & B are considered required core coursework for all students seeking to obtain the PhD in Population Health Sciences. As such, a final grade of B or above is required of all enrolled PHS students in each of the two PHS 2000 courses – both A and B.

Our goal for the course is not only to provide a challenging environment for methods application but one that is also grounded in each student’s solid foundational knowledge. We realize that the question of adequate prior preparation and the resulting decision of precisely when to take PHS 2000 A/B as an incoming PhD student can be a challenge to navigate. As such, we have created the recommendations below to help guide students and their advisors in the decision-making process.

We encourage all students to make their decisions via a multi-level process involving a discussion of options with their academic advisors and under the consultation of PHS 2000 faculty. We know that PHS students come to the program with a diversity of skills and experiences, all of which uniquely position them to make contributions to the science of population health. The quantitative skills that we teach in PHS 2000 A/B are an important part of students’ population health sciences ‘toolkit,’ and it is worth taking the time to make use of the resources that we provide to help make the most of their PHS experience.

- Students with strong quantitative GRE scores, with previous master’s level coursework in statistics, and who scored well on the pre-assessment and/or completed the summer online biostatistics course are well-positioned to take PHS 2000 A/B in the first year of the program.

- Students who do not have master’s level coursework in statistics, who scored below the 70th percentile on the quantitative GRE, or who feel ‘rusty’ in their familiarity with mathematical concepts may consider taking BST 201 and BST 210 in their first year, deferring PHS 2000 A/B until the second year. For these students, we suggest that they take their experience with the online summer biostatistics course, the online PHS Summer Prep materials, and the bootcamp into consideration in making your decision, in conjunction with your academic advisor. We encourage students to reach out to the PHS faculty (e-mail Jarvis Chen via jarvis@hsph.harvard.edu) if you have questions or concerns. Jarvis will also be available
for office hours on the Friday afternoon of Orientation Week for students who wish to further discuss their options.

- For those students who opt to take PHS 2000 A/B in fall 2018, we also want you to be aware of resources and options to support you in taking the course:
  
  o Instructor and TF office hours will be offered throughout each week of the semester.

  o An additional 'R' programming office hour will be offered weekly, staffed by PHS student-tutors.

  o Instructors are also available for one on one meetings by appointment.

  o In addition to the multiple weekly office hour sessions, small group tutoring with a prior PHS 2000 student is also available to enrolled PHS 2000 A/B students. Please contact PHS Assistant Director Bruce Villineau via bvillineau@hsph.harvard.edu to set this up. Note: We will be re-evaluate tutoring priorities once the results of the first PHS exam are released and periodically throughout the semester to ensure that this resource is prioritized and made available to those who can benefit most from it.

- The deadline to add/drop fall courses with the FAS Registrar’s Office is Thursday, September 20. We encourage students to discuss their experience in the first three weeks of the course with the course instructors and with their advisors if they feel that they may want to drop the course, and we will support those students in finding alternative course options to further prepare for PHS 2000 A/B in the 2019 fall semester.

In rare circumstances, PHS students with a prior master’s degree and who believe that they have previously experienced the vast majority of the material covered in the course can request a waiver for a specific semester, subject to approval by the course instructor (Chen or Hughes for PHS 2000A; VanderWeele or Chen for PHS 2000B) and the advisor, with notification to the appropriate Field of Study academic administrator, and final sign-off from PHS Program Office. The waiver process is further explained in the below section.

**PHS 2000 Waiver Policy**

The following outlines the policy by which course waivers will be considered for current PHS students for PHS 2000 A & B.

- The PHS 2000 course forms the methodological foundation for the PhD in Population Health Sciences (PHS) and subsequent methods courses; it is interdisciplinary and is also taught at a higher level than most comparable courses. **Except in unusual circumstances, both PHS 2000 A & B are considered required courses for all students seeking to obtain the PhD in Population Health Sciences.**

- PHS students with a prior master’s degree, who believe that they have had the vast majority of the material covered by the course, can request a waiver for a specific semester, subject to approval by the course instructor (Chen or Hughes for PHS 2000A; VanderWeele or Chen for PHS 2000B), the advisor, and the appropriate Field of Study academic administrator.
● PHS students requesting a course waiver will be required to support the request with documentation about prior completed coursework (grades, syllabi, etc.) to the PHS Program Office. Separate waiver requests must be submitted for PHS 2000A and PHS 2000B, and waivers for PHS 2000B will only be granted in exceptional circumstances.

● PHS students who are granted a waiver can still attend any course lectures or labs of interest to but will not be required to do so and will not be required to submit any of the assignments.

● PHS students who are granted the waiver option for either PHS 2000A or PHS 2000B will, nevertheless, be required to sit for the three course examinations each semester as part of their school-wide program requirement and must achieve a B+ average (3.33) across all three exams, as judged by the final distribution of overall final average score for the course (as opposed to the B average requirement for those students enrolled-in and actively-taking the course). These grades will not be recorded on the PHS 2000 waiver student’s transcript but will constitute the equivalent of a ‘qualifying exam’ for the PHS PhD, as does passing both semesters of the course in-full.

● PHS 2000 waiver students who do not attain a B+ average (3.33) for the semester in which they officially waive the course will be required to re-take the entire course for credit during the following academic year. In doing so, if a waiver student fails to achieve a B average on the second attempt (as is expected of all students enrolled in the full course), a third attempt will be at the discretion of the PHS director, and solid PHS academic standing may be in jeopardy as a result.

● Faculty-approved PHS 2000 waiver students should complete a Core Requirement Waiver Form and should return the form to the PHS Program Office with the required signatures for final approval by the PHS director.

**EPI 201: Introduction to Epidemiology – Methods 1 + Lab**

Fall One – T-Th
Section One – 9:45am-11:15am (Lab times vary)
Section Two* – 11:30am-1pm (Lab times vary)
*Note: PHS students enrolled in PHS 2000A cannot take part in Section Two due to a class time conflict.
Faculty: Mittleman
2 GSAS Credits/4 Harvard Chan Credits

**EPI 202: Elements of Epidemiologic Research – Methods 2 + Lab**

Fall Two – T-Th
Section One – 9:45am-11:15am (Lab times vary)
Section Two* – 11:30am-1:00pm (Lab times vary)
*Note: PHS students enrolled in PHS 2000A cannot take part in Section Two due to a class time conflict.
Faculty: Mittleman
2 GSAS Credits/4 Harvard Chan Credits

These two Epidemiology courses are to be taken by all PHS students in the first year. This sequence equips all students with understanding of basic research concepts, causal theory, epidemiology, and study design. Students seeking a course waiver should work with their advisor to determine whether
prior coursework matches similar EPI 201 or EPI 202 objectives and must receive waiver sign-off by the course instructor, advisor, FoS academic administrator, and PHS faculty director.

Students who have previously taken one or both of these courses during a prior degree at Harvard do not need to take any course enrollment/waiver request action. Confirmation of course completion is reflected in the transcript provided at the time of application to PHS as long as the course was completed within five years of enrollment in PHS, and FoS administrators will ensure that these students receive credit toward the PHS core requirements. Five years is the length of time that a degree student has to transfer Harvard Chan courses taken as a non-degree or master’s student into the degree record.

**SBS 506: An Intro to History, Politics, & Public Health: Theories of Disease Distribution & Health Inequities**

Fall One – F, 10:00am-1:00pm  
Faculty: Krieger  
2 GSAS Credits/4 Harvard Chan Credits

In most cases, this course should be taken by all incoming PHS students in the fall of first year; however, all PHS students are required to complete this course by the end of fall in the second year at latest. (Caveat: All SBS students are required to take the course in the first year.) The course provides an introduction to different perspectives (social, behavioral, environmental, nutritional, global, and policy) that inform public health research and education. Students seeking a course waiver should work with their advisor to determine whether prior coursework matches similar SBS 506 objectives and must receive waiver sign-off by the course instructor, advisor, FoS academic administrator, and PHS faculty director. If the course was taken at Harvard Chan prior to 2015, the student will likely need to re-take this course in order to meet the PHS core requirement.

Students who have previously taken this course during a prior degree at Harvard do not need to take any course enrollment/waiver request action. Confirmation of course completion is reflected in the transcript provided at the time of application to PHS as long as the course was completed within five years of enrollment in PHS, and FoS administrators will ensure that these students receive credit toward the PHS core requirements. Five years is the length of time that a degree student has to transfer Harvard Chan courses taken as a non-degree or master’s student into their degree record.

**Responsible Conduct of Research (RCR)**  
*(FAS—Offered January or August Sessions, HPM 548, or DMS—Offered MEDSCI 3000qc)*

Various times, courses, faculty, and schools/organizations

Any chosen RCR method of study from either the list above or another approved equivalent should introduce the basic ethical and regulatory requirements for conducting bench, animal, clinical, and public health research. The course must fulfill the National Science Foundation (NSF) and National Institute of Health (NIH) requirements for RCR instruction. All three options listed above meet NIH and NSF requirements; as of this writing, however, *online* RCR courses do not meet the NUH/NSF threshold.

Please note: Different courses meeting this requirement are offered via FAS, Harvard Chan, and the Harvard Division of Medical Sciences (DMS). *PHS students need only choose one PHS-approved course*; however, this course must be completed by the end of the second year for all students (in some cases, within the first year of study), except in circumstances where a student has already taken HPM548
during a prior Harvard Chan master’s degree program. Students will also be required to take a ‘refresher’ course to update their research conduct knowledge during year three or year four.

**PHS Wednesday Evening Seminar (WES)**

*First Year – Every Wednesday, 5:30pm-7:30pm*

*Faculty: Various, Lisa Berkman, Department Chairs*

**PHS PhD Program Requirement**

This ‘standing’ seminar for all first-year PHS students takes place starting the first week of fall classes and continues one-night-per-week throughout the academic year, covering various, rotating topics/components and presented by faculty, administrators, fellow students, well-respected outside researchers, and other invited guests-of-interest.

