HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Doctor of Public Health Program

Student Manual

For students entering July 2017

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DrPH Program Overview

The goal of the interdisciplinary DrPH professional degree program is to prepare students for an accelerated career path towards significant leadership roles at regional, national, and international levels, in public health and healthcare arenas. This is achieved through the DrPH DELTA Learning Method – where **DELTA** stands for **Doctoral Engagement in Leadership and Translation for Action** – a curriculum of advanced training in foundational concepts, theories, and methods of public health, application of social and managerial sciences and leadership skills to enable change in and across organizations. A sequenced set of practical, experiential learning opportunities complement the academic coursework and allow DrPH students to address complex problems of public health policy and practice. The Program also includes complementary learning through executive coaching and mentoring that helps to monitor personal and professional growth, and development to achieve the educational goals of the Program.
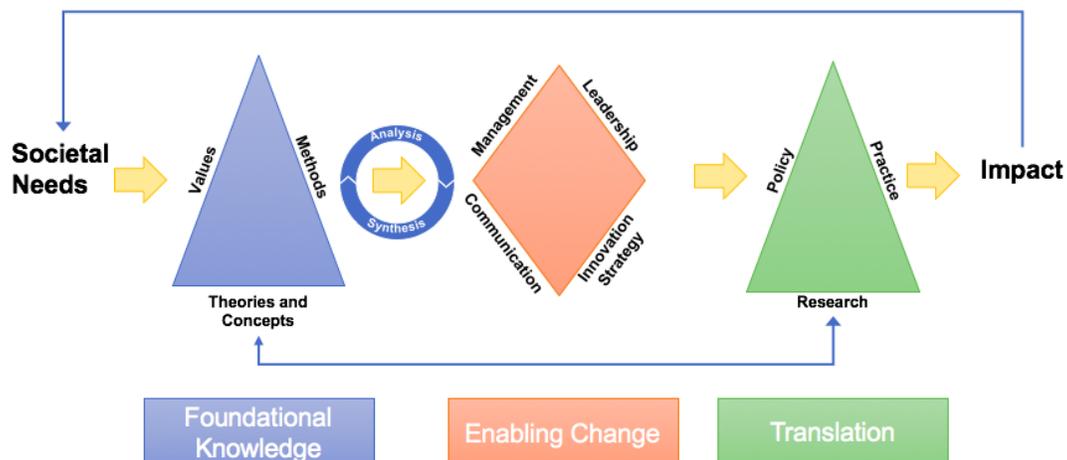
Competencies

The DrPH Program curriculum is designed to enable students to acquire the competencies illustrated in the DrPH Competency Schematic shown in Figure 1 below. These are described as a set of competency domains that form the conceptual basis for the Program in Annexure 1.

Figure 1: DrPH Competency Schematic

Figure 1: DrPH Competency Schematic

Overall Curriculum

A strong cohort model guides the curriculum of the DrPH Program, enabling students to progress through a commonly held curriculum and benefit from the camaraderie, trust and support of a shared learning environment.

The majority of the core requirements are expected to be completed in the first year on campus. In the second year, the DrPH students take electives to pursue their individual interests, leading to the DrPH DELTA Doctoral Project in the third year.

Some of the core courses are required for all doctoral students of the Harvard T. H. Chan School of Public Health, others are the requirements of the DrPH Program specifically. Where students can demonstrate recent completion of courses equivalent to those required for the DrPH, a waiver of specific course requirements may be possible. In some cases, with the permission of the DrPH Deputy Director, students may replace required courses with a more advanced course in the same technical area. Students may also select advanced courses in other schools of the University, subject to availability and cross-registration policies. Please see below for academic requirements and waiver policies. Annexure 2 contains information on course options and a course map for the incoming class of 2020, starting July 2017, and Annexure 3 contains detailed information on course requirements.

Foundational Knowledge

During the first year of the Program (July 2017 to May 2018), students enroll in classes focused on fundamental theories, concepts, and quantitative and qualitative research methods, which collectively enable students to build a strong foundation in the areas of public health; economic, political and social sciences; and policy. By doing so, students acquire a fluency in integrative thinking, analysis, and synthesis of data and information.

In Year 2, students take a required DrPH DELTA Doctoral Project Seminar (DrPH 290A/B) which focuses on preparation for the third-year [DELTA Doctoral Project](#).

Enabling Change Program

The pedagogy behind the Enabling Change Program is based on the belief that intervening in complex, cross-sector public health problems requires public health practitioners to develop a portfolio of skills. These skills include the ability to generate change from within, on teams, in organizations, and across

organizations and ecosystems. The Enabling Change Program includes a sequence of courses, experiential learning opportunities, field immersion experiences and other events spread across the first two years of the DrPH Program organized around four broad pillars:

- Leadership: mobilization of colleagues, subordinates and stakeholders with a vision of how to respond to a challenge.
- Management: the effective, responsible and sustainable use of human and financial resources.
- Communications: synthesis of information from a variety of sources and persuasion of superiors and stakeholders to consider key issues.
- Innovation: collaboration to formulate novel solutions adapted to the latest information to solve yet unseen challenges.

By providing students with key frameworks, access to global and US-domestic leaders; by helping students to integrate and consolidate applied skills; and by mentoring students as they design and implement culminating DELTA Doctoral Projects; the Enabling Change Program curriculum prepares the students for leadership opportunities of significance. We believe that graduates who metabolize the competencies associated closely with the above pillars will be among those that are most ready to serve as health and public health leaders.

The Enabling Change Program is also notable for its sustained attention to systematic reflection and opportunities for students to analyze their successes and failures as leaders and managers, including executive and peer coaching, seminar discussion, and structured writing assignments.

The Enabling Change Program is tied closely to the succession of field immersion experiences as they are an opportunity for students to put into action the theories, concepts and frameworks learned in the classroom. The first-year Winter 1 Team-Based Field Immersion is closely tied to the fall Enabling Teams (DrPH 250) course, in which the students make preparations towards the cohesion of their team, "teaming" and background research. Thus, classroom work is designed to set the foundation for experiential learning and then ensure that students gain as much as possible in their reflective process by tying the experience back to the Program competencies and Enabling Change pillars.

Public Health Practice Field Immersions

The Harvard DrPH Program requires students to complete applied field experiences in which students are responsible for the completion of a scope of work and related deliverables. Deliverables should support applying knowledge

and conceptual understanding of real-world public health problems, be meaningful for an external organization, and advance public health practice.

The Succession of Field Immersion and Experiential Learning Experiences

The Harvard DrPH Program has developed an integrated succession of field immersion experiences that ensure graduates have significant practical experience collaborating with practitioners and learning opportunities to develop leadership skills while contributing to the landscape of public health work. DrPH students are expected to apply concepts, principles and theories from didactic coursework from both the public health [Foundational Knowledge](#) and [Enabling Change](#) competencies (leadership, management, communication and innovation-systems) of the Program. Students refine and strengthen these competencies as a means to propel them to high performing leadership roles upon graduation. We see the succession of field immersion experiences as signature pedagogy, bridging the gap between theory and practice.

