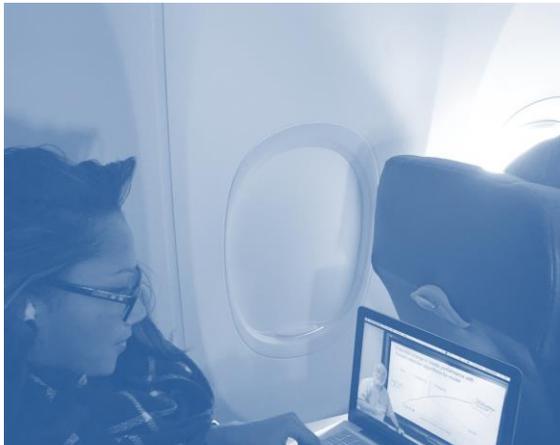# HARVARD T.H. CHAN | SCHOOL OF PUBLIC HEALTH

**2019-2021 Curriculum Guide**

# Master of Public Health in Epidemiology

Online/On Campus/In the Field: Two-Year, Part-Time Program

**For more information about the program, please visit: hsph.me/mphepi.**

**For inquiries, please feel free to contact Stephanie Lemoine, Academic Program Manager, at mphepi@hsph.harvard.edu or 617-432-1558.**

# Program Description:

The Master of Public Health in Epidemiology will prepare you for new levels of leadership and investigation in your career while fitting around your busy schedule. As an MPH in Epidemiology student, you will study with one of the world's most accomplished epidemiology faculties. By providing a combination of online, in-person, and in-the-field learning, this rigorous part-time, two-year degree program will provide you with the advanced research and epidemiological skills needed to pursue senior positions in academia, hospitals, public health agencies, nongovernmental organizations, and the private sector. The MPH in Epidemiology is designed for individuals seeking specialization in advanced quantitative methods of epidemiology and its applications for clinical and population health research, policy and programs.

## The Format: Maximum Flexibility, Indelible Experience

The MPH in Epidemiology's unique part-time format—a blend of on campus, online, and field learning—combines the best of what the Harvard Chan School has to offer and is designed to fit the lives of busy professionals.

- **On Campus:** The program includes two, three-week intensive on campus sessions in June 2019 and June 2020. Students will then return to campus the week of graduation to participate in a integrative learning experience symposium highlighting the work they have done on their practicum projects.
- **Online:** You will earn roughly two-thirds of your credits online via interactive exercises, modular video sessions, and case-based studies.
- **In the Field:** Mentored by Harvard faculty, you will complete a self-designed, yearlong practicum concluding in a practicum project and presentation.

## Program Competencies for MPH in Epidemiology Program

1.) Develop comprehensive knowledge of the student design principles of epidemiology to provide a quantitative approach for addressing health problems
2.) Develop comprehensive knowledge of the quantitative methods of epidemiology and biostatistics to provide a quantitative approach to addressing health problems
3.) Critically evaluate published clinical and public health articles and grant proposals.
4.) Execute a literature review and summarize knowledge about health issues of interest.
5.) Implement and interpret the results of a study to address a clinical or public health issue.

# Program Policies for MPH in Epidemiology Students:

## *Academic Standing:*

In addition to meeting course load requirements and distributions, Harvard Chan School students must remain in good academic standing, must complete program requirements within the designated time to degree, and must meet the following academic conditions:

- All MPH in Epidemiology students must maintain a cumulative GPA of 2.7 (B- average) or above in order to graduate from the program.
- All students enrolled in an MPH program at the School are not able to exceed 12.5 pass/fail credits. Therefore, MPH in Epidemiology students are required to have at least 32.5 ordinal graded credits from courses.

## *Leave of Absence:*

Students in the MPH in Epidemiology have the option of taking a leave of absence from the program; however, the first year of the program **must be** taken in sequence. The program recommends that if students are planning to take a leave of absence, they take a leave for at least the entire semester (summer, fall, spring). Students who wish to take a leave of absence for part of a semester will be charged a continuation fee.

## *Add/Drop Deadline:*

MPH in Epidemiology students should follow the same last date to enroll/last date to drop deadlines as other Harvard Chan School students. The exact deadline can be obtained from the Academic Calendar Summary on the Registrar's Office website: https://www.hsph.harvard.edu/registrar.

It is strongly recommended that students not join courses after they begin as to not miss any required assignments during the first two weeks of the course and also not miss any group assignments for course projects.