**WES Topic Rotations:**

- Speaker Series
- Research Development
- Skills Development
- ‘Pulse Check’ Dinners w/PHS Faculty Director & Team

Please note: Dinner will be ordered-in each week for all PHS first-year students invited participants. Students should consult with the PHS Program Office on any potential accommodation concerns regarding dietary restrictions or scheduling conflicts.
Teaching Fellowship (TF) Experience

Overview

It is expected that all PHS students will gain further experience in teaching Population Health Sciences-related courses at some point during their four years of PhD-level study. To meet this requirement, all students must serve as a Teaching Fellow (TF) for an equivalent of one 4-credit GSAS course (equivalent of one 5-credit or two 2.5-credit Harvard Chan courses), the timing of which can be at any time during the typical four-year PHS PhD experience.

Any PHS student wishing to implement their teaching toward the TF requirement outside of Harvard Chan must request special permission from the PHS Program Office, and each request will be considered on a case-by-case basis.

Please note: Waivers will not be granted to supplant the TF Experience under any circumstances. Given the ample timeline for completion, all PHS students are expected to fulfill this requirement in advance of their dissertation defense. PHS students who have not done so will not be allowed to schedule their defense and will not be approved for timely graduation with the FAS Registrar’s Office.

Training for the Teaching Fellowship Experience

Beginning with the fall 2018 academic semester at Harvard Chan, all TFs/TAs will be required to participate in a two-part mandatory training session prior to becoming eligible for a teaching assistant – TA, or in the case of PHS students, a Teaching Fellow – TF role for any course. Additionally, students have the option to pursue further training at the Derek Bok Center for Teaching & Learning.

In a departure from the initial years of the PHS TF requirement, starting with all students entering in the fall of 2018 must complete the Harvard Chan TA training in advance of taking on their chosen TF requirement role. The PHS TF training is no longer presented ‘in-house’ as part of a WES pedagogy requirement, and students are allowed to choose at the start of whichever semester they would like to engage in the Harvard Chan two session training. Once the Harvard Chan training is completed, the PHS student is then eligible to complete the TF requirement and submit the appropriate form indicating the desire to do so.

The following sample description, outline, and schedule for the Harvard Chan TA Orientation will be offered on campus at the start of each academic semester. Once more, all PHS students will need to attend both of the sessions outlined below before the TF Requirement Form will be accepted for sign-off by the PHS Program Office.
TA Workshop Description

This workshop will provide both new and experienced TAs with an overview of common TA roles and responsibilities as well as university policies to support students academically and personally. Faculty and experienced Teaching Assistants from across disciplines will share their teaching strategies and best practices across a host of topics that TAs will find useful as they begin their TA appointments.

September 5, 2018
Workshop A - 5:30-8:00pm  Location: TBD

<table>
<thead>
<tr>
<th>Agenda Topic</th>
<th>Presenter</th>
<th>Timeframe</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td>Welcome and Overview</td>
<td>Jennifer Betancourt, Director of Educational Policy</td>
<td>5 minutes</td>
<td>5:30-5:35</td>
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<tr>
<td>The Value of Being a TA to You and Your Students</td>
<td>Julie Buring, Professor of Epidemiology at HSPH</td>
<td>20 minutes</td>
<td>5:35-5:55</td>
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<tr>
<td>Professional Conduct and Expectations</td>
<td></td>
<td>15 minutes</td>
<td>5:55-6:10</td>
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<td>5 minute break</td>
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<tr>
<td>Supporting Students Academically and Personally</td>
<td>Leah Kane, Director of Student Affairs &amp; Colleen Cronin, Associate Director of Student Affairs</td>
<td>30 minutes</td>
<td>6:15-6:45</td>
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<tr>
<td>TA Health and Wellness</td>
<td>Colleen Cronin, Associate Director of Student Affairs and Mental Health Counselor TBD</td>
<td>15 minutes</td>
<td>6:45-7:00</td>
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<tr>
<td>10 minute break</td>
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<tr>
<td>Establishing a Good Working Relationship with Faculty</td>
<td></td>
<td>20 minutes</td>
<td>7:10-7:30</td>
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<tr>
<td>TA Panel</td>
<td></td>
<td>30 minutes</td>
<td>7:30-7:55</td>
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<tr>
<td>5 minute wrap-up</td>
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September 6, 2018
Workshop B - 5:30-8:00pm  Location: TBD

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<th>Agenda Topic</th>
<th>Presenter</th>
<th>Timeframe</th>
<th>Planned Time</th>
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</thead>
<tbody>
<tr>
<td>Teaching Preparation and First-Day Tips</td>
<td></td>
<td>30 minutes</td>
<td>5:30-6:00</td>
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<tr>
<td>Promoting Inclusive Teaching and Learning Environments</td>
<td></td>
<td>30 minutes</td>
<td>6:00-6:30</td>
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<td>5 minute break</td>
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### Breakout Sessions

<table>
<thead>
<tr>
<th>Breakout Sessions</th>
<th>30 minutes</th>
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</thead>
<tbody>
<tr>
<td>A. Leading Great Discussions (lecture based courses)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>B. Running Engaging Lab Sessions &amp; Office Hours</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**10 minute break**

| Effective Feedback, Rubrics and Grading                 | 25 minutes | 7:15-7:40 |
|--------------------------------------------------------|------------|
| Canvas and Instructional Technology (Canvas and Poll Everywhere) | 20 minutes | 7:40-8:00 |

**5 minute wrap up**

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**Timing for Fulfiling the Teaching Fellowship Requirement**

According to Harvard University rules governing academic requirements, the Teaching Fellowship must be unpaid. PHS does not mandate at what point during their given PHS PhD lifetime that a student must complete the TF requirement – only that the experience be completed by the end of their fourth year. PHS also neither prohibits nor endorses completing the TF requirement during the first year but does caution our students on workload issues that may arise during what is typically an academically rigorous and emotionally challenging adjustment period while becoming accustomed to life as a PhD student.

As such, students determine whether they wish to designate any given TF experience as fulfilling their TF Requirement and complete a TF Requirement form prior to the course start date, stating that the understanding that they will serve as TF for credit toward the requirement and that s/he will not be paid for their TF experience during that semester.

**Optional Academic Credit & Transcript Notation**

Although not required to do so, all students have the option of fulfilling their TF Requirement for an equivalent 4-credits of a GSAS course, assuming that the course for which they intend to be a TF at Harvard Chan takes place during a traditional academic calendar fall or spring semester. Students are also able to split the credit requirement by serving as a TF for two 2-credit courses. Any PHS student desiring to earn academic credit should note this on the TF Requirement form when they complete it and return it to the PHS Program Office prior to the start of the semester.

Once approved by the PHS Program Office, the student can then enroll in an FAS course, numbered PHS 301, for up to four FAS course credits for the semester in which the TF requirement will be met, although the number of TF-optioned credits should not exceed the number of actual course credits that the enrolled students receive, which is typically 4 GSAS credits for a full semester course. Although the academic transcript will not note the exact course for which the student serves as TF, the student will
earn four FAS credits of PHS 301 toward their 16-credit semester minimum credit requirement. (Students are welcome to TF toward the requirement in winter and/or summer as well; however, they cannot receive four credits of PHS 301 outside of a traditional academic semester.) Additionally, any PHS student serving as TF for a course that exceeds 4 GSAS credits (equivalent of 5 Harvard Chan credits) will be compensated at the Harvard Chan teaching assistant rate. See below for further explanation of PHS 300-level course designations.

Employment Outside of PHS Training & Research Requirements

It is the policy of both GSAS and the PHS Program Office to limit outside employment, as PhD studies require a full-time commitment to training and research. However, PHS recognizes that there may be circumstances under which employment is both financially and scientifically valuable. All work arrangements should be discussed with the PHS student advisor. PHS does not monitor employment and recommends only that students speak with the advisor about work arrangements. Work that is directly related to a student’s dissertation research is considered to be included as part of the PhD student stipend.

In addition to the GSAS Regulations below, PHS students and their advisors are urged to consider their PHS PhD research goals, grant resources, and academic timelines prior to undertaking any amount of additional work. PHS PhD students are expected to adhere to a four-year course of study, including the defense of a dissertation by the end of the fourth year.

The following are the GSAS Handbook Regulations Regarding Employment, and as such, they apply to all Harvard students – including all PHS PhD students:

In order for graduate students to maintain full-time student status, they may not undertake any position of employment outside their graduate studies obligating them to more than twenty hours per week. A student considering outside employment obligating them to more than twenty hours per week must consult his or her Financial Aid Officer.

Acceptance of any paid position of employment equates to a change in resources and may affect financial aid eligibility. All students receiving financial aid are required to inform their Financial Aid Officer before undertaking any employment.

Students and their spouses in the United States on temporary non-immigrant visas should fully understand the regulations concerning permissible employment under those visas. Before making plans for employment in the United States, they should consult with the Harvard International Office on eligibility for such employment.