The curriculum includes three periods of field immersion and experiential learning over the course of the Program: Winter 1 Team-Based Field Immersion, Summer 2 Field Immersion and Winter 2 Experiential Learning Engagement.

Winter 1 Team-Based Field Immersion: *Moving from Individuals to Collaborative Teaming*

DrPH students work in teams to conduct a scope of work for partner organizations which may include assessing a public health problem or situation, analyzing an opportunity for program expansion or development, or strategizing a new idea or approach to a public health or systems challenge. Value for the partner organization is created when the team develops ideas, recommendations or solutions that the organization finds useful, and can adopt within a few months after the team's departure. Domestic partner organizations host teams of two to four students for three weeks during the [Winter Session](#). This field immersion experience is connected to the required Enabling Teams course (DrPH 250).

Summer 2 Field Immersion: *Using Research and Data as a Catalyst for Change*

DrPH students concentrate on tackling a public health challenge while stretching forward in their leadership skills during an 8-10 week, full-time (320 hours)

individually based experience. Experiences are largely self-designed and students start the process of scheduling informational conversations with organizations of interest and identifying placements by late fall-early winter. DrPH faculty, advisors and staff are available to make introductions and provide guidance though the primary onus falls on the student. This field immersion experience is connected to the required Enabling Large Scale Change course (DrPH 251).

Winter 2 Experiential Learning Engagement: *DELTA Doctoral Project Preparation*

The purpose of this experiential learning period is for the student to focus on furthering ideas and goals related to the DELTA Doctoral Project. This period can take a variety of forms including, but not limited to, participation in a [Winter Session](#) trip or formal field immersion experience, enrollment in a course that will strengthens the skills needed to pursue a DELTA Doctoral Project, visits to potential organizations for DELTA Doctoral Project exploration, and partnership with a faculty member to work on a research question related to a potential DELTA Doctoral Project. This experiential learning experience is connected to the required DrPH DELTA Doctoral Project Seminar in Year 2.

The DrPH DELTA Doctoral Project

The DrPH DELTA Doctoral Project is the culminating experience of the Harvard DrPH Program and the primary locus of the knowledge translation elements of the degree. The pedagogical intent behind the DELTA Doctoral Project's design is to provide an opportunity to the DrPH degree candidate to practice and develop their personal leadership skills while engaging in a project that contributes substantively to public health.

A typical project is built around a student and host organization relationship, although in some cases more independent work may be appropriate. Through an 8-month or more field-based experience, DrPH degree candidates engage in a partnership with a public health organization and additional stakeholders to apply their advanced training from the first two years of the Program in a full-time, practice-based residency. Impact on public health may be achieved through direct action to improve outcomes in populations and/or the creation of significant evidence that has potential to influence such action. The translational output can take the form of policy or program change, impactful documentation of prior achievement of change, or development of strategies for future change that have a high probability of adoption and implementation.

A detailed DELTA Doctoral Project Manual is available for student reference and guidance. Also, provided in Annexure 5 is the DELTA Doctoral Project timetable students are expected to follow.

DELTA Chair and Committee

Each DrPH student's DrPH DELTA Doctoral Project is supervised by a DrPH DELTA Doctoral Project Committee, which plays a valuable role in advising the student and supporting the development, satisfactory progress and evaluation of the DELTA Doctoral Project. Over the course of the DELTA Doctoral Project, the committee often serves as a collegial support structure, much like those DrPH graduates will experience in their professional lives. The committee consists of **three** members:

- A **Committee Chair**: must be a faculty member (Professor, Associate Professor, Assistant Professor, Senior Lecturer, Lecturer) holding an appointment at the Harvard T.H. Chan School of Public Health

- **Committee Member #2:** must be a faculty member (Professor, Associate Professor, Assistant Professor, Senior Lecturer, Lecturer) at Harvard School of Public Health or elsewhere within Harvard

- **Committee Member #3:** may be either a faculty member (adjunct faculty included) or a professional in the public health field (with appropriate education and experience to assess work at doctoral level at Harvard). To avoid any conflict of interest, the professional cannot be employed at the student's host organization.

Please refer to the Nominations for Doctoral Project Committee form on the Registrar's Office website for more information. All committee members must agree to take on the responsibilities of a committee member in writing.

Guidance on Academic Requirements

Academic Performance

DrPH students are expected to maintain the academic performance standards of all doctoral students at the Harvard T. H. Chan School of Public Health, including maintaining a grade of **B-** or better in all required courses. If a student receives a grade of **C+ or below** in any of the required courses, the student will be required to take another course to meet the requirement; the student will not be able to take the course again.

For courses that are offered with Pass/Fail as the only option, a passing grade must be achieved for each one taken. The student needs to demonstrate these standards before proceeding to the [DrPH DELTA Doctoral Project](#). Please consult the School's [Student Handbook](#) for additional guidance.

Credits

All students must maintain the following **minimum** number of credits for each semester:

Summer: 7.5 credits

Fall: 15 credits

Spring: 15 credits

Failure to maintain the minimum number of credits may change your student status to part-time. You **must** maintain full-time status at all times during the program.

Grading

DrPH students enrolling in any core program or school requirement course should choose the **ordinal grade** option for a grade whenever available. For example: when a student registers for DRPH 200, for which the my.HARVARD portal shows an option of pass/fail or ordinal, the student must choose ordinal grading. If there is no grading option given, the student will receive the grade (ordinal or pass/ fail) that the course is designed to give.

In line with the Harvard T. H. Chan School of Public Health [Student Handbook](#), the DrPH Program offers ordinal, pass-fail, and audit grading options for degree candidates.

Grading Option	Grade Definition	Grade Point Average
Ordinal	A-C, F Grading Scale	Calculated in Final G.P.A.
Pass/Fail	P=Pass, F=Fail	Calculated in G.P.A.
Audit	Not Graded	Not Calculated in G.P.A.

Please note that "audit" may be selected only with the permission of the instructor. Courses which exclude auditors or courses which must be taken pass/fail are noted as such in the Class Schedule. There is a limit of 5 credits per semester of audited course work while registered as a full- or part-time student fulfilling degree requirements. **Students do not receive credit for audited courses and the audited courses' credits will not be added to your total credits for the semester**. Audited courses will appear on transcripts with the grade of AU. This grade will not be calculated in the G.P.A. Students who do not meet the instructors' expectations of an auditor will receive the grade of WDA. This grade will not be calculated in the G.P.A. Summer courses may not be taken for audit. Please see Cross-Registration for information on choosing grading options for cross-registered courses.

Waiver Policy and Procedures

Course requirements can refer both to those required of all doctoral students in Harvard T. H. Chan School of Public Health and those required specifically of students in the DrPH Program. Annexure 3 lists School and Program requirements and waiver policies.

Please refer to the Student Handbook for policies related to school requirements. DrPH Program requirements are explained in this student manual.