## *Elective Courses:*

During the second year of the program, students will have a series of online electives to choose from in the fall and spring semester. Elective course credits vary from 1.25 to 2.5 credits. The current list of elective courses can be found beginning on page 6.

## *Cross Registration and On Campus Courses:*

Students enrolled in the MPH in Epidemiology are unable to take courses on campus during the academic year or cross-register for other courses within Harvard University due to their non-resident student status.

### Wintersession:

MPH in Epidemiology students are eligible to attend on-campus courses during the School's wintersession (January Term). To view the wintersession course offerings, please visit the school's [course catalog](course catalog).

Any international student who attends an on-campus course as part of a degree program must come to the US on an F-1 student visa. In order to be eligible for F-1 status during the winter term, international students must register for at least 5 credits of coursework. Unfortunately, most of the courses during winter are only 1.25 credits and some courses may overlap. Therefore, it may not be possible in the winter term to meet the 5 credit limit.

### Practicum Registration:

Students are required to register for the practicum course in both the fall and spring semesters during Year 2 of the program. Students are able to count the practicum for either 2.5 or 5 credits during the spring semester, which allows students the option of taking fewer electives during the second year of the program. Students who decide to take the full amount of electives (two in each semester) should only register for 2.5 credits of practicum work in the spring semester.

### Practicum Project and Integrating Learning Experience:

Students in the MPH in Epidemiology are required conduct a presentation as a final product of their practicum project. The MPH in Epidemiology does not have an option to write a thesis. It is strongly recommended that students attend the MPH in Epidemiology Symposium in May during the week of the Harvard Commencement.

### International Students:

International students will be required to attend the two, three-week on campus sessions in June 2018 and June 2019 on a student visa. This policy includes students from Canada. The Harvard Chan School is unable to extend the student visa past year June session since the remainder of the program is completed online.

### Tuition:

Students are billed a flat rate at the beginning of each semester (summer, fall and spring). A continuation fee is charged for any student who has paid their financial requirements, but still have academic requirements to finish.

### Student Handbook:

For further information on the Harvard Chan School's policies, please consult the student handbook at: https://www.hsph.harvard.edu/student-handbook.

*Additional Resources Available for MPH in Epidemiology Students:*

**MPH in Epidemiology iLibrary**

Students who enroll in the program are given access to the MPH in Epidemiology iLibrary. The iLibrary has a variety of helpful information that includes podcasts, videos, data analysis tutorials, lecture notes, external epidemiology resources and career resources.

# MPH in Epidemiology Course Overview

| Course Name | Course ID | Credit |
|---|---|---|
| **Year 1** | | |
| **Introduction to Epidemiology & Biostatistics** | ID 207 | 7.5 |
| **Introduction to Epidemiology & Biostatistics** | ID 208 | 2.5 |
| **Analytic Methods for Epidemiology** | EPI 522 | 5 |
| **Confounding Control:  A Component of Causal Inference** | EPI 524 | 2.5 |
| **Study Designs for Epidemiologists** | EPI 525 | 2.5 |
| **Year 2** | | |
| **Core Areas in Public Health** | MPH 100 | TBD |
| **Ethical and Regulatory Issues in Human Research** | HPM 549 | 2.5 |
| **Health Economics and Applications to Global Health Policy** | HPM 260 | 2.5 |
| **Electives (Fall Semester)** | | |
| **Analysis of Publicly Available Databases for Epidemiologic and Health Services Research** | EPI 526 | 2.5 |
| **Design and Conduct of Trials in Preventive Medicine** | EPI 527 | 2.5 |
| **Systematic Review and Meta-Analysis** | EPI 528 | 2.5 |
| **Applications of Epidemiology** | EPI 529 | 1.25 |
| **Introduction to Qualitative Research Methods for Public Health** | HPM 559 | 2.5 |
| **Wintersession (Optional)** | | |
| **Other On-Campus Courses** | *See course catalog for winter courses.* | |
| **Electives (Spring Semester)** | | |
| **Linear and Longitudinal Regression** | BST 215 | 2.5 |
| **Introduction to Data Mining and Risk Prediction** | EPI 288 | 2.5 |
| **Applications of Epidemiology** | EPI 529 | 1.25 |
| **Infectious Disease Epidemiology** | EPI 530 | 1.25 |
| **Practical Scientific Methods for Improving Health and Heath Care** | HPM 506 | 2.5 |
| **Decision Science for Public Health** | RDS 202 | 2.5 |
| **Practicum** | | |
| **MPH-EPI Practicum Project and Culminating Experience** | EPI 945F and EPI 945S | 5 or 7.5 |
| | | |
| **Total Credits: 45** | | |