GSAS Recommendations Regarding Course Load of Teaching Fellows & Research Assistants

Students holding teaching fellowships should consider their course loads carefully in consultation with their advisors. The sixteen-credit enrollment requirement must be made up of formal courses and scholarly work, which are given designation as some variation of a PHS 300-level course, depending on the category in which it is being used.
**PHS 300-Level Coursework (formerly ‘TIME’: Independent Coursework, Research, or Teaching Fellowship)**

With the permission of the PHS Program Office, students are allowed to enroll in *PHS 300-level coursework* as part of their academic course enrollment with the FAS Registrar. Starting with the fall 2018 FAS/GSAS course enrollment process, a PHS 300-level course will be used to designate any one of multiple categories, as follows:

**PHS 300** is to be used in cases where students are engaged in research and writing related to or in pursuit of their dissertation. Typically, this numbered course will be taken by a student who has fulfilled their course requirements and passed the PQE I. Each student will enroll in the course section attached to their academic advisor and can enroll in *up to 16 GSAS credits per semester*, meeting the minimum 16-credit requirement set forth by the FAS Registrar’s Office. Unless the student and advisor agree that further coursework would be beneficial in supporting research and/or dissertation writing, no further courses are required for credit; however, should the student opt for additional coursework, the credit(s) for additional coursework should be deducted from the initial 16-credits allotted to PHS 300.

As mentioned above, a student may enroll in *PHS 301* while serving as a TF to indicate that an appropriate, independent TF position is replacing a numbered course – both in lieu of payment and in fulfillment of a PHS core requirement. PHS 301 is undertaken with the permission of the student’s faculty advisor, and enrollment approval for the course is managed by the PHS Assistant Director, who is also responsible for signing off on the completed TF course credit at the end of the semester. The four-credit PHS 301 course is considered the equivalent of any four-credit course and may serve toward the indication that a student is engaged in full-time, 16-credit study, even though the total number of academic courses in which the student is enrolled may be fewer than four. *Experience has shown that TFs whose course loads exceed overall 16-credit limit frequently encounter academic difficulties.*

**PHS 302** is to be used in cases where the pursued course of study is either academically-related, related to additional academic pursuits, or is not directly related to dissertation-focused study. In order to enroll for this credit, a student cannot be receiving compensation for the work performed, especially in a research assistant (RA) or internship capacity. Each student is allowed to enroll in up to *4 GSAS credits of PHS 302 per semester* and enrollment must be in consort with the primary advisor, who is also responsible for assigning a satisfactory/unsatisfactory rating at the end of each enrolled semester. If a student wishes to enroll in greater than 4-credits of PHS 302 in any given semester, the student must complete a *General Petition* and in doing so provide proper reasoning for the enrollment request. The *General Petition* must be signed using the standard PHS form-approval protocols, and final approval come from the PHS Program Office.

**PHS 303** is used to designate research that falls under the auspices and supervision of an instructor other than the student’s primary academic advisor. Students can enroll in up to four credits of PHS 303 only if they are engaged in *non-paid* research that falls outside of the parameters of their dissertation study and beyond the direct advisor’s supervision/mentorship. Each student is allowed to enroll in up to *4 GSAS credits of PHS 303 per semester* and enrollment must follow consultation with the primary advisor. The course supervisor who is designated by the student at the time of enrollment shall be responsible for assigning a satisfactory/unsatisfactory rating at the end of each enrolled semester.

**PHS 304** is to be used in rare cases where a student is required to re-engage with the material covered in PHS 2000 A/B and falls under the auspices, supervision, and sign-off of the PHS 2000 A/B faculty following advisor and PHS Program Office Consultation. Each student is allowed to enroll in up to *4 GSAS*
credits of PHS 304 for each semester in which the student formally re-engages with the course and material covered in PHS 2000 A/B, including all tests, homeworks, and class sessions. The course faculty shall be responsible for assigning a satisfactory/unsatisfactory rating at the end of each enrolled semester and at their discretion, may choose to adjust a prior PHS 2000 A/B grade with the FAS Registrar’s Office to reflect the student’s additional mastery of the course material.

PHS Waiver of Course Requirements

For some students who have successfully completed graduate-level coursework, PHS or Field of Study course requirements may be waived if graduate-level competence is demonstrated. In most cases, waivers are not encouraged and are rarely granted for PHS core requirement coursework.

A Course Waiver Form may be requested from the PHS Program Office or from the Field of Study academic administrator and will require sign-off from the course instructor, advisor, Field of Study academic administrator, and the PHS Program Office. A signed copy will be kept in the student’s file as documentation of the program’s authorization to grant an exemption to a student from further coursework in these areas.

Please note, however, the number of total course credits required to complete the coursework part of the curriculum will remain the same. Thus, students are encouraged to take more advanced courses or additional core courses if a course waiver is approved.
POST-COURSE REQUIREMENTS
& SATISFACTORY PROGRESS
4. Post-Coursework Requirements & Satisfactory Progress

**PQE – Preliminary Qualifying Examinations: FoS PQE I & PQE II**

The purpose of the PQE is to assess student preparation and the ability to embark on original scientific investigation. The primary goals of the PQE are to evaluate the student knowledge of methods and substantive areas in the FoS and the ability to identify and articulate a clear hypothesis for the dissertation topic. With rare exception, PHS PhD students typically take preliminary qualifying exams, the timing of which is determined by the individual Field of Study, which also administer the examinations. However, all exams should be completed by the end of the fifth semester, except in the case where a re-take of an initial PQE I examination may be required.

Each PQE has two components: The PQE I covers methods and content specific to the FoS and is largely related to FoS coursework and may be administered in multiple sittings. The PQE II is a dissertation proposal examination. PHS students should consult their individual Fields of Study for further details specific to PQE processes and requirements.

**Preparing for the PQEs: Student Timeline**

- Each Field of Study manages its own content for the FoS PQE I. PHS students should contact the FoS academic administrator for their respective FoS for procedural information and forms. Each student must successfully pass the FoS PQE I within the Field of Study before advancing to the PQE II dissertation proposal examination phase.

- Each PHS student should complete a *Prospective Program Form* at the end of their first and second year, listing all coursework taken thus far to fulfill the PHS and FoS requirements. The PHS Program Office uses the form to review and approve student progress, which if accurate, then allows the student to initiate the PQE process within the FoS.

- Each FoS determines the format and grading process for the FoS PQE I. The PQE II focuses on the dissertation protocol and is administered by a PQE Committee that is created by the student and the faculty advisor. The PQE Committee consists of a PQE Chair and a minimum of two additional examiners. The PQE Chair is typically from the same Field of Study as the student. Of the two additional required examiners, one must be a member of the PHS faculty, but the other is allowed to be an external (non-PHS) faculty member.

- Each student must complete a *Final Program Form* and hand it in to their FoS, who will then sign and administer to the PHS Program Office. This form signifies that the student has completed all necessary course requirements and has nominated the PQE II Committee. Once the program and committee has been approved by the PHS Faculty Director, the PHS Office will then notify the student that they can now schedule their PQE II.

- Each student will coordinate the scheduling of the exam with their FoS and complete a *PQE II Scheduling Form*, noting the date, time, and location of the exam. The form must be submitted to the FoS at least three weeks prior to the scheduled exam date. The FoS will then administer the completed and signed form to the PHS Office for final approval.
PQE II – Written Dissertation Proposal

Although the process may vary depending on the Field of Study, PHS students are generally expected to develop a dissertation proposal for the PQE II in the weeks immediately following the FoS PQE I. The student should check with their individual Field of Study for exact guidelines to the process.

In most cases, the written proposal should be submitted along with the PQE II Scheduling Form at least three weeks prior to the exam date. The proposal typically includes the sections below for each paper/component of the dissertation and is developed with input from the PQE Committee prior to the oral exam. The sections below are provided as a standard guideline for most dissertation proposals, but by no means do they offer an exhaustive list.

- **Specific Aims:** List the broad, long-term objectives and the goal of the specific research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology.

- **Background and Significance:** Briefly sketch the background leading to the proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives. If the aims of the application are achieved, state how scientific knowledge will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions. Summarize the preliminary work, and work of others, that supports the proposed Research Design & Methods.

- **Research Design & Methods:** Describe the research design conceptual framework, procedures, and analyses to be used to accomplish the specific aims of the project. Briefly summarize how the data will be collected, analyzed, and interpreted. Describe any new methods you may develop, and advantages over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. Highlight anticipated outcomes and potential pitfalls.

- **References:** Author, title, journal, inclusive pages, and year

PQE II – Dissertation Proposal Examination

The PQE II is a closed exam. Faculty members other than the examiners may attend a student’s examination only if prior permission is given by the advisor and the student. These additional faculty members may question the student only with the consent of the PQE Examination Committee Chair. No additional attendees are allowed.

The Examination Committee Chair serves not only as an examiner, but also oversees the administration of the exam and arbitration of any issues that may arise. The Chair also ensures that a PQE II Result Form is completed and submitted back to the Field of Study Academic Administrator after completion of the exam.
For the **PQE II – Dissertation Proposal Examination**, students should be prepared to defend and explain the hypothesis, methods, and anticipated results, as stated in their **PQE II – Written Dissertation Proposal**. The duration of this oral examination is approximately two hours long, and students can expect to cover areas that are both directly and tangentially related to the proposal topic. There are three potential outcomes for the PQE II: *Pass*, *Pass – with Qualifications*, or *Fail*.

**PQE Grading & Academic Progress**

Grading on both PQE components (I & II) is completed at the Field of Study-level. For any student who takes but does not pass the PQE I, an opportunity to retake the exam will be offered within one year. Students will maintain support during this year and are considered in good academic standing for the year between the first and the second examination attempts.

If a student receives a *Pass – with Qualifications* result for the PQE II, that student is expected to fulfill the specific qualifications and receive proper approval of completion from their committee. Once fulfilled, another *PQE II Report Form* is to be completed, claiming the student has now *Passed* the PQE II. The completed form should be given to the FoS and they will administer to the PHS Office for final approval.