School-Wide Requirements

Students providing an official academic transcript and a copy of the course syllabus showing competency in a core area may be able to waive school requirements. Please note that the Harvard T. H. Chan School of Public Heath does not accept transfer credit for courses taken elsewhere. Please see Annexure 3 for Harvard T. H. Chan School of Public Health school-wide requirements that apply to DrPH students and refer to the school-wide Student Handbook for more information.

Students wishing to waive school-wide course requirements in either Biostatistics or Epidemiology must submit a Waiver of Core Course Form signed by the relevant instructor. Students must present an official academic transcript and a copy of the course syllabus to the instructor to verify completion of appropriate coursework. If the request to waive a required course is approved, the student will not be required to enroll in the required course. If the student has enrolled in the course already, they must drop the course by the add/drop deadline.

Program Requirements

Please refer to Annexure 3 for a list of DrPH Program requirements and a summary of policies on waivers.

Courses eligible for waiver

For some courses indicated in the list (Annexure 3), students who have successfully completed **graduate-level** course work, may petition to waive the DrPH course requirement.

The waiver process is as follows:

Students petitioning to waive core program requirement courses must submit a Program Core Requirement Course Waiver Form that may be obtained from the DrPH Program Office or [DrPH website](). An official academic transcript and a copy of the course syllabus must accompany the form to verify completion of appropriate coursework. The decision will be communicated to the student and a signed copy will be kept in the student's file as documentation of the Program's authorization to grant the exemption. If the request to waive a required course is approved, the student will not be required to enroll in the course. If the student has enrolled in the course already, they must drop the course by the add/drop deadline.

Qualifying Examinations

Written Qualifying Examination (WQE)
The WQE will have three parts: two take home deliverables and one in-class examination. The three parts will cover learnings in the required coursework of the first academic year of the DrPH including both Foundational Knowledge and Enabling Change components of the program. The DrPH Program will provide optional review sessions in Spring 2.

The three parts of the WQE will be as follows:

Deliverable #1: Analysis and interpretation of a public health related dataset in the format of a 3 to 5-page paper.

Deliverable #2: Development of a PowerPoint presentation for senior leadership regarding organizational, financial and operational impact of proposed major change. Student choice of domestic or international question (maximum of 15 slides).

Deliverable #3: Writing of policy memo on a public health related issue with analysis and recommendations. Student may choose a domestic policy or international policy question.

The specifics of deliverables #1 and #2 will be provided at 9am on a date to be determined in May 2018. The completed deliverables (i.e., 3 to 5-page paper, PowerPoint presentation) will be due two – three days later. Please send all documentation to the DrPH Program Administrator, Gary Williams ([gwilliams@hsph.harvard.edu]()). Deliverables #1 and #2 will be open book.

Deliverable #3 will involve a 2.5 hour in class exam that will take place on 9am on a date to be determined in May 2018. At the end of that exam period, the student will submit the policy memo. Deliverable #3 will be closed book. Classrooms will

have computers for your use but will explicitly not have Internet access. You will not be able to bring other devices into the classroom

Each of the three deliverables will be graded anonymously by reviewers using standard letter grades. The letter grades will be averaged. In order to pass, the average grade will need to be a minimum of a **B+**. Students will be notified of their grades for each part and their overall grade two weeks after the examination but will not receive any written comments on the specific parts unless they did not pass.

If a student does not achieve an average grade of B+, he/she will take an alternate exam covering those deliverables with a lower grade than B+. He/she will take the alternate exam within four weeks of notification of the need for the alternate exam. In order to pass, the student will need to have an average grade of B+ after substituting the alternative exam grade(s) for the original deliverable grade(s) below a B+. Only **one** retake will be allowed.

Oral Qualifying Examination (OQE)

The Oral Qualifying Examination will occur after the completion of coursework during the student's second year of the program. The Oral Qualifying Examination Scheduling Form is submitted to the Registrar's Office at least 3-weeks before the date of the Oral Qualifying Examination to allow for scheduling purposes.

All required signatures must be obtained by the student before the form is submitted. Room reservations will be scheduled through the DrPH Program Assistant prior to submitting this form to the Registrar's Office. 1-week notice is required for room scheduling.

The Oral Qualifying Examination can be scheduled once the Committee Chair agrees that the proposal is ready for examination. The Oral Qualifying Examination consists of an up to 90-minute examination with the Doctoral Project Committee. The first 30-minutes will be a presentation from the degree candidate on their Proposal. The committee will then ask the student questions to assess the student's readiness to embark on the project. The remaining time can be spent by the Doctoral Project Committee to help the student strengthen the project plans.

Upon completion of the discussion, the Doctoral Project Committee will meet in private session to determine whether the student has (a) passed the Oral Qualifying Examination and can advance to the project stage; (b) passed with conditions requiring some revisions to the Proposal; (c) does not pass. In the case of (b) or (c) the committee will recommend next steps to the student in writing which may include options for re-examination. Should a student fail, a new oral examination will need to be rescheduled after a student has made adequate

progress and the Committee Chair has deemed the student ready for reexamination. Committee members will submit a single grading form to the DrPH Faculty Director for her/his signature. Confirmation of the grade will be communicated to the Registrar's Office through the student's doctoral committee. No more than **one** reexamination will be allowed.

Students must pass their OQE **before** they are allowed to register for DRPH 350 (DELTA Doctoral Project – Residence) or DRPH 400 (DELTA Doctoral Project – Non-Resident). Students who schedule their OQE after the Summer session begins **must** register for an independent study (15 credits) for the entire summer semester in order to maintain your status as a full-time student. You may enroll in DRPH 350 or DRPH 400 in Fall provided you pass the OQE. There are no exceptions to this rule. It is highly recommended all students **take their OQE by the end of June** (Year 2) to stay on track with their DELTA timeline.

Advising, Mentoring, and Coaching

An academic advisor is assigned to all first-year students upon their acceptance to the Program to help plan course work and track their academic progress to ensure that they meet all graduation requirements. The academic advisor also plays a role in assisting the advisee in understanding departmental, school- wide and university policies and procedures. The relationship is also important to discussing interests, making networking connections within the school and lining up career goals all related to field immersion experiences and the DELTA Doctoral Project.

In Year 2, the students may choose to change their advisor to match better with the student's interests and DELTA Doctoral Project aspirations. Should a student wish to change her/his academic advisor, she/he is encouraged to discuss this with the Faculty Director of the DrPH Program and their Year 1 academic advisor. Annexure 6 includes guidelines for students to help develop a relationship with the advisor and make the best of their association. The students can also reach out to other faculty members across the university who may be willing to provide academic and professional guidance.

Occasionally, problems presented by advisees may be beyond the domain of the academic advisor: intensive assistance with a particular course, personal problems with identity or relationships, financial difficulties, dissatisfaction with living arrangements, legal problems, health concerns, drug and alcohol abuse, etc. Advisors need to be alert for the signs of stress, and to be gently intrusive enough to identify broadly the nature of the problem; then the advisor needs to make the appropriate referral.