# Year 1: June 2019 through May 2020

**ID 207 – Introduction to Epidemiology and Biostatistics**          **7.5 credits**

   On-campus, Three-weeks, June 2019

At the conclusion of this course, students will have gained a solid understanding of basic principles and methods of epidemiology and biostatistics; learned how to apply these principles and methods to the evaluation of relevant public health questions; and developed the ability to critical analyze the epidemiologic and public health literature. Methods of instruction will include lectures, videos, seminars, exercises, and a group project. This is part of a 10 credits intensive course, and has two components: 3-weeks on campus in June, and a 6-week online component in July and August.
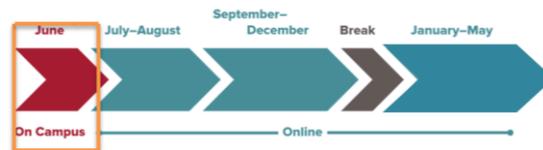


**ID 208 – Introduction to Epidemiology and Biostatistics**          **2.5 credits**

   ID 208 is an online extension of ID 207, taught by the same faculty.

   Online, Six-weeks, July through August 2019

At the conclusion of this course, students will have gained a solid understanding of basic principles and methods of epidemiology and biostatistics; learned how to apply these principles and methods to the evaluation of relevant public health questions; and developed the ability to critical analyze the epidemiologic and public health literature. Methods of instruction will include lectures, videos, seminars, exercises, and a group project. This is part of a 10 credits intensive course, and has two components: 3-weeks on campus in June, and a 6-week online component in July and August.
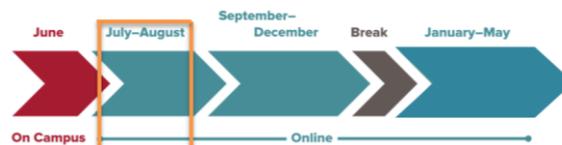


**EPI 522 – Analytic Methods for Epidemiology**          **5.0 credits**

   Online, September through December 2019

The goal of this course is to familiarize you with many of the common analytic methods used by epidemiologists to obtain valid measures of the effect of a risk factor on an outcome. It will cover the basic principles of causal inference and confounding and review stratification as a method to control for confounding. This will provide a basis for introducing regression-based methods to control for confounding, including logistic regression and its extensions (ordinal logistic regression, multinomial logistic regression, and conditional logistic regression), as well as propensity score analysis. The course also will cover survival analysis and Cox proportional hazards regression for time-to-event data. Finally, the course will discuss methods for handling missing data. You will learn to implement these analytic methods using the Stata statistical software package.
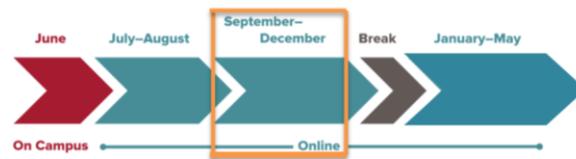


## EPI 524 – Confounding Control: A Component of Causal Inference
### 2.5 credits

Online, Seven-weeks, January through March 2020

Controlling for confounding is a fundamental component of epidemiologic research. EPI524 describes models for confounding control (or adjustment), their application to epidemiologic data and the assumptions required to endow the parameter estimates with a causal interpretation. The course introduces students to two broad sets of methods for confounding control: methods that require measuring and appropriately adjusting for confounders, and methods that do not require measuring the confounders. Specifically, the course introduces outcome regression, propensity core methods, the parametric g-formula, inverse probability weighting of marginal structural models, and instrumental variable methods as means for confounding control.

EPI524 is designed to be taken after EPI522. The models described in EPI524 are for time-fixed dichotomous exposures and dichotomous, continuous, and failure time (e.g., survival) outcomes.

**EPI 525 – Study Designs for Epidemiologists**                     **2.5 credits**

Online, Eight-weeks, March through May 2020

This course reviews the main study designs currently used to describe, predict and understand the causes of adverse health outcomes in humans. The course discusses the principles and interpretation of ecological, cross-sectional, cohort, case-control and case-only designs in a number of different settings. Strengths and limitations of the study designs that are commonly used for research will be considered. Issues related to study population identification and ascertainment; exposure and disease definition, misclassification, confounding and generalizability are considered in the light of data sources typically available. Ideas from several fields, from infectious disease to occupational epidemiology, and their relevance to study design and to public health are discussed. The course offers formal presentations where main methodological concepts are reviewed. The theory will be followed by an active discussion of publications covering a variety of topics. Students will critically evaluate published studies and prepare a proposal to study a specific research question.