If a student receives a *Fail* result for the PQE II, that student will be expected to retake and fully *Pass* the PQE II within six weeks of the original PQE II attempt or else they will no longer be considered in good standing in this GSAS PhD program, meaning that the student must pass the PQE II during this retake opportunity or else be asked to leave the PhD in Population Health Sciences.
**Dissertation Advisory Committee (DAC)**

**Overview**

Within two weeks of passing the PQE II, each student is expected to form a Dissertation Advisory Committee (DAC). The purpose of the DAC is to help the student set research goals and directions, while assessing progress toward the completion of an original body of research appropriate for completion of a PhD dissertation in Population Health Sciences.

**DAC Membership**

Selection of DAC members should be completed by the student – in consultation with the DAC Chair (see below). The membership of DAC must be approved by the PHS Program Office via the DAC Nomination Form, which the student submits to their FoS as soon as the DAC has been determined. The FoS will then administer to the PHS Program Office for final approval.

**DAC Composition Guidelines**

- The DAC is comprised of three or more faculty members. At least two DAC members must be Harvard faculty, one of whom must come from within the PHS student’s Field of Study. PHS recommends that one member be from outside of the FoS. The minimum number of DAC members is three. Fields of Study may provide additional requirements as long as they are not contradictory to the above guidelines.
- Unless approved by the PHS Program Office, all members should be Harvard assistant, associate, or full professors or senior lecturers or their equivalent.
- The DAC Chair must be a PHS faculty member, and in many cases, this person will be a continuance of the student’s ‘pre-DAC’ academic advisor. In either case, the student’s advisor is allowed to serve on the DAC.
- All DAC members must be present for all scheduled DAC meetings unless excused due extenuating circumstances, such as an unexpected family emergency, legally-required events, etc. In these cases, a General Petition should be submitted.

**DAC Student Timeline, Preparation, & Procedures**

- The first DAC meeting should be scheduled by the PHS student within six weeks of completing the PQE II. The first DAC meeting should take place no later than the first half of the sixth semester (i.e., the start of spring (sixth) semester for a third-year PHS student). Subsequent DAC meetings should be scheduled by the PHS student every three months to assess progress.
- PHS students bear the primary responsibility for setting up DAC meetings. PHS students should notify the PHS Program Office about each upcoming meeting day/time as soon as it is set.
● After each DAC Meeting, the Chair should complete the DAC Report Form and all committee members should sign it. The completed form should be submitted to the PHS Program Office where it will be scanned and filed in the student’s record along with any additional materials deemed relevant by the Chair from each respective DAC meeting. Additional materials might include documentation on progress-to-date, recommendations for further work, etc.

● The PHS Program Office is required to give the Graduate School of Arts & Sciences an accounting of student progress via Satisfactory Progress Reports, a key component of which is regular DAC meetings for third year (categorized as G-3 for administrative purposes) students and above. Unsatisfactory progress will be reported for any student who fails to have DAC meetings three times per academic year – unless otherwise reviewed and approved by the PHS faculty director.

Organization of the DAC Meeting

The overall DAC meeting typically lasts about two hours.

● **Student Presentation:** The most substantial part of the meeting consists of a 20-40-minute presentation by the student of results and plans. DAC members will typically interrupt the presentation with questions, and the presentation is followed by a discussion of progress and future plans.

● **DAC Comment & Feedback for Student:** The DAC should comment on student’s progress, approach, and results. The DAC should evaluate the student’s ability to think independently, including development of hypotheses, practical approaches for testing hypotheses, critical interpretation of data, understanding relevance of results in light of current thinking in the field, and judging how to effectively pursue the line of investigation. As students progress, written drafts, and ultimately, papers, will be reviewed for publication.

● **DAC Closed Session:** The closed session provides an opportunity for DAC members to discuss progress and other relevant issues on a confidential basis. The DAC closed session typically includes time for the DAC to meet without the student present – either at the beginning or the conclusion of the student meeting.

● **Report on Student Progress:** The PHS Faculty Director will review the Chair-submitted DAC Meeting Report, but confidential concerns of the DAC should be directly communicated if they arise.

DAC Oversight for Granting the PhD

GSAS requires that each student complete a body of primary research of publishable quality. While a first-author research paper is not required to attain the degree, the vast majority of graduating students will have at least one published first-author, peer-reviewed, primary research paper submitted or largely prepared prior to graduation. In addition, the DAC should evaluate the scientific maturity, independence, and original thinking when considering student readiness to graduate. The DAC will decide when the student is ready for dissertation defense. The optimal timing of dissertation defense is in spring of the 4th year (eighth semester), with timing to coincide with graduation dates, although, some PHS students do opt to defend earlier – toward the two other potential GSAS dissertation submission and commencement dates in November and March during any given fourth academic year of PHS study.
Dissertation & Defense

Final Reporting & DAC Responsibilities

Once the DAC agrees that the student is ready to defend the Dissertation, a final DAC Report Form will be completed and administered to the PHS Program Office.

All members of the Dissertation Advisory Committee must be physically present for the Dissertation Defense. If a member cannot be present, the student is expected to reschedule to a more conducive date/time. Under extenuating circumstances only (and with the approval of the PHS Faculty Director and GSAS), the student may request via General Petition to have a member participate in absentia.

The Dissertation Advisory Committee Chair oversees the Dissertation Defense. Responsibilities include arbitrating any unanticipated issues that may arise and completing the Dissertation Defense Report Form, which reflects Dissertation Committee satisfaction and records the final recommendations of Committee members for the candidate completion of any necessary corrections and/or additions to the dissertation. Dissertation Defense outcomes are: Pass, Pass with Qualifications, or Fail.

Dissertation Defense Timing & Format

- **At least three weeks in advance of the Dissertation Defense:** The student will work with their DAC and FoS to decide the date, time, and location of the Defense. Once confirmed, a Dissertation Defense Scheduling Form should be completed and administered to the PHS Office for final approval. The student name, title, date, time, and place of the Dissertation Defense will be announced via e-Mail to members of the PHS community and publicized via poster throughout Harvard Chan.

- **At least two weeks in advance of the Dissertation Defense:** DAC members should be sent copies of the dissertation for review. A copy of the dissertation should also be sent to the PHS Program Office.

- **In advance of the Dissertation Defense:** DAC members should contact the Chair if they foresee any issues with preparedness for the Dissertation Defense; the Chair can also consult the PHS Program Office, which can consult/receive clarification from GSAS, as needed.

- **During the Dissertation Defense:** The PhD candidate will present a public seminar with members of Harvard community and candidate-invited guests.

Please note: While the Dissertation Defense is a public forum, questioning of the dissertation candidate during the proceedings is limited to members of the DAC. The public may ask questions only once the candidate’s presentation and questioning by the Committee has completed.

Preparing for the Defense

Students preparing to defend their dissertation must review Harvard University requirements, outlined in the Form of the Doctoral Dissertation, published by the Graduate School of Arts and Sciences (GSAS).
Writing the Dissertation

The dissertation must show original treatment of a fitting subject, contain a scholarly review of the pertinent literature, give evidence of independent research, and be clearly, logically, and carefully written. There are a variety of ways a dissertation can be composed, but the core elements described below must be included. Typically, a PHS thesis will consist of an introduction, three publishable stand-alone papers, and a conclusion. This is consistent with other GSAS PhD programs based at Harvard Chan.

The PhD dissertation is expected to describe a substantial amount of independent and original research of publishable quality. In addition to research chapters describing original data, each dissertation must contain Introduction and Conclusion chapters that present the background and significance of the dissertation research and discuss the broader impact of the findings. In some cases, the student has done all of the work in the dissertation; more often portions of the dissertation result from collaborative research. In all dissertations containing collaborative results, the dissertation should indicate concisely who contributed to the work and how.

For example, a chapter containing multi-authored, published work must include a complete reference of the publication and a brief description of the candidate’s and the colleagues’ contributions. For work that is not published but which resulted from multiple researchers, the contributors must be named and respective attributions made clearly. This policy allows stylistic flexibility; depending on the amount of collaborative work in the dissertation and the status of publication(s), the attributions can be, preferably, on or accompanying the cover page for each chapter or within an extended acknowledgements section at the end of each chapter. It is recommended that if figures or figure panels are included that are the work of others that the figure panels be clearly identified and the work properly attributed. It is permissible for more than one student to include work from the same collaboration or publication as long as the required attributions are clear, justified, and complete. However, multiple-authored papers can only be submitted by the lead author as part of his/her dissertation and not submitted by multiple doctoral students.

Individual chapters can be that of published articles as long as there are also comprehensive Introduction and Conclusion chapters written by the student. While the text can be the same, use of journal reprints as a chapter is not permissible. A word document of the published article must be used, and the pages in the dissertation must be consecutively numbered. Furthermore, the figures and accompanying figure legends must be integrated into the main body of each chapter, preferably following the first mention of the given figure, not clustered at the end of the chapter.

Any dissertation that varies significantly from the Graduate School of Arts and Sciences (GSAS)/FAS guidelines or is not neat and readable is subject to required stylistic revision before acceptance by the University. (See the Form of the PhD Dissertation here).
FIELD OF STUDY CURRICULUM & CORE REQUIREMENTS
5. Field of Study (FoS) Curriculum & Core Requirements

Environmental Health (EH)

Required Courses (Must be taken for an ordinal grade)

- EH 205 Human Physiology
- One additional intermediate level quantitative course (4 GSAS credits/5 Harvard Chan credits) chosen in consultation with your advisor

View the Environmental Health FoS Handbook for more information on course requirements for specific areas of specialization.

Epidemiology (EPI)

Required Courses

ALL EPI and BIOSTATS requirements listed below must be taken for an ORDINAL grade.