The Office for Student Affairs is also an excellent resource for the student to begin to access services on campus. You are also encouraged to contact the Faculty Director of the DrPH Program should you need additional assistance.

Executive coaching is also an integral element of the DrPH students' leadership development. The DrPH coaching model meets the students where they are in their leadership development. Coaches work with the students to identify the student's "growth edge" and leadership development goals by providing support and challenge throughout the year in executive coaching sessions. The sessions also build on and debrief the students' academic and field placement work. The students identify their areas of leadership development growth and design a personal learning agenda within the executive coaching sessions. The individualized learning agendas are guided by previous work experiences, experiences in the DrPH Program, and personal goals and preferences. With the coaches, the students design and debrief "personal learning experiments" to advance progress on their designated leadership goals.

Executive coaches develop tailored growth programming for each student. The coach meets with each student a minimum of eight times over the academic year. Coaching sessions are strategically timed in coordination with classroom and fieldwork to maximize student development.

The executive coach's qualifications include health care or public service executive coaching experience with training in Constructive-Developmental Theory or related leadership development theories. Fawn Phelps, the Harvard T. H. Chan Director of Leadership Development, oversees the DrPH Executive Coaching Program and the coaches.

School-Wide Resources

All students at the Harvard T. H. Chan School of Public Health should become familiar with the following resources found on the School's website or by visiting the appropriate office:

Harvard T. H. Chan School of Public Health Student Services and Resources

Harvard T. H. Chan School Student Handbook
www.hsph.harvard.edu/student-handbook

Harvard T. H. Chan Photo Directory
www.hsph.harvard.edu/people

Office of the Registrar
http://www.hsph.harvard.edu/registrar/

Office of Financial Aid
www.hsph.harvard.edu/osfs
Contact: Kathy Austin, Director of Office of Financial Aid

The role of the Office of Financial Aid (OFA) is to assist students and applicants with financing their education at the Harvard T.H Chan School of Public Health. The staff is committed to providing students and applicants with the information needed to make informed decisions about financing their Harvard T. H. Chan School of Public Health education.

Students are encouraged to explore all avenues of funding opportunities. In addition to reviewing internal scholarship opportunities within the school and university, OFA manages and updates our external resource database. Our OFA Fund Finder not only allows you to search for external opportunities but is interactive allowing students, faculty and staff to submit outside resources of which they are aware (and not already posted).

OFA determines eligibility for and administration of federal and private student loan programs which make up the majority of aid available. As such, debt management counseling is considered an important service in OFA.

The OFA staff is available throughout the year to discuss all aspects of loan debt management, student billing, refund processing, and other areas as requested. Staff members are available at 677 Huntington Ave., G4 Suite, Boston, MA from

10 AM to 4 PM, Monday to Friday to assist you in your educational financial planning.

Office for Student Affairs
www.hsph.harvard.edu/student-affairs

Contact: Leah Kane, Director for Student Affairs

Among other things, OSA assists students with disabilities, works closely with officers of the student government, administers the MBTA discount pass program, assigns lockers, manages Orientation and Commencement programs and serves as an information source for students. OSA staff advise student organizations on a variety of issues including goal setting and event planning.

Office of Alumni Affairs and Career Advancement (OAACA)
www.hsph.harvard.edu/career-services   http://alumni.sph.harvard.edu

Contact: Jim Smith, Assistant Dean for Alumni Affairs

Contact: Randi Friedman, Director of Career Advancement

For students and alumni: The OAACA offer a wealth of resources to help students conduct career-related research, develop an effective job search strategy, build a professional network, and market themselves during interviews. Make sure to check out their tip sheets and quick links to the library of Career Resources, CareerConnect and Alumni Directories.

Harvard T. H. Chan School of Public Health
Academic Resources

2017-2018 Academic Calendar
www.hsph.harvard.edu/registrar/academic-calendar

Course Listings
www.hsph.harvard.edu/registrar/courses

Course Catalog
https://courses.harvard.edu/index.html

Office of the Registrar
http://www.hsph.harvard.edu/registrar/
Contact: Joann Wilson-Singleton, Registrar

Procedure for Cross-Registration at Other Schools

(Source: Harvard T. H. Chan School of Public Health [Student Handbook](#)[1])

Degree students may only enroll in courses offered by the cross-registration consortium, which consists of the other Harvard faculties, the Massachusetts Institute of Technology (MIT), MGH Institute of Health Professionals, Tuft's Fletcher School of Law and Diplomacy and Friedman School of Nutrition Science and Policy. ***Obtaining credit for cross-registered courses is permissible only for graduate-level courses appropriate to the student's School degree program, and if a similar course is not available at the School***. Deadline dates for cross-registration and for the first day of classes may vary from school to school across the consortium.

Due to a change in graduation date, students must be aware that MIT grades will not be received in time for any Spring MIT course to count towards May graduation requirements. Instead, MIT course credits will count as additional credits, not toward the minimum credits required for graduation. Questions about this policy should be directed to the Registrar's Office.

The table below lists the cross-registration consortium, their abbreviations, and their telephone numbers.

> **Students must complete the Harvard T. H. Chan School of Public Health Registration Check-in Process prior to cross registration.**

THE CROSS-REGISTRATION CONSORTIUM

Name Of School	School Code	Telephone
Harvard Business School	HBS	617-495-6247
Harvard School of Dental Medicine	HDS	617-432-1447
Harvard Divinity School	DIV	617-495-5760
Harvard Graduate School of Arts and Sciences	GSAS	617-495-1519
Harvard Graduate School of Design	GSD	617-495-1237
Harvard Graduate School of Education	GSE	617-495-3419
Harvard Kennedy School	HKS	617-495-1150

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[1] Updated April 17, 2017. All policies should be verified with the Office of the Registrar before registering for a class at another Harvard school.

Harvard Law School	HLS	617-495-4612
Harvard Medical School	HMS	617-432-1515
Tuft's Fletcher School of Law and Diplomacy	FLE	617-627-3055
Tufts' Friedman School of Nutrition Science and Policy		617-636-3777
Massachusetts Institute of Technology	MIT	617-258-6432
MGH Institute of Health Professions	MGH	617-726-8008

Registering For A Cross-Registered Course
All cross-registration is completed via the [Cross-Registration Portal](#).
The site is a synopsis of cross registration information and resources available to Harvard University students who wish to register for courses at different Harvard faculties. To register for courses offered by one of the consortium schools, students must complete each of the following steps:

To cross-register for a course offered by the Harvard faculties:

- Complete the online cross-registration petition via the [Harvard University Course Catalog](#) site.
- Communicate with the instructor of the course to understand the prerequisites necessary prior to registering.
- Check the cross-registration [credit conversion table](#).

For courses at MIT, MGH, and Tufts Fletcher School of Law and Diplomacy:

- Complete the Non-Harvard Petition form, found at the [Harvard University Course Catalog](#) site.
- Communicate with the instructor of the course to understand the prerequisites necessary prior to registering.
- Check the cross-registration [credit conversion table](#).