---
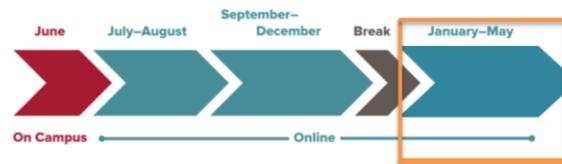
# Year 2: June 2020 through May 2021

**MPH 100 – Core Areas in Public Health**

**TBD credits**

On-campus, Three-weeks, June 2020

**HPM 549 – Ethical and Regulatory Issues in Human Research**   **2.5 credits**

On-campus, Two-weeks, June 2020

This course introduces ethical and regulatory requirements for review, conduct and oversight of research involving humans. Topics include public health ethics; ethical issues in biomedical and public health research; regulations and guidelines governing human subjects research; financial and non-financial conflict of interest; international

research and research misconduct. The course offers formal presentations/lectures, combined with active classroom discussion of case studies covering a variety of topics. Students will also have the opportunity to obtain hands-on experiences such as participating in mock IRB meetings a mock study site audit.



---
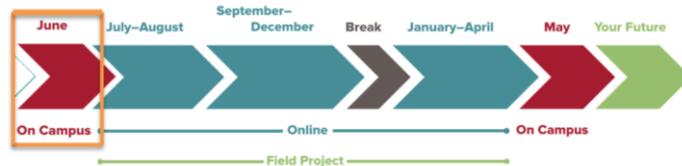
**HPM 260 – Health Economics with Applications to Global Health Policy**

**2.5 credits**

Online, Six-weeks, July through August 2020

Students will learn how to analyze current health policy issues through the application of basic economic principles. No previous economics training is required. The course will begin with an introduction to health economics. The concepts we will be learning are widely generalizable to both industrialized and developing country contexts and students are encouraged to learn from and teach each other about the different health systems of which participants have experience. Among the topics we will discuss are health insurance coverage, physician payment incentives, consumer decision making, and competition.

Diversity and inclusiveness are fundamental to public health education and practice. It is a requirement that you have an open mind and respect differences of all kinds. I share responsibility with you for creating a learning climate that is hospitable to all perspectives and cultures; please contact me if you have concerns or suggestions.



---
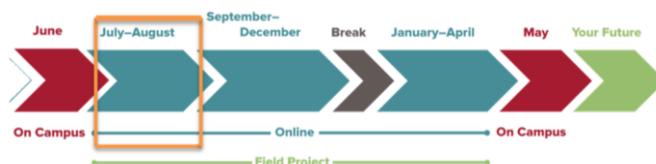
**Electives Options: Fall 2020**

Online, September through December 2020

**EPI 526 – Analysis of Publicly Available Databases for Epidemiologic and Health Services Research**                                                  **2.5 credits**

This course addresses the use of existing public use databases to study important questions related to clinical risk factors, treatment, outcomes, and health policy.  Special attention will be devoted to publicly available U.S. databases that are commonly used for epidemiologic and health services research and are readily available to new investigators.  Such databases offer several advantages including their representative sampling time frames allowing generalizability to larger populations, timeliness, and ability to evaluate trends, geographic variation, or rare conditions.  Strengths and limitations of data sources will be considered.  Practical issues in obtaining, linking, and analyzing larges databases will be emphasized throughout the course, and key statistical issues will be addressed, including survey sampling and risk-adjustment.  Students will complete programming exercises with STATA statistical software, prepare a proposal to analyze a specific research question using a public use database, and conduct analyses to address their research questions.

**EPI 527 – Design and Conduct of Trials in Preventative Medicine**

**2.5 credits**

This course is designed for students interested in the design, conduct, analysis, and interpretation of trials in preventative medicine.  This course will balance current knowledge and concepts in clinical trial methodology alongside the operationalization of how to effectively conduct a trial.  Students will learn the components of a trial protocol and manual of operations, and gain insights on the pragmatic aspects of trial design, management, analysis, and interpretation.  We will also have students gain first-hand experience both in the design and conduct of a small-scale, short-term clinical trial, and perspective as a participant in a trial.  This course will enable students to apply their knowledge to published trial findings to understand their place in clinical practice and guidelines.