- EPI 203 Study Design in Epidemiologic Research (2 GSAS credits)
- EPI 204 Analysis of Case-Control and Cohort Studies (2 GSAS credits)
- EPI 205 Practice of Epidemiology (2 GSAS credits)
- EPI 207 Advanced Epidemiologic Methods (2 GSAS credits)
- EPI 247 Epidemiologic Methods Development (2 GSAS credits)
- EPI 289 Causal Inference (2 GSAS credits)
- EPI 507 Genetic Epidemiology (2 GSAS credits)
- BST 223 Applied Survival Analysis and Discrete Data Analysis (4 GSAS credits)
- BST 226 or Applied Longitudinal Analysis (4 GSAS credits)
- EH 205 Human Physiology (4 GSAS credits)
- EH 208 Pathophysiology of Human Disease (2 GSAS credits)
Strongly Suggested Courses

EPI 215   Adv. Topics in Case-Control and Cohort Studies (2 GSAS credits)

EPI 515   Measurement Error and Misclassification for Epidemiologists (1 GSAS credit)

To determine your Field of Study coursework, declare Epidemiology as the Major (at least 16 GSAS credits/20 Harvard Chan credits of coursework) and two minor fields in consultation with your advisor, one of which should be Biostatistics and the other should reflect your Area of Specialization (at least 8 GSAS credits/10 Harvard Chan credits of coursework for each minor). All of this coursework must be taken for an ordinal grade.

Courses to be completed before PQE I Written Examinations: Overview

The PQE I written examination is divided into two portions: Methods & Substantive. The first session covers methods, including aspects of study design, analysis, and causal inference. As a guideline, a student should not attempt this exam until completing all of the following courses:

Courses to complete before attempting the PQE I & PQE II:
- PHS 2000 A & B
- BST 223 or BST 226
- EPI 201 or EPI 202
- All of the following: EPI 203, EPI 204, EPI 207, EPI 247, EPI 289, EPI 507

The second session covers substantive knowledge of Epidemiology. Candidates are required to answer five questions in topic areas based on the EPI Field of Study twelve areas of interest.

Substantive courses in the FoS related to the twelve areas of interest serve as the foundation for the content of the questions. PHS students are also encouraged to keep current with important recent developments in the topics that they plan to select by regularly reading the major journals.
Global Health & Population (GHP)

Course Requirements for HEALTH SYSTEMS Area of Specialization

<table>
<thead>
<tr>
<th>DEPARTMENT REQUIREMENTS</th>
<th>GSAS Credits</th>
<th>Chan Credits</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHP 210 - Concepts and Methods in Global Health and Population (Fall)</td>
<td>4.0</td>
<td>5.0</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral Research Seminar – Independent Study (Fall)</td>
<td>1.0</td>
<td>1.25</td>
<td>Post WQE*</td>
</tr>
<tr>
<td>Doctoral Research Seminar – Independent Study (Spring)</td>
<td>1.0</td>
<td>1.25</td>
<td>Post WQE*</td>
</tr>
</tbody>
</table>

HEALTH SYSTEMS REQUIREMENTS

Domain I: Measurement of Health System Performance (7.5 credits)

- GHP 506 (Spring 1) Measuring Population Health                                     2.0 2.5 1
- GHP 501 (Spring 1) Modeling for HS Analysis & Priority Setting                    2.0 2.5 1
- GHP 201 (Spring 2) Advanced Modeling for HS Analysis & PS                         2.0 2.5 1

Domain II: Explanation of Health Systems Performance with Social Science Theories (5.0 required plus a choice of 20.0 field credits)

- GHP XXX (Spring) Comparative Health Systems                                         4.0 5.0 2
- 20.0 credits from any combination of the below fields

1. ECONOMICS

- ECON 2020a (Fall) Microeconomic Theory I (5.0)                                      20.0 25.0 2
- ECON 2020b (Spring) Microeconomic Theory II (5.0)
- ECON 2390 (Fall) Development Economics (5.0)
- ECON 2390D (Fall) Research in Development Economics (5.0)
- ECON 2326 (Fall) Economic Development: Theory, & Evidence (5.0)
- ECON 3460c (Fall) Research in Health Economics (5.0)
- ECON 2395 (Fall) Health, Inequality and Development (5.0)
- ECON 2035 (Fall) Psychology and Economic Theory (5.0)

2. POLITICAL ECONOMY

- MIT 17.178 (Fall) Political Econ of Institutions & Development (5.0; not offered 2018/19)
- MIT 17.182 (Fall) Sustainability: Political Econ, Science, & Policy (5.0)
- MIT 17.100J (Spring) Political Econ I: Theories of the State and the Econ (5.0)
- MIT 17.115 (Spring) International Political Econ (5.0)
- MIT 17.154 (Fall) Varieties of Capitalism and Social Inequality (5.0, not offered 2018/19)
- MIT 17.172 (Fall) Institutionalism and Institutional Change (5.0; not offered 2018/19)
- MIT 17.176J (Fall) Economic Development and Policy Analysis (5.0; consult department)
• MIT 14.770 (Fall) Introduction to Collective Choice and Political Econ (5.0)
• MIT 14.773 (Spring) Political Economy: Institutions and Development (5.0)
• GOV 1108 (Fall) The Politics of Economic Inequality (5.0)
• GOV 1263 (Spring) Improving Governance in Developing Countries: What can We Learn from Experiments? (5.0)
• GOV 1759 (Spring) Behavioral Insights and Public Policy: Nudging for Good (5.0)
• GOV 2176 (Fall) Varieties of Capitalism and Social Inequality (5.0)
• ECON 2080 (Fall) Economics and Politics: The Foundations of Economics in Political Theory (5.0)
• ECON 2394 (Fall or Spring) Political Economy and Culture (5.0)
• ECON 2412A (Fall) Political Economics (5.0)
• DEV-102 (Spring) Economic Development: Using Analytical Frameworks for Smart Policy Design (5.0)
• DEV-308 (Spring) Social Institutions and Economic Development (5.0)
• DEV-309 (Fall) Development Policy Strategy (5.0)

3. ORGANIZATIONAL BEHAVIOR
• HBS 4880 (Fall) Macro Topics in Org Behavior: Org and Management Theory Seminar (5.0)
• HBS 4882 (Spring) Micro Topics in Organizational Behavior (5.0)
• MIT 14.282 (Fall) Intro to Organizational Economics (5.0)
• MIT 14.283 (Spring 1) Advanced Topics in Org Economics I (3.3)
• MIT 14.284 (Spring 2) Advanced Topics in Org Economics II (3.3)
• MIT 15.341 (Spring) Individuals, Groups, and Organizations (5.0)

Domain III: Evaluation of Interventions to Improve Health Systems Performance (5.0 required plus a choice for remaining 5.0 credits)

• GHP 228 (Spring) Econometric Methods in Impact Evaluation 4.0 5.0 2

AND CHOOSE ONE COURSE FROM THE FOLLOWING:

• GOV 2798 (Spring) Field Experiments for Policy and Program Evaluation (5.0) 4.0 5.0 2
• GHP 525 (Fall) Econometrics for Health Policy (5.0)

*Offered to students taking the WQE Paper II for the Spring semester.

Total Credits Required (including PHS Core Requirements):
67.5 - Harvard Chan
54 - GSAS

NOTE: All courses taken to fulfill a requirement must be taken for a letter grade (ordinal). No Audits or Pass/Fail grades are permitted with the exception of the Doctoral Research Seminar and HPM 548.
Course Requirements for Population and Family Health Area of Specialization:

DEPARTMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS Credits</th>
<th>Chan Credits</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHP 210 - Concepts and Methods in Global Health and Population (Fall)</td>
<td>4.0</td>
<td>5.0</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral Research Seminar – Independent Study (Fall)</td>
<td>1.0</td>
<td>1.25</td>
<td>Post WQE*</td>
</tr>
<tr>
<td>Doctoral Research Seminar – Independent Study (Spring)</td>
<td>1.0</td>
<td>1.25</td>
<td>Post WQE*</td>
</tr>
</tbody>
</table>

*Offered to students taking the WQE Paper II in Spring semester.

POPULATION AND FAMILY HEALTH REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS Credits</th>
<th>Chan Credits</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHP 220 Introduction to Demographic Methods (Fall 2)</td>
<td>2.0</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>GHP 506 Measuring Population Health (Spring 1)</td>
<td>2.0</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>GHP 265 Ethics of Global Health Research (Spring 2)</td>
<td>2.0</td>
<td>2.5</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

Methods (students must select 10.0 credits from the options listed below) 8.0 10.0 Varies

**Rationale:** These courses provide in-depth analytical skills that were briefly introduced in PHS 2000. Choices should be based on the research the student plans to undertake for his/her dissertation.

- BST 222 (Fall) Basics of Statistical Inference (5.0) BST 210 or BST 213 or PHS 2000A&B
- BST 223 (Spring) Applied Survival Analysis (5.0) choice of BST 210; 213; 232; 260; PHS 2000A
- BST 226 (Spring) Applied Longitudinal Analysis (5.0) choice of BST 210; 213; 232; 260; PHS 2000A
- BST 228 (Fall) Applied Bayesian Analysis (5.0) BST 210 or PHS 2000A&B and BST 222
- GHP 534 (Spring 2) Introduction to Spatial Methods for Public Health (2.5)
- EPI 207 (Fall 1) Advanced Epidemiologic Methods (2.5) EPI 204 or (BST210 and EPI289) or BST 233
- EPI 289 (Spring 1) Epidemiology Methods III: Models for Causal Inference (2.5) EPI 201 and 202
- SBS 263 (Spring) Multilevel Statistical Methods: Concept and Application (5.0)
- STAT 160/260 (Fall) Design and Analysis of Sample Surveys (5.0)
- GHP 228 (Spring) Econometric Methods in Impact Evaluation (5.0) Econometrics and intermediate micro-economics are required

**STUDENTS MUST ALSO SELECT TWO TRACKS AND TAKE 10.0 CREDITS FROM EACH**

1. **NONCOMMUNICABLE DISEASES (NCDs)**

**Rationale:** This collection of multidisciplinary courses will deepen students’ understanding of the epidemiology of NCDs and prepare them to conduct research on these emerging global health threats. GHP 216 is an introductory course to the global epidemiology of NCDs, strategies for primary prevention and implementation of health services with a focus on low- and middle-income countries. GHP 207 covers the concepts and methods required to estimate the effect of risk factors or interventions on disease outcomes at the population level. While most of the course readings and examples are drawn from the field of cardiovascular epidemiology, the methods apply broadly to most NCDs. ID 537, GHP 208, EPI 213, and ID 240, will provide students with an in-depth understanding of NCDs covered in GHP 216 including obesity, mental health, cancer, and injuries, respectively.