Please note that MIT grades will not be received in time for any Spring MIT course to count towards May graduation requirements. Instead, MIT spring grades will count as additional credits, not toward the minimum credits required for graduation. Questions about this policy should be directed to the Registrar's Office.

Students who fail to complete the cross-registration process will not be considered officially enrolled.

Cross-Registration Credit Requirements

For a cross-registered course to count toward a School degree and to appear on the Harvard T. H. Chan School of Public Health transcript, the course must meet the following requirements:

1. it must be a **graduate-level** course relevant to the student's degree program;
2. it must be taken for pass/fail or ordinal credit *(Please refer to grading for core requirements. An ordinal grade is required for courses taken to meet a **program requirement**)*
3. it must be approved by the student's advisor.

> **Please note that Undergraduate level, Radcliffe Seminars and Harvard Extension and Summer School courses are not counted toward degree credit at the Harvard T. H. Chan School of Public Health, nor is cross-registration into these courses permissible.**

Cross-Registration Credit Limits

School degree candidates can cross-register for a maximum of 1/2 of their total credits per semester. For example, a full-time student who is planning to register for a total of 20 credits may not register for more than 10 cross-registered credits. Students who wish to take more than 1/2 of their total credits for the semester outside the School must submit a *[General Petition](#)* to the Registrar's Office for review and approval.

Cross-Registration Deadlines

Students cross-registering into consortium schools *must meet the deadlines set by both the School and the host school*. Therefore, a student who wishes to enroll in a cross-registered course **must meet the earlier add/drop/change deadline**. Please refer to the Academic Calendar at the Cross-Registration [web site](#).

Adding and Dropping A Cross-Registration Course

A student dropping a cross-registered course *must do so by the earliest add/drop/change deadline* and must submit a completed *Cross-Registration Add/Drop/Change Form,* **with advisor's signature,** to the Registrar's Office. Students who do not drop a cross-registered course via this form will be considered enrolled in the course and will receive a grade for it.

Dropping after the Cross-Registration Deadline

Students dropping a cross-registered course **after** the earlier add/drop/change deadline must complete the *[Late Withdrawal Petition](#)* and submit it to the Registrar's Office for review. If the petition is approved, the student will receive a grade of "WD" for the course. If the petition is not approved, the student will be

expected to complete the course. Students are also subject to late fees which may be charged by the host school. Harvard T. H. Chan School of Public Health students should continue to attend classes until notified by the Registrar's Office of the outcome of the petition. **Tuition is not refundable for withdrawn courses**.

Cross-Registration Grades

Students who cross-register are bound by the rules and regulations of the respective faculties regarding grades, examination schedules, make-up examinations, and incomplete work. These regulations are often very different from those at the School.

The Harvard T. H. Chan School of Public Health Registrar's Office receives the grades from the consortium school's Registrar's Office and they are included as part of the student's official academic record. These grades will not be translated into the Harvard T. H. Chan School of Public Health grading system. For example, HBS has a Roman numeral grading system (i.e., "I," "II," and "III"). HBS grades will appear on the student's official transcript as Roman numerals. Although HBS grades will not calculate into the Harvard T. H. Chan School of Public Health G.P.A., the credit taken counts for ordinal credit.

Individual instructors may not determine grading options for cross-registered students but must conform to their Faculty's official regulations. Degree candidates are urged to check the exam schedules of cross-registered courses to avoid possible problems of late grade reporting to the Harvard T. H. Chan School of Public Health Registrar. Some schools give exams at such late dates that School degree candidates risk not receiving grades and credit for courses taken in time for them to be counted in the final degree audit for May Commencement.

Students should be aware that the Harvard Medical School will only allow students to take courses Pass/Fail.

Scheduling Cross-Registered Courses

Some schools pattern the length and activity of their classes much differently than that of the Harvard T. H. Chan School of Public Health. For example, at the Harvard Business School (HBS), classes meet intensively for several hours at a time instead of meeting in several one- or two-hour sessions per week. This may interfere with students' abilities to attend classes at the Harvard T. H. Chan School of Public Health. In addition, commuting time to all but the Medical School and the School of Dental Medicine may be as long as 45 minutes each way, so a course may require a 1-1/2 hour commute in addition to formal class meeting times. Students should discuss the desirability and feasibility of cross-registration with their advisor. ***Please note that students may not, under any***

circumstance, register for courses that meet at the same or overlapping time periods.

Convocation

There are three degree granting periods at the Harvard T. H. Chan School of Public Health: November, March, and May. To apply for graduation, students must complete the Application for Degree by clicking on the apply to graduate button on the [my.HARVARD](#) portal.

For more information on Convocation (dates degrees are awarded, online application, thesis due date etc.), please visit the [Graduation FAQs](#) page on the Registrar's Office website. The information will be updated by the Registrar's Office in Summer 2019 for a May 2020, November 2020 or March 2021 graduation date(s).

Annexures

Annexure 1: DrPH Competencies

Public Health Foundational Knowledge Learning Objectives
Profession & Science of Public Health

1. Explain public health history, philosophy and values

2. Identify the core functions of public health and the 10 Essential Services

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health

8. Explain biological and genetic factors that affect a population's health

9. Explain behavioral and psychological factor that affect a population's health

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

11. Explain how globalization affects global burdens of disease

12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

DrPH Foundational Competencies
Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.

2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

7. Create a strategic plan.

8. Facilitate shared decision making through negotiation and consensus-building methods.

9. Create organizational change strategies.

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.

11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.

12. Propose human, fiscal and other resources to achieve a strategic goal.

13. Cultivate new resources and revenue streams to achieve a strategic goal.

Policy & Programs

14. Design a system-level intervention to address a public health issue.

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.

17. Propose interprofessional team approaches to improving public health.

Education & Workforce Development

18. Assess an audience's knowledge and learning needs.

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings.

20. Use best practice modalities in pedagogical practices

DrPH Program Specific Competencies

1. Self-Awareness

Integrate awareness of self as a leader and learner including knowledge of strengths, areas of growth, and impact on others in the analysis of interpersonal relationships, intragroup dynamics, organizational structures, and systemic forces.

2. Leadership Consultative Process

Analyze the efficacy of work environments with respect to authority, collaboration, communication and governance and design evidence-based pathways to enhance performance.

3. Leveraging Teams

Devise capacity-building strategies to improve team effectiveness within organizations and across organizations and sectors.

4. Financial Literacy

Analyze the external financial statements and internal cost and management control information to discern the financial health of a unit, organization, or system.

5. Public Engagement and the Influence Eco-system

Analyze the impact of legislation, legal rulings, regulation and public opinion on the delivery of healthcare and on population health.

6. Intrapreneurship and Entrepreneurship

Design an approach to a public health issue that would involve the creation of a new independent venture (entrepreneurship) or a major new initiative in an existing organization (intrapreneurship) to innovatively address that issue.