**EPI 528 – Systematic Review and Meta-Analysis**                    **2.5  credits**

This course introduces students to the science of research synthesis. Principles and methods for conducting a systematic and quantitative review are illustrated through case

studies of public health and medical issues, with emphasis on exploring sources of variation in various settings. The course will introduce research databases, reference management software, pooled estimates and sources of heterogeneity, bias, and practical applications.

## EPI 529 – Applications of Epidemiology                     1.25 credits

This course provides students with a wide variety of applications of epidemiology methods from a menu of modules that reflects active research by the members of the Department of Epidemiology at the Harvard T.H. Chan School of Public Health. Modules contain 3-4 videos (total length approximately one hour) on a common topic and are listed by the twelve Areas of Interest within the Department of Epidemiology. These include Cancer Epidemiology and Cancer Prevention, Cardiovascular Epidemiology, Clinical Epidemiology, Environmental and Occupational Epidemiology, Epidemiologic Methods, Epidemiology of Aging, Infectious Disease Epidemiology, Genetic Epidemiology and Statistical Genetics, Neuro-Psychiatric Epidemiology, Nutritional Epidemiology, Pharmacoepidemiology, and Reproductive, Perinatal, and Pediatric Epidemiology.

Students are required to view the videos and complete the assignments related to eight modules from the listed menu.

## HPM 559: Introduction to Qualitative Research Methods for Public Health
### 2.5 credits

This online course will provide an introduction to qualitative methods in public health research. It is aimed at students who have little or no prior knowledge of qualitative research methods, and an interest in using or conducting qualitative research to inform health policy and practice. The course is designed to introduce students to fundamental questions, principles, and skills necessary to critically design, conduct, interpret and evaluate qualitative research. Throughout the course, the emphasis will be on gaining and reflecting on practical experience of designing qualitative research projects and using core qualitative methods.

We begin by considering the question "why qualitative research?" reflecting on the philosophical foundations of qualitative approaches and considering the value of

qualitative methodologies for health research. We explore the implications for designing and evaluating qualitative research projects, taking account of ethical considerations and the practical constraints of conducting research in diverse applied settings. The remaining sessions focus on developing practical skills for conducting qualitative research: generating data through interviews, focus groups, and observations, and analyzing qualitative data. Students will have opportunities to design and plan qualitative studies, to conduct and evaluate interviews, and to practice analyzing qualitative data. As an introductory level course, it necessarily aims to cover a breadth of topics; it does not, therefore, provide in-depth or advanced coverage of any one aspect of qualitative data collection or analysis.
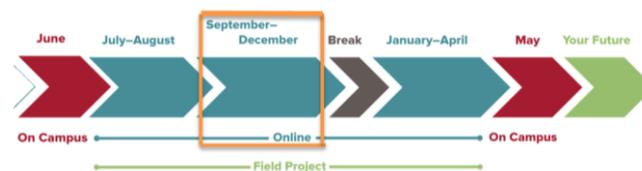


## Elective Options: Spring 2021

Online, January through May 2021

## BST 215 – Linear and Longitudinal Regression          2.5 credits

This course is intended for students who are already very comfortable with fundamental techniques in statistics. The course will cover methods for building and interpreting linear regression models, including statistical assumptions and diagnostics, estimation and testing, and model building techniques. These models will be extended to handle data arising from longitudinal studies employing repeated measurement of subjects over time.

## EPI 288 – Introduction to Data Mining and Risk Prediction      2.5 credits

This course will present an introduction to the methods of data mining and predictive modeling, with applications to both genetic and clinical data. Basic concepts and philosophy of supervised and unsupervised data mining as well as appropriate applications will be discussed. Topics covered will include multiple comparisons adjustment, cluster analysis, principal component analysis, and predictive model building

through logistic regression, classification and regression trees (CART), multivariate adaptive splines (MARS), neural networks, random forests, and bagging and boosting.