- GHP 216 (Fall 2) Global Non-communicable Diseases (2.5)
- GHP 207 (Spring 1) Risk Factors and Population Health (2.5)
2. MATERNAL & CHILD HEALTH (includes reproductive health)

**Rationale:** ID 217 and GHP 208 focus on cross-cutting global health issues affecting maternal and child health (MCH), introducing students to the emerging global health challenges these present. GHP 231 introduces students to the concepts and current issues, while EPI 213 enables students to build on this foundation. GHP 504 introduces students to qualitative research methods with emphasis on MCH topics. SBS 246 examines MCH program and policy implementation.

- GHP 231 (Spring 2) Sexual and Reproductive Health: A Global Perspective (2.5)
- GHP 553 (Fall 2) Human Rights Dilemmas in Child Protection (2.5)
- GHP 511 (Winter) International Perspectives on Justice for Children (2.5)
- GHP 504 (Spring 1) Qualitative Research Methods for Global Health (2.5)
- ID 217 (Spring) Nutrition and Global Health (2.5)
- GHP 208 (Fall 1) Case Studies in Global Mental Health Delivery (2.5)
- EPI 213 (Spring 1) Epidemiology of Cancer (2.5)
- ID 240 (Spring 1) Principles of Injury Control (2.5)
- SBS 246 (Fall 2) Issues in Maternal & Child Health Programs and Policies (2.5)

3. INFECTIOUS DISEASE

**Rationale:** GHP 539 and IID 201 give a multidisciplinary perspective on Infectious Diseases (IDs). EPI260 provides modelling tools and GHP 534 provides spatial epidemiology tools, both applicable to several IDs covered in GHP 539 and IID 201. Lastly, GHP 532 uses a case-based teaching approach to address the design of efficient and effective global health interventions.

- GHP 539 (Fall 1) Control of Infectious Diseases in LMICs: Social, Political & Economic Dimensions (2.5)
- IID 201 (Fall 1) Ecology, EPI, and control of important parasitic diseases of developing areas (2.5)
- EPI 260 (Spring 2) Mathematical Modeling of Infectious Disease (2.5)
- GHP 532 (Spring 1) Introduction to Global Health Care Delivery (2.5)
- GHP 534 (Spring 2) Introduction to Spatial Methods for Public Health (2.5)

4. ECONOMICS

**Rationale:** The courses Econ2010a and 2020b are microeconomic theory courses that are required for more advanced courses in the economics department. When possible, students should take this microeconomic sequence in their first year and proceed to higher level courses in year two. The development economics sequence is useful particularly for students planning field work. Psychology and economics covers issues in behavioral economics that have health applications.

- ECON 2020a (Fall) Microeconomic Theory I (5.0)
- ECON 2020b (Spring) Microeconomic Theory II (5.0)
- ECON 2390 (Fall) Development Economics (5.0)
- ECON 2390D (Fall) Research in Development Economics (5.0)
- ECON 2326 (Fall) Economic Development: Theory, and Evidence (5.0)
- ECON 3460c (Fall) Research in Health Economics (5.0)
5. RISK AND DECISION SCIENCE*

**Rationale:** This sequence of courses introduces quantitative methods and simulation modelling for decision analysis, cost effectiveness analysis, and economic evaluation. RDS 280 is an introductory course in decision analysis. RDS 285 and GHP 501 introduce different mechanistic modelling methods for decision analysis. RDS 282 is an intermediate-level course in economic evaluation, and RDS 290 is focused on the application of decision science methods to a research problem chosen by the student. The sequence RDS 280, 285, 282 and 290 have been deliberately developed to provide an introductory/intermediate sequence of decision science methods. RDS 284 focuses on the theoretical underpinnings of decision science, and is targeted to doctoral students with interests in this area.

- RDS 280 (Fall 2) Decision Analysis for Health and Medical Practices (2.5)
- RDS 285 (Spring 1) Decision Analysis Methods in Public Health and Medicine (2.5)
- GHP 501 (Spring1) Modeling for Health System Analysis & Priority Setting (2.5)
- RDS 282 (Spring 2) Economic Evaluation of Health Policy & Program Management (2.5)
- RDS 290 (Spring) Experiential Learning & Applied Research in Decision Analysis (2.5)
- RDS 284 (Fall) Decision Theory (5.0)

*Foundational courses in microeconomic theory (ECON 2020a & 2020b) are very useful for students intending to concentrate in this area.

**Total Credits Required (including PHS Core Requirements):**

62.5 - Harvard Chan  
50 - GSAS

**NOTE:** All courses taken to fulfill a requirement must be taken for a letter grade (ordinal). No Audits or Pass/Fail grades are permitted with the exception of the Doctoral Research Seminar and HPM 548.
**Nutrition (NUT)**

**Required Courses (14.0 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUT 201: Introduction to Nutrition and Public Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>BPH 222: Biological Basis of Human Nutrition</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>NUT 203: Nutrition Seminar Part I (P/F)</td>
<td>1.0</td>
<td>1.25</td>
</tr>
<tr>
<td>EPI 205: Practice of Epidemiology (taken in third year)</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>NUT 206: Nutrition Seminar Part II (P/F)</td>
<td>1.0</td>
<td>1.25</td>
</tr>
<tr>
<td>NUT 209: Seminars in Food Science, Technology, &amp; Sustainability</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 214: Nutritional Epidemiology</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Area of Specialization Requirements**

**Nutritional Epidemiology**

**Nutritional Epidemiology Courses (8.0 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS credits</th>
<th>Harvard Chan Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 203: Study Design in Epidemiological Research</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>EPI 204: Case Control Cohort Epi Data</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 221: Advanced Nutritional Epidemiology</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 512: Molecular Basis of Nutrition and Metabolic Diseases</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Epidemiology Electives (suggested courses, minimum 4.0 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS credits</th>
<th>Harvard Chan Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 223: Cardiovascular Epidemiology I</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>EPI 213: Epidemiology of Cancer</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 537: Obesity Epidemiology</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 541: Advanced Topics in Obesity Epidemiology and Prevention</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>ID 217: Nutrition and Global Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Biostatistics Courses, intermediate/advanced (suggested courses, minimum 8.0 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>GSAS credits</th>
<th>Harvard Chan Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 233: Methods II</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>BST 222: Basics of Statistical Inference†</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>BST 223: Applied Survival Analysis†</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>BST 226: Applied Longitudinal Analysis†</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>EPI 515: Measurement Error and Misclassification for Epidemiologists</td>
<td>1.0</td>
<td>1.25</td>
</tr>
</tbody>
</table>
**Public Health Nutrition**

Public Health Courses (8.0 credits)

Students must complete *at least one course in each subject area*; credits from all subject areas must total 8.0. The courses listed here are suggested, but students can seek approval from their advisor if they wish to use a course not listed to fulfill the required subject area.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Options</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>NUT232: Design &amp; Eval Behavioral Interventions</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Planning &amp; Evaluation</td>
<td>SBS265: Prog Planning, Design &amp; Evaluation</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>SBS501: CBPAR (alternate years - odd)</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>ID550: Program Evaluation</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>HPM543: Quant. Methods in Program Evaluation</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Health</td>
<td>SBS201: Society and Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Disparities</td>
<td>SBS207: Race Ethnicity and Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>SBS507: Disease Distribution Theory</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>ID513: Ethics and Health Disparities</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Theory</td>
<td>SBS 507: Theories of Disease Dist. &amp; Health Inequities</td>
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<td>2.5</td>
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<tr>
<td></td>
<td>SBS 509: Health Comm in the 21st Century</td>
<td>2.0</td>
<td>2.5</td>
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<tr>
<td></td>
<td>SBS 520: Using PH Theories to Solve Community Health Problems</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Policy</td>
<td>HPM 210: US Health Policy</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>HPM 213: Public Health Law</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>SBS 246: Maternal and Child Health: Programs &amp; Policies</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>SBS 296: Leadership in Minority Health Policy</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>NUT 226: Seminar in Nutrition &amp; Food Policy</td>
<td>1.0</td>
<td>1.25</td>
</tr>
</tbody>
</table>

SBS Methods Courses (8.0 credits, suggested courses)

<table>
<thead>
<tr>
<th>Course Options</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBS 245: Social and Behavioral Research Methods</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 231: Community Intervention Research Methods</td>
<td>4.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 265: Program Planning: Design and Intervention</td>
<td>1.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 288: Qualitative Research Methods in Public Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 501: Community-based Participatory Action Research</td>
<td>1.0</td>
<td>2.5</td>
</tr>
<tr>
<td>HPM 543: Quantitative Methods in Program Evaluation</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>BST 212: Survey Research Methods in Community Health</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Additional elective coursework (at least 6.0 GSAS/7.5 Harvard Chan credits/of ordinal credit)
### Social & Behavioral Sciences (SBS)

**Required Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBS 201</td>
<td>Society &amp; Health *</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 231</td>
<td>Community Intervention Research Methods</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 245</td>
<td>Social &amp; Behavioral Research Methods</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>SBS 263</td>
<td>Multilevel Statistical Methods</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>SBS 500</td>
<td>Developing a Research Protocol</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 507</td>
<td>Advanced Seminar in Theories of Disease Distribution &amp; Health Inequities *</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>SBS 520</td>
<td>Using Public Health Theories to Solve Community Health Problems *</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Intermediate Epi courses (chosen in consultation with your advisor)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Intermediate or Advanced methods course (chosen in consultation with your advisor)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Human Biology (such as BPH 208) (chosen in consultation with your advisor)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Sociology, Policy, or Social Science course (chosen in consultation with your advisor)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Content in Chosen Area of Expertise ^ (chosen in consultation with your advisor)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>GSAS credits</th>
<th>Harvard Chan credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6.0</td>
<td>7.5</td>
</tr>
</tbody>
</table>

* must be taken in Year 1 of the program

^ all students are expected to augment the basic requirements with substantial course work appropriate to a research orientation and in a topic of their interest

6. Dissertation & Commencement Logistics

Dissertation Forms & Paperwork

Dissertation Acceptance Certificate

Before the examination, the PHS Program Office will provide the DAC Chair with three copies of the official Dissertation Acceptance Certificate. All copies must be printed on GSAS watermarked paper and signed by all readers of the dissertation at the end of the examination and returned to the PHS Program Office.