7. Public Health Translational Science

Translate public health research and evidence-based best practices into achievable, sustainable and culturally sensitive change plans for an organization.

Annexure 2: Curriculum Specifics

Curriculum Course Map

Course Options – Environmental Health Requirement

(2.5 credits required)

Course #	Course Title
EH 202	Principles of Environmental Health
EH 278	Human Health and Global Environmental Change
ID 215	Environmental and Occupational Epidemiology

Course Options – Organizational Behavior Requirement

(2.5 credits required)

Course #	Course Title
HBS 1816	Managing, Organizing & Motivating for Value
HBS 4882	Micro Topics in Organizational Behavior
HPM 516	Health Care Quality and Safety
HPM 539	Health Care Organizations and Organizational Behavior
MLD 102	Getting Things Done: Management in a Development Context
MLD 110	Strategic Management for Public Purposes
MLD 340	Power and Influence
MLD 412	Greater Boston Applied Field Lab: Advanced Budgeting, Financial Management and Operations
MLD 500	Maximizing Human Capital and Organizational Performance
SOCIOL 224	Organizational Analysis

Course Options – Financial Management Requirement

Choose **one** course from List A and **one** course from List B **OR** Choose one course from List C

List A (Financial Accounting)	List B (Financial Management)	List C (Financial Accounting and Financial Management)
HPM 219 (Financial Transactions and Analysis)	HPM220 (Financial Management and Control)	EDU A027 (MLD 427 A&B) Managing Financial Resources in Nonprofit Organizations
Online Course EDX: Intro to Management Accounting https://www.edx.org/course/introduction-management-accounting-acca-ma1-x	HPM222 (Financial Management of Health Care Organizations)	MLD 411M (Introduction to Budgeting and Financial Management)

Course Options - DrPH Methods Requirement	
(5 credits required)	
Course #	**Course Title**
BST 210	Applied Regression Analysis
BST 213	Applied Regression for Clinical Research
BST 217	Statistical and Quantitative Methods for Pharmaceutical Regulatory Science
BST 222	Basics of Statistical Inference
BST 223	Applied Survival Analysis
BST 226	Applied Longitudinal Analysis
BST 262	Computing for Big Data
DEV 115	Using Data to Understand Good Governance (Previously Offered as PED 115)
EH 236	Epidemiology of Environmental & Occupational Health Regulations
EH 263	Analytical Methods and Human Exposure Assessment
EH 504	Principles of Toxicology
EPI 207	Advanced Epidemiologic Methods
EPI 217	Epidemiology of Adult Psychiatric Disorders
EPI 219	Assessment Concepts and Methods in Psychiatric Epidemiology
EPI 221	Pharmacoepidemiology
GHP 201	Advanced Modeling for Health System Analysis & Priority Setting
GHP 210	Concepts & Methods for Global Health & Population Studies
GHP 228	Quantitative Methods in Impact Evaluation
GHP 500	Measuring Health System Quality and Responsiveness
GHP 501	Methods for Health Systems Analysis
GOV 2001	Advanced Quantitative Research Methodology
HBSDOC 4070	Design of Field Research Methods
HBSDOC 4561	Empirical Studies of Innovation and Digitization
HPM 268	Methods and Tools for Quality Improvement
ID 212	Large Scale Effectiveness Evaluation
ID 214	Nutritional Epidemiology
ID 236	Social Epidemiology

ID 537	Obesity Epidemiology
RDS 282	Economic Evaluation of Health Policy & Program Management
RDS 284	Decision Theory
RDS 285	Decision Analysis Methods in Public Health & Medicine
RDS 286	Decision Analysis in Clinical Research
RDS 500	Risk Assessment
SBS 231	Community Intervention Research Methods
SBS 245	Social and Behavioral Research Methods (prerequisite for SBS 263) (Has prerequisite)
SBS 263	Multilevel Statistical Methods
SBS 501	Community-Based Participatory Action Research
SBS 513	Measuring and Reporting Health Disparities

DrPH Program Timetable*

Tasks & Milestones	Timing
Advisor Meetings	At least quarterly throughout program
Winter Field Immersion 1	Winter of Year 1 (December – January)
Written Qualifying Examination passed	End of Year 1
Summer Field Immersion	Summer of Year 2 (June – August)
Winter Experiential Learning	Winter of Year 2 (January)
Prospective Program Submitted for Approval	Middle of Year 2 (December)
Final Program Submitted for Approval	End of Year 2 (May)
Nominations for Doctoral Committee	End of Year 2 (May)
Oral Qualifying Examination passed	End of Year 2 (June)
DELTA Project Commences	Beginning of Year 3 (Summer)
DELTA Progress Reports	From Students: Every 3 months during DELTA Project
Oral Final Examination	Year 3 (March – April)
DELTA Doctoral Project Deliverables Submitted	Year 3 (March – April)

∗ *This timeline is based on an expected graduation in May of Year 3. The timeline could be extended by more coursework, a longer project field work phase, or a combination thereof. Extensions must be agreed upon in writing by the student, student's advisor or DELTA Doctoral Project committee Chair, and the DrPH Faculty Director and approved by the Harvard T.H. Chan School of Public Health Registrar via a General Petition.*

Annexure 3: Course Requirements and Waiver Policies

Courses	Credits	Waive without replacement (W)/ Replace with advanced course (R)/No Waiver (N)
School-wide Requirements		
DRPH 202 Epidemiology for Public Health Leaders	2.5	W
DRPH 203 Biostatistics for Public Health Leaders	2.5	W
DRPH 204 Regression methods for Public Health Leaders	2.5	W
Environmental Health (options provided)	2.5	W
GHP 525 Econometrics for Health Policy	5.0	R
Methods (options provided)	5.0	N
Program Requirements		
DRPH 200 Qualitative Research Methods	2.5	W
DRPH 201 Fundamental Concepts of Public Health	2.5	N (unless done at HSPH previously)
DRPH 222 Paradigms of Social Theory	5.0	W
DRPH 240 Personal Mastery	2.5	N
DRPH 250 Enabling Teams	2.5	N
DRPH 251 Enabling Large Scale Change	2.5	N
DRPH 260 Effective Writing	1.25	N
DRPH 270 Strategic Management	2.5	R
DRPH 290A Integrating (DELTA) Seminar incl Winter Field Immersion II)	1.25	N
DRPH 290B Integrating (DELTA) Seminar - Year 2	1.25	N
DRPH 300 Winter Field Immersion	1.25	N
DRPH 305 Summer Field Immersion	10	N
Financial Management (options provided)	5.0	W
GHP 210 Concepts & Methods for Global Health & Population Studies	5.0	N
HPM 247 Political Analysis for US Health Policy OR GHP 269 The Political Economy of Global Health	5.0 OR 2.5	R
HPM 252 Negotiations	2.5	W