## EPI 529 – Applications of Epidemiology                                    1.25 credits

This course provides students with a wide variety of applications of epidemiology methods from a menu of modules that reflects active research by the members of the Department of Epidemiology at the Harvard T.H. Chan School of Public Health. Modules contain 3-4 videos (total length approximately one hour) on a common topic and are listed by the twelve Areas of Interest within the Department of Epidemiology. These include Cancer Epidemiology and Cancer Prevention, Cardiovascular Epidemiology, Clinical Epidemiology, Environmental and Occupational Epidemiology, Epidemiologic Methods, Epidemiology of Aging, Infectious Disease Epidemiology, Genetic Epidemiology and Statistical Genetics, Neuro-Psychiatric Epidemiology, Nutritional Epidemiology, Pharmacoepidemiology, and Reproductive, Perinatal, and Pediatric Epidemiology. Students are required to view the videos and complete the assignments related to eight modules from the listed menu.

## EPI 530 – Infectious Disease Epidemiology          1.25 credits

This course will introduce students to the conception and application of infectious disease modeling in epidemiology. We will cover the global burden of infectious diseases, the dynamics of infectious diseases with different transmission routes, simple modeling approaches to understand epidemic dynamics, and the ways in which models can be used to understand the mechanisms of transmission and the impacts of interventions. Case studies will be used to familiarize students with specific applications of the theoretical models discussed. Throughout, the emphasis will be on a practical understanding of how these methods can be used and on the rigorous evaluation of the modeling literature.

## HPM 506 – Practical Scientific Methods for Improving Health and Heath Care Epidemiology                                    2.5 credits

In this course, you will learn the fundamentals of improvement science. You will learn how to apply practical scientific methods and tools in improvement programs and

projects in health and health care – or in other fields where evidence has not been translated into optimal results. The course will emphasize a particularly flexible and practical methodology, The Model for Improvement, but will cross-walk this model with other approaches you are likely to encounter, including Lean and Lean Six Sigma. In addition, you will benefit by leveraging relevant methods from other scientific disciplines that can accelerate improvement, especially epidemiology, qualitative and ethnographic methods, program design and evaluation, information science and data analytics, and behavioral science/behavioral economics. You will practice what you learn by designing, implementing, and evaluating personal improvement projects. Since you may wish to present and/or publish your improvement work in the future, course faculty will offer tips on performing rigorous, publishable projects (including obtaining approval from institutional ethics review boards) as part of the routine work. You will practice what you have learned by critiquing published quality improvement studies. You will synthesize and apply course fundamentals at the end of the term by examining how system strengthening can help address the challenges and opportunities in global equity and social justice issues.

**RDS 202 – Decision Science for Public Health**          **2.5 credits**

Challenges in public health policy and clinical medicine are marked by complexity, uncertainty, competing priorities and resource constraints. This course is designed to introduce the student to the methods and applications of decision analysis and cost-effectiveness analysis in clinical and public health decision making. The objectives of the course are: (1) to provide a basic introduction to the methods and tools of decision science, and to recognize when, how, and in what context they can provide value in clinical and public health decision making; (2) to equip students with the ability to structure and bound a decision problem logically (articulating the objective, perspective, and time horizon), identify key elements (alternatives, uncertainties, and outcomes) and influential factors (preferences, risk attitudes, values); ( 3) to provide students with basic skills in revising probabilities given new information, building and analyzing decision trees, conducting cost effectiveness analysis, performing sensitivity analyses, and communicating results; (4) to enable students to thoughtfully and critically evaluate published analyses conducted to evaluate or inform clinical strategies, health

technologies, and public health policies in developed and developing countries.
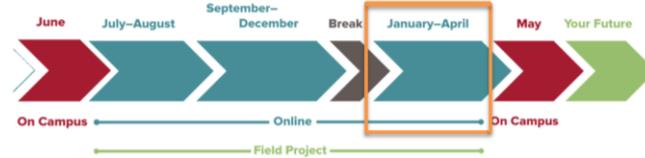