One signed copy constitutes the official record of the examination for the PHS PhD and will be kept in the student record by the PHS Program Office. One copy will be returned to the student to scan and insert as page one of the dissertation prior to online submission. The third copy must be submitted to the GSAS Registrar’s Office in Cambridge by the appropriate deadline.

If extensive corrections are to be made, the PHS Program Office will hold all three certificates until the DAC Chair notifies them that corrections have been made and approved.

PHS PhD Approval Form

Once the student has made final corrections to the dissertation, the PHS Faculty Director and the DAC Chair will sign the PHS PhD Approval Form for the PHS candidate. This form – along with the signed Dissertation Acceptance Certificate – certifies that the candidate is then entitled to file an application for the PhD in Population Health Sciences.

Two signed copies of the PHS PhD Approval Form should be returned to the PHS Program Office by the candidate. One copy will be kept on file in the PHS Program Office and a second copy sent to the GSAS Registrar’s Office in Cambridge by the appropriate deadline.

Binding and Delivery of the Dissertation Following the Examination

Following the examination, the student, with the help of the Dissertation Advisor, should make any necessary corrections to the thesis. It is then the student’s responsibility to submit the following copies of the dissertation:

GSAS requires one copy of the dissertation, submitted electronically through the ETDs @ Harvard online submission tool to the FAS Registrar’s Office for approval for the degree.

GSAS also requires submission to the Harvard University Archives in Widener Library of a printed, bound copy of the dissertation. PHS also requires one printed, bound copy for the PHS Program Office and one printed, bound copy for the Field of Study. Students do not need to take action to secure and submit these three copies. Order and submission of these printed, bound copies is managed automatically via the ETDs @ Harvard online submission tool and the Office of Scholarly Communication. Upon submission of the application for degree, and a one-time $120 charge ($40/copy x 3) will appear on each student’s term bill for the three required copies.
Each student will be reimbursed for the $120 printing charge by providing a receipt of their paid bill to the PHS Program Office. The PHS Program Office and Field of Study copies will be delivered directly to the PHS Program Office by the book binders. (Students who apply for the degree and do not then meet all requirements for the degree period will not be charged when submitting future applications for the degree.)

**NOTE:** Students must secure personal copies outside of the arrangement for institutional copies (for Harvard Archives, academic advisors, labs, or themselves, as desired). Students can choose Acme or opt for any other bindery of their choosing for these copies. The information about student copies can be found in the Form of the Dissertation in an effort to guide students.

**Bookbinders who have worked with Harvard University**
(Prices and time required vary; some binderies charge a premium for rush jobs.)

- **Acme Bookbinding**, 100 Cambridge Street, Charlestown, MA; (617) 242-1100.  
  http://www.acmebook.com  
- For names and addresses of other binderies, consult the Library Binding Institute website:  
  http://www.lbibinders.org

Both electronic and paper copies must meet the specifications described in *Preparation of the Dissertation*, a section of the Form of the PhD Dissertation. A dissertation that does not conform to the minimum standards set by GSAS may have to be reformatted and resubmitted. In that event, the degree cannot be awarded until a dissertation in satisfactory format is completed and deposited with the FAS Registrar’s Office.

**Application for Degree**

Students wishing to obtain a degree must formally apply within their my.harvard account. The link can be found on the Student Home page. PhD students must also provide a completion code for the GSAS Exit Survey within the application. In unusual circumstances, late applications may be accepted for the one week past the deadline only; a late fee of $50 will be applied to the student’s term bill.

If a student applies but does not receive the degree, that student must submit a new application for the degree period in which they intend to graduate.

**2017-2018 GSAS Degree Application Deadlines**
(To Be Confirmed): Please refer to the GSAS Student Handbook for more information:  
https://handbook.gsas.harvard.edu/gsas-handbook

**Note:** The student stipend will end based on the dissertation submission date – NOT on the date of diploma availability.

Please review the *Steps to Degree* website for more specific information about the November, March, and May degree deadlines and links to forms.
Enrollment and Tuition Requirements for Degree Candidates

All degree candidates must enroll continuously until completion of the requirements for the degree. PhD candidates must have paid two years of full tuition and two years of reduced tuition before receipt of the degree, unless they have completed the PhD in less than four years from initial enrollment. All PhD candidates must pay the PhD fee, equal to facilities fee, in their last term of enrollment (unless a higher tuition has been paid). This final charge is billed when a student applies for the degree – unless the student has already paid the Facilities fee for the term.

- For students receiving November degrees, the last enrollment term is the previous spring term.
- For degrees in March, the last term is the previous fall.
- For degrees in May, the last term is the spring term (except May degree candidates filing dissertations by very early February 2018, who do not enroll or pay tuition for the spring term).

Students who are uncertain whether they will finish in time for degrees in November or March are encouraged to enroll for the fall or spring terms respectively, either in residence or on leave of absence, to avoid late enrollment fees if they should miss the degree deadlines. Should they finish in time, their enrollment for the term will be cancelled.

Student health insurance expires on the last day of coverage for the last term of enrollment. Please visit HUHS for more information. November degree candidates should visit the GSAS website for important deadlines and information regarding health coverage eligibility.
Commencement

Commencement takes place on the fourth Thursday of May each year, with additional convocation events on the preceding Wednesday. All students who receive November, March, or May degrees are invited to walk in the May ceremony. Graduating PHS students will be invited and encouraged to participate in several ceremonies in May at Harvard Chan, GSAS, and Harvard University:

- Harvard Chan Convocation Exercises in Boston (Wednesday)
- GSAS Breakfast with the Deans in Cambridge (Thursday)
- Morning Exercises at Harvard Yard in Cambridge (Thursday)
- Graduate School of Arts and Sciences Ceremony in Cambridge (Thursday)
- Graduate School of Arts and Sciences Luncheon in Cambridge (Thursday)
- Harvard Afternoon Exercises at Harvard Yard in Cambridge (Thursday)

The PHS Program Office will send detailed information to each graduating student as commencement approaches. It is recommended that students and their families plan far in advance for commencement, especially concerning such things as accommodations and dinner reservations at favorite restaurants, as May and June is a very busy time in the Greater Boston Area with multiple colleges and universities graduating in succession throughout these two months.
IMPORTANT ACADEMIC POLICIES & PROCEDURES
7. Important Academic Policies & Procedures

*Satisfactory Academic Progress*

PHS requires that students receive an average grade of B or above in each PHS core-required course (PHS 2000A, PHS 2000B, EPI 201, EPI 202, & SBS 506) and in all Field of Study-required classes to reflect their command of these topics. In addition, PHS and The Graduate School of Arts & Sciences (GSAS) both require that the minimum standard for satisfactory work in the graduate school is a B average in each academic year. For more specific information about how to tally your GPA, please review the Grade and Examination portion of the GSAS Handbook. For more information about academic progress and milestones, please refer to the GSAS Student Handbook.

*Academic Integrity & Research Ethics*

PHS upholds the highest standards of academic and research integrity and standards and expects all students to abide by the GSAS Regulations and Standards of Conduct as outlined in the GSAS Student Handbook. PHS students are also expected to participate in an orientation session at either Harvard Chan or GSAS to ensure a strong understanding of the guidelines regarding academic standards and behavior. If students ever encounter a situation in which they feel confused or uncertain regarding academic assignments or analysis of research data, they should immediately seek advice from the course instructor, their advisor, the PHS Program Office, or a member of GSAS Academic Affairs.

*Sexual & Gender-Based Harassment Policy/Resources*

PHS takes sexual and gender-based harassment and sexual assault very seriously; all students are responsible for following the GSAS Regulations and Standards of Conduct as outlined in the GSAS Student Handbook. PHS students are expected to participate in an orientation session at either Harvard Chan or GSAS to ensure a strong understanding of the policy and resources. PHS and GSAS are committed to helping anyone who has experienced sexual harassment, including sexual violence, to access the wide variety of resources available at Harvard and elsewhere. Some resources are able to keep your information private but may have to share your information with those responsible for stopping or preventing sexual harassment on campus. Before speaking with someone, make sure that you understand whether that person or that office can assure you confidentiality, and/or how they will keep your information private. The SHARE portal (http://share.harvard.edu/) and the FAS website (http://www.fas.harvard.edu/sexual-gender-based-harassment-policyresources) have information about the policy, your options, and resources.