Courses	Credits	Waive without replacement (W)/ Replace with advanced course (R)/No Waiver (N)
HPM 260D Health Economics with Applications to Global Health Policy (DrPH Section)	2.5	R
HPM 557 1 or HPM 557 2 Innovation OR	2.5	N
ID 222 History of Public Health	2.5	W
Organizational Behavior (options provided)	2.5	N

Annexure 4: Field Immersion and Experiential Learning

Field Immersion Overview

Period	Purpose	Timeline
January Winter 1 Team-Based Field Immersion — 3 months, November–January	An intentional process of organizing to learn in a real-world setting. Students stretch forward in their leadership development and intentionally focus on the foundations of teaming as they take on a project that addresses a public health challenge or issue. International and domestic host organizations work remotely with teams of 2-4 students starting in November and host students on site for three weeks during the January Winter Session.	This field immersion experience is facilitated by the DrPH Program. Students are provided with a modest stipend by the Harvard T. H. Chan School of Public Health to cover basic expenses. Proposals from potential host organizations are requested in late summer and distributed to students early Fall. Matches are made in early October.
Summer 2 Field Immersion — 8-10 weeks, May–August	Full-time, individually based experience where students concentrate on developing new competencies and advancing existing skills to tackle a public health issue or challenge.	The Program supports students in identifying field immersion opportunities. Students are not funded by the Program for this experience.
January Winter 2 Experiential Learning Engagement — 3 weeks, January	Students focus on strengthening tools for leadership, furthering ideas and goals regarding the DELTA Doctoral Capstone and/or integrating public health concepts and theories into practice. Some examples can include participation in a Winter Session trip or formal field immersion experience, enrollment in a course that will strengthen one of the main competency domains of the Program, exploration of and visits to potential organizations for the DELTA Doctoral Project and pursuing work on a research question that is related to your DELTA Doctoral Project.	The second winter learning period can take on a variety of forms. The Program supports students in identifying experiential learning opportunities. Students are not funded by the Program for this experience.

Summer Field Immersion Planning

Learning Goals Reflection Tool

The succession of field immersion experiences plays a significant role in the DrPH Program. Degree candidates have the opportunity to develop proficiency in each of the core competencies of the Program, across a broad range of public health work settings. There should be an explicit focus on strengthening skill sets around the Enabling Change pillars: leadership, management, communication and innovation systems.

Leadership behaviors are learned over time and often require the right stretch. In each immersion experience, students should expect to adapt to new ways of thinking and behaving in the context of working on a strategic, public health project. These real-world experiences will not only provide you with new ways of translating public health research into effective policies, programs and initiatives to improve individual and population health outcomes but also transfer directly to your professional, career goals upon graduation.

Critical Reflection Questions:

1. Identify your skills and strengths: Think about what you learned in past work experiences. Identify the skills, knowledge, and experiences that you bring to your work for the upcoming field immersion experience.

2. Areas for growth / stretch: What skills would you like to hone, refine and strengthen and how do they relate to the competencies of the Program? What do you need to do to grow professionally? Please relate your answers to the Foundational Knowledge and the Enabling Change pillars of the Program (i.e. Leadership, Management, Communication, and Innovation-Systems) as well as the general DrPH Program Competencies.

3. What is important to you in a work setting: What organizational mission and goals are of interest to you? What would you like your function to be?

4. Geographic preferences / interests: domestic, international or both?

5. Craft individual goals and objectives: What do you personally hope to achieve and how will you stretch forward? Before each immersion experience, you should map out your learning goals and objectives around a minimum of 3-5 competencies and think about the ways in which you hope to master your learning in a practice setting.

6. Investigate the landscape of opportunities and contacts: Identify a network of people who can provide you with information and referrals to those in a position to offer a field immersion opportunity that will enhance your development as a public health professional.

Networking and Relationship Building

Build confidence and reduce stress by starting early in the year as you embark on exploring pathways to connecting with organizations for field immersion or the DELTA Doctoral Project. We encourage you to commit to the practice of reaching out monthly to schedule informational interviews with 1-2 individuals who do the work you're interested in exploring. Over time, the practice of building social capital through networking will result in connections to interesting individuals who can expand your perceptions about the ever-changing landscape of public health/healthcare career opportunities.

- Attend university-wide events, local and national conferences and workshops.

- Participate in Career Advancement Employer and Skill Building Events.

- Meet with your academic advisor, Assistant Director of Field Practice, and HSPH Faculty in your fields of interest.

- Use the DrPH LinkedIn Group to connect with the previous experience of peers and alumni of the Program.

- Research and identify organizations and individuals of interest and send outreach communication.

You must be able to communicate clearly and succinctly your experience, interest and motivations in relation to the mission and work of the organization you are approaching. In any introductory email communication, be sure to include your updated CV/Resume, three or four bullet points for discussion, and your interests as they align with the work of the person or organization.

Consider the following questions for reflection: What work/projects align with your learning and curiosity? How do you develop new skills to bring the learning forward? What work/sector will challenge you to move outside of your comfort zone?

Be sure to seek out influential and qualified individuals committed to providing supervision and mentorship during your field-based experience.

Identify opportunities to co-design mutually rewarding projects and leadership development opportunities that: (1) are strategically relevant to the organization, (2) align with your interest and areas for growth and (3) meet the criteria for the Field Immersion requirement.

Keep track of the connections you make and be sure to circle back to folks with updates and thank you emails. For additional information visit the Harvard T. H. Chan School of Public Health Office of Career Advancement.

Host Organization and Project Criteria

The scope of a field immersion project should be more than an opportunity for additional work experience. Applied practice allows students to advance public health work with a different lens, to develop new competencies and to explore one's identity as it relates to the practice of leadership. The projects should be designed with the organization's priorities in mind and where the student can take on principal responsibility, work with others in the organization, have access to leaders and exposure to high level decision making and should require a significant contribution and completion of a critical deliverable that will allow for the advancement of the student's learning goals and the organization's mission. Projects completed and recommendations made by DrPH students are high quality, innovative and provide critical value to organizations.

Developing a Learning Plan

The Learning Plan serves to guide the DrPH candidate through the field immersion experience and is also the basis for assessing field performance. The Harvard DrPH Program requires learning plans to make explicit the expected outcomes of the field immersion experience as tied to the professional goals of the student and Program. The content of the Learning Plan, including start/end date, location and full-time, work hours is created in collaboration between the student and the host organization field supervisor and should align organizational needs and projects, the students learning goals, and additional leadership and management professional development opportunities. Learning Plans should be completed one-two months prior to the field immersion experience, signed by the student and supervisor, and submitted for final approval to the Enabling Change Program Director. The Learning Plan may be modified, if needed, during the field immersion experience.

The following are the requirements for each field immersion period:

- Completion of a Team and Organization Commitment Form for Winter 1

- Completion of a Learning Agreement for Summer 2

- Completion of a Work Proposal for Winter 2 Experiential Learning Engagement

Identifying Competencies and Learning Objectives

When planning your field immersion and defining the scope and goals of your project, be sure to consider the objectives of the field immersion program and how it fits into your Harvard DrPH Doctoral Degree Competencies.