**EPI 945F and EPI 945S**
**MPH-EPI Practicum Project and Culminating Experience**

**Fall 2020**                                                                                    **2.5 credits**

**Spring 2021**                                                                               **2.5/5 credits**

Online, Fall 2020 and Spring 2021

On campus, Week of Harvard Commencement

Students in the Master of Public Health in Epidemiology (MPH-EPI) Program develop an offsite practicum under the supervision of a Harvard University faculty member, often from but not restricted to, the Harvard T.H. Chan School of Public Health.  This practicum may include aspects of epidemiology, biostatistics, decision sciences, or other quantitative aspects of public health.  Students apply the competencies learned in core courses to an actual investigation that they select.  During the first year of the program members of the MPH-EPI Practicum Committee assist the students in selecting an appropriate practicum topic and identify the Harvard mentor for it. This is accomplished by online video-conference meetings during the fall and spring semesters.  Once students finalize the topic for the practicum, they submit one-page description of the practicum, along with name(s) of suggested mentors to the MPH-EPI Practicum Committee.  Once approved, the committee recruits the mentor for the practicum, who works with the student to complete the practicum by the end of the second year of the program.  This exercise will culminate with an online and possible on-campus presentation of the results of the practicum in May.
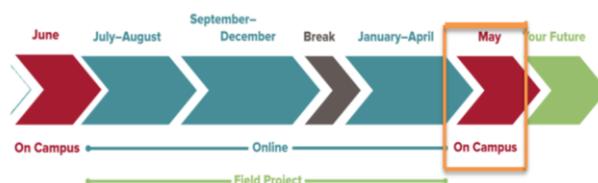
**On Campus Course Elective Options: Wintersession 2021 (January Term)**

MPH in Epidemiology students can view the wintersession courses on the **course catalog**. The majority of wintersession courses are 1.25 credits. Some courses may be offered at conflicting times. Please be sure to view the schedule. As a reminder, international students may not be able to take on campus courses during the wintersession due to their visa stats. Please see the wintersession policy for international students on Page 4.

The Harvard Chan School Department of Global Health also offers a variety of field trips during the wintersession term. The field trips usually require an application and information will be sent to students via email. Both domestic and international MPH in Epidemiology students are eligible to apply for the Global Health field trips.

| **Total Number of MPH Credits:** | **45 credits** |
|---|---|

# Details on the MPH Practicum Project

A highlight of the Harvard MPH in Epidemiology is the student-initiated and faculty-mentored practicum project which gives students the opportunity to apply the skills learned from classes taken on campus and online. Under the personalized mentorship and oversight of a faculty member from the Harvard Chan School or other Harvard Departments, each student develops and initiates a practicum proposal. The culmination of the degree program is a PowerPoint presentation to the faculty and students in this program as part of a symposium during the final on campus session of the program, the week of the Harvard Commencement. This culminating experience will provide the opportunity for students to showcase their mastery of program competencies to the Harvard community.

The process by which students complete the MPH in Epidemiology practicum involves group mentoring during the first year of the program and individual mentoring during the second year. In the fall semester of the first year of the program, students are sent a survey asking about initial thoughts for a practicum. This is followed by an individual contact by a member of the MPH in Epidemiology Practicum Committee, to discuss the student's thoughts for a Practicum topic. The MPH in Epidemiology Practicum Committee meets during the spring semester to discuss each student's ideas for a practicum and recruit the practicum mentor for any project that is approved by the committee as appropriate for a practicum and ready to be initiated; with the goal of approving a project for a practicum and identifying the Practicum mentor, before the student returns in June for their second on campus session.

Students who do not have a clear developed project for a practicum by the second June session will meet with a member of the Practicum Committee or the instructor of the fall elective course on Analysis of Publicly Available Databases for Epidemiologic and Health Services Research (EPI 526). This course describes multiple databases that are available for public use, and provide the basis for a capstone project chosen by the student using one of these databases. Once the student selects the topic and database for a Practicum, a mentor is assigned to work with that student.

Students earn either 5 or 7.5 credits for completing the practicum. Student can elect to take their practicum, credits as either pass/fail or ordinal.

# Academic Calendar for the MPH in Epidemiology Program
## 2019-2021

**On Campus**
**June 2019:** June 3 – June 21

**Online**
**Summer 2019:** July 8 – August 16

**Fall 2019:** September 3 – December 20

**Spring 2020:** January 27 – May 15
Spring 1: January 27 – March 13
Spring 2: March 23 – May 15

**On Campus**
**June 2020:** June 1 – June 19

**Online**
**Summer 2020:** July 6 – August 14

**Fall 2020:** August 31 – December 18

**Spring 2021:** January 25 – May 14

**On Campus**
**MPH-EPI Symposium 2021 (Possible Dates):**
Monday, May 24, 2021 and Tuesday, May 25, 2021

**Harvard Chan School Convocation:** Wednesday, May 26, 2021

**Harvard University Commencement:** Thursday, May 27, 2021

Please check the academic calendar online for a complete listing, including School holiday, add/drop and pass/fail deadlines:
https://www.hsph.harvard.edu/registrar/academic-calendar

**Students are expected to observe all deadlines.**