*Immigration & Travel Resources*

A Harvard Chan webpage has been created to provide easy access to resources and information related to immigration and travel restrictions.
Harvard Chan Laptop Requirement

The effective use of mobile digital technology for analysis, synthesis, and communications are critical to public health research and practice. Harvard Chan embraces the vision of learning that is appropriately enhanced by technology and educational opportunities that are “everywhere and anytime” on the future of education at Harvard. Therefore, the School has a laptop requirement for all students beginning in academic year 2016-2017. Laptops allow students to utilize the School’s virtual computer laboratory powered by VDI (virtual desktop infrastructure) technology. The virtual laboratory gives students access to a wide variety of statistical software (e.g., SAS, Stata, R), datasets required for their studies, and personal network storage space. The laboratory is available anywhere and anytime including active learning classrooms, student study spaces, and in student housing.

Most modern laptops are compatible with our virtual computer laboratory. Specific requirements may be found at: http://www.hsph.harvard.edu/information-technology/vdi-minimum-requirements/
8. References & Resources

Listing & Description of PHS-Required Forms

All forms should be acquired by the student via the PHS Wiki or the PHS Coordinator. Each form must be filled out by the student and brought to their advisor for the first signed approval. If applicable, the student will then have the form signed by the course instructor. Next, the student will receive signed approval from the Field administrator. From there, the field administrator will transfer the form to the PHS program office for final decision. The PHS program office will send notification of their decision to the student and field administrators.

Advisor Change Form – a student will fill out this form if they decide to change their advisor throughout their time within PHS. A change of Advisor is something that should be deeply discussed with the former and new advisors as well as the field and program administrators.

Core Requirement Waiver Form – for when a student requests to waive a PHS core requirement (PHS 2000A & B, EPI 201, EPI 202, RCR). A student must provide backup documentation (i.e. course syllabi, unofficial transcript, verification of teaching, etc.) to the instructor of the course they are trying to waive. In order to waive the RCR requirement, the student must provide a transcript and syllabus to the PHS Director for final approval.

Dissertation Advisory Committee Nomination Form – after a student passes their PQE II, they will then nominate their Dissertation Advisory Committee (DAC). The form must be signed by every committee member.

Dissertation Progress Report – this form should be filled out after every DAC meeting before the student’s defense.

Dissertation Defense Scheduling Form – after the student receives notice that their final progress report has been approved, they can then work with their field administrator to schedule their Dissertation Defense. Once a room and time is confirmed, the student will fill out the scheduling form.

Defense Result Form – the DAC Chair will retrieve this form from the field administrator prior to the defense, typically the morning of the defense. After the student’s defense, the Chair will fill out the form and provide it back to the field administrator, who will then notify the PHS Program office of the student’s results.

Dissertation Acceptance Certificate – printed on GSAS watermarked paper and signed by all members of the DAC after the student passes their defense. This form will be placed on top of the student’s dissertation when submitting it to the FAS registrar.

Final Program Form – to be completed once the student has fulfilled all course requirements, has passed their PQE I, and is prepared to schedule their PQE II. It is with this form that the student will nominate their PQE II committee.

General Petition – a student can fill out this form to petition a situation that is not addressed by other forms (i.e. if a DAC member will need to attend a student’s defense remotely instead of in person).

Prospective Program Form – the first page of the Final Program Form. It is to be completed by the student after finishing their first year of the program.

Preliminary Qualifying Exam II Scheduling Form – once the student’s PQE II committee has been approved by the PHS Program Director, they will work with their field administrator to schedule their PQE II. Once a room and time is confirmed, the student will fill out the scheduling form.
Preliminary Qualifying Exam II Result Form – the PQE II committee Chair will retrieve this form from the field administrator prior to the exam, typically the morning of the exam. After the exam the Chair will fill out the form and provide it back to the field administrator, who will then notify the PHS Program office of the student’s results.

Teaching Fellow Requirement Form – a student will complete this form to request to be a Teaching Fellow for a course. The student must have the form approved by the PHS program office before the start of the semester in which the specific course is in session. The student should clarify on the form whether they will be fulfilling credit requirements or receiving payment for their fellowship.

PDF versions of these forms can also be found on the PHS Wiki: https://wiki.harvard.edu/confluence/pages/viewpage.action?pageId=215283710

Fellowships & Awards

Current PHS students should review the Harvard University Funding Portal to search and view available funding opportunities.

Another resource for students is the publication Scholarly Pursuits: A Practical Guide to Academe, which offers advice on all aspects of professional development in preparation for an academic career and for enhancing PhD career opportunities more generally. It also includes samples of winning fellowship proposals, as well as CVs and cover letters for job applications.

Applicants are encouraged to apply for support from extramural agencies such as the National Science Foundation, and the Ford Pre-Doctoral Fellowship for Minorities. Funds to support international applicants are very limited. International applicants are urged to seek financial support from their national governments and fellowship agencies.

Graduate School of Arts and Sciences (GSAS) Grants

GSAS 1819 Professional Development Fund

As mentioned in the Notice of Financial Support that students receive at the time of admission, PhD students who entered GSAS in fall 2015 or later are eligible to apply for up to $2,500 from the GSAS Professional Development Fund after they begin the third year of study. Funding eligibility is determined by the PHS Program Office, and students must be making satisfactory academic progress to qualify.

Each GSAS PhD program has developed a list of approved professional development expenditures; the PHS Program Office can provide more details.

Students do not need to request the entire $2,500 at one time; a student may submit multiple applications over the course of enrollment for smaller amounts until reaching the $2,500 maximum. The award is disbursed in one stipend payment after the student receives notification from the GSAS Office of Financial Aid.

Students can click here for detailed application instructions.
**PD Fund Application Deadlines for 2018-2019 Academic Year**

<table>
<thead>
<tr>
<th>Funding Cycle</th>
<th>Fall Funding Cycle</th>
<th>Spring Funding Cycle</th>
<th>Summer Funding Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 31:</strong></td>
<td>Deadline for Student to Apply</td>
<td>Deadline for Student to Apply</td>
<td>Deadline for Student to Apply</td>
</tr>
<tr>
<td><strong>September 10:</strong></td>
<td>Deadline for Department to Approve</td>
<td>Deadline for Department to Approve</td>
<td>Deadline for Department to Approve</td>
</tr>
<tr>
<td><strong>October 1:</strong></td>
<td>Student receives Stipend</td>
<td>Student receives Stipend</td>
<td>Student receives Stipend</td>
</tr>
</tbody>
</table>

Once a student receives the award and completes the professional development activity, the student has 60 days to complete an on-line progress report form outlining how the funds were used.

PHS students can contact the PHS Program Office or GSAS [Financial Aid Officer](mailto:Betsy.Scola@hsph.harvard.edu) Betsy Scola for assistance with questions about the GSAS Professional Development Fund and/or the application instructions.

**Harvard GSAS Graduate Student Council Conference and Summer Research Grants**
The Graduate Student Council offers grants for conference attendance and summer research on a competitive basis to GSAS students who are enrolled full-time in a degree-granting program.

**F31 Resources**

NIH has recently posted F31 sample applications on their website: [F31 Sample 1](https://funding.nih.gov/grants/funding/f31/grant-application-sample-1.pdf)

**Fundación México en Harvard, A.C.**

**Graduate Prize Fellowship**

The Graduate Prize Fellowship is awarded by Harvard University’s Graduate School of Arts & Sciences to qualified minority Ph.D. students underrepresented in the sciences at Harvard University. This fellowship provides full tuition and substantial stipend support.

**The Albert Schweitzer Award**

The Albert Schweitzer Award is given each year at the Harvard T.H. Chan School of Public Health to one graduating student whose past work and activities during his/her academic program have been marked by a “reverence for life” and who has sought, as expressed by Schweitzer, to “make my life an argument.”

**Herchel Smith Fellowship**

Graduate student support funds have been made available to HILS – member programs from a PhD fellowship initiative, the Herchel Smith Graduate Fellowship Program. Derived from the Herchel Smith Endowment fund, these resources provide Harvard University and the University of Cambridge with new
funds to promote and underwrite scientific inquiry by PhD students at the two universities. The Herchel Smith Graduate Fellowship Program provides ‘steady state’ support for 14 Harvard PhD students (7 new fellowships per year). These premier fellowships provide two years of full tuition and fees and a generous stipend at the NSF level.

Merit Research Awards

The Harvard Merit Research Awards are available to outstanding GSAS students in all fields, including GSAS departments in the natural sciences. These fellowships are normally to be held in the fourth or fifth year and are for the purpose of allowing the students to devote a greater portion of their time to research, fieldwork, and writing. Students must have passed PQE examinations and have an approved dissertation prospectus at the time of nomination.
Useful Links for PHS PhD Students

Graduate School of Arts and Sciences (GSAS)

FAS Registrar’s Office
Public Course Catalog (PHS students can also use the my.harvard course search)
GSAS Academic Calendar
GSAS Important Dates
GSAS Handbook
Writing Resources for GSAS Students
GSAS Student Writing Center
GSAS Fellowships Office
Student Financial Aid Office (Term bills)
Resources for GSAS Students
Bureau of Study Counsel
Mental Health Services
Harvard University Health Services
Office of Sexual Assault Prevention and Response
Resources for GSAS Families
Student Business Cards
GSAS Steps to Degree and Deadlines
GSAS Dissertation Submission (Including Form of the Degree)
Bok Center
Dudley House

Harvard Chan

2016 New Student Guide
HSPH Registrar’s Office
HSPH course catalog (Via my.harvard)
Operations (Including links for forms)
HSPH Visitor Pass Request Form
Bias Related Incident Reporting Portal

HMS
HMX Platform

Harvard University
Harvard Web Directory
HKS IOP Forums
HGSE Askwith Forums
HSPH Forums
The Veritas Forum
SHARE Portal (Sexual Harassment/Assault Response and Education)

Title IX Coordinators Information