Competencies	*Learning Objectives*

Competencies define program specific skills and knowledge that enable students to successfully design learning objectives specific to leadership and professional development goals.	Learning objectives describe what the learner should be able to achieve at the end of a learning period.
Competencies are relevant to the DrPH Program and Enabling Change.	Learning objectives should be specific, measurable statements and written in behavioral terms. *Examples include: Compose, construct, measure, recommend, translate, formulate, evaluate, etc.*

Reflection

Students are encouraged to keep a learning portfolio comprised of several reflective writing assignments that document their learning throughout their time in the Program, specifically through the Enabling Change and field immersion/experiential learning components of the Program. The process of analyzing and reflecting critically on one's leadership development through field-based learning experiences fosters the transition from academic learning to professional development. Specifically, critical writing encourages students to explore in greater depth and learn from events, experiences, situations or new information, as it necessitates analytical and focused thinking.

Field Immersion Deliverables

Harvard DrPH students will be responsible for completing one or more deliverables following each field immersion/experiential learning experience, depending on the nature of the experience and at the discretion of the Program and grading instructor:

1. reflection papers outlining the experience as compared to the agreed-upon project, self-evaluation of performance and recommendations to the host organization;

2. presentations and poster sessions in the return reflection session or post-immersion social gathering;

3. completion of evaluation surveys of each field immersion experience.

Evaluation

Shortly after the field immersion begins, the Program emails both the student and supervisor to check-in, offer support and confirm the placement is off to a good start. The Program recommends a mid-immersion review between the supervisor and student and sends a reminder communication to the supervisor with a guide to encourage the scheduling of a review with the student; the purpose of this

meeting is to discuss the placement experience to date and to share constructive feedback on the student's performance.

Prior to closing out the experience, we recommend the supervisor and student meet to discuss the completion of project objectives and to discuss an overall evaluation of the student and his/her contribution to the organization. This aligns with the standard practice of providing employees, in this case the student, with the experience of a performance evaluation

At the conclusion of the placement, students receive a field immersion evaluation as a mechanism for self-assessment and to provide feedback on the placement to the Program. Supervisors are also asked to evaluate the student's performance and provide feedback to the Program. The Assistant Director of Field Practice will provide overall supervision of the field immersion activities including the approval of learning agreements, check-ins and evaluation follow-up.

Students are evaluated and graded on the achievement of defined learning objectives and deliverables to the Program and host organization. As part of each field immersion experience, students reflect on and evaluate their overall practice experiences, particularly as they relate to their academic and professional goals. The Assistant Director of Field Practice and Enabling Change Program Director review required deliverables and evaluations completed by students and host organizations to provide a grade. Every field immersion experience is graded on a pass/fail basis.

Financial Compensation

Limited support has been available for the Winter 1 Field Immersion. Students can independently seek additional funding from a variety of fellowships and awards from both Harvard University and external, third party sources. The Assistant Director of Field Practice also provides guidance and shares resources of funding opportunities.

Health and Safety of Students in Field Immersions

While it is impossible to remove all potential risk from field immersion experiences, it is important that students exercise caution and take preventive measures to assure safety while working overseas. We empower students to embrace new opportunities with greater knowledge and confidence, reduce the likelihood of emergencies, and provide students with the tools and information on how to deal with unexpected events.

All students who participate in field immersion/experiential learning opportunities are required to register travel as an individual or team for international travel, view country-specific information, review student travel policies and complete required forms, attend a mandatory Harvard Global

[Support Services](#) orientation meeting, confirm visa and passport requirements and develop your personal safety plan.

In an emergency, Harvard Travel Assist, a free-to-you, worldwide, insurance plan for Harvard faculty, staff and students, will provide you with medical referrals, security advice, emergency evaluation and, where necessary, repatriation. Before you go, visit the [Harvard International Office](#) to learn more about the services they provide including information on visas, working under your visa, immigration back into the United States and country-specific risks. For more in-depth information concerning DrPH Program travel guidelines and requirements, visit the [DrPH website](#).

Human Subjects Requirements

DrPH candidates who are conducting research with human subjects while abroad should refer to the [Office of Human Research Administration website](#). Research with human participants includes, not only medical or biological studies, but also surveys, interviews and records review. Prior approval from the Harvard Longwood Medical Area (LMA) Institutional Review Board (IRB) may be required and the review process can take up to one month depending on the nature of the research and whether any clarifications are required by the Review Specialist. Students should check with the host organization of interest to inquire whether they have IRB approval for the proposed work. If you think your research may require IRB approval, start with this [web page](#) and consult with [Alyssa Speier](#), Harvard Chan Associate Director for Regulatory Affairs and Research Compliance, for further assistance.

Annexure 5: DELTA Doctoral Project Milestones & Deliverables

The dates listed are the **best estimated dates** available for 2018 - 2020. Actual dates for your cohort may vary based on the Registrar's Office or other unforeseen circumstances. The DrPH Program will do its best to keep you informed of any changes to the dates.

Milestone	Timeline	Brief Description	Final Submission
DELTA Doctoral Project Planning	September 2018 – April 2019	In consultation with DrPH Faculty Director, the degree candidate should identify a potential host organization, committee members, develop deliverables and leadership development goals.	
Submit Prospective Program	December 16, 2018	Prospective Programs should include all course work taken and intended to be taken for Year 1 and 2. All requisite signatures must be collected.	To Registrar's Office and DrPH Program Administrator (email)
Submit Final Program	May 1, 2019	Submit Final Program with all requisite information & signatures.	To Registrar's Office and DrPH Program Administrator (email)
Submit Nomination for Doctoral Project Committee Form	May 1, 2019	Submit Nomination for Doctoral Project Committee form with all required signatures to officially nominate the committee.	To Registrar's Office and DrPH Program Administrator (email)
DELTA Doctoral Project Proposal	*Recommended before end of May, 2019*	DELTA Doctoral Project Proposal is shared with DELTA Advisory Committee and DrPH Program.	Committee Chair; DrPH Program Administrator (email)
Submit Scheduling DELTA Oral Qualifying Examination Form	Three weeks before date of Oral Qualifying Examination	Student is expected to complete the Oral Qualifying Examination Scheduling Form with all signatures and provide this to the Registrar's Office. *It is highly recommended to schedule the exam as early as possible and submit this form on time.*	To Registrar's Office and DrPH Program Administrator (email)
DELTA Oral Qualifying Examination	June 1 – June 30, 2019	The Oral Qualifying Examination assesses the integrity of the student's proposal and readiness to engage in fieldwork. Only once the student has passes the oral qualifying examination may they go onto their field phase. Degree candidates will not be	To Registrar's Office

		able to take this examination until they pass their Written Qualifying Examination.	
Complete Travel Waiver and Register Travel	**Before you leave for your DELTA project**	Complete domestic or international travel waiver. Student register's travel through Harvard's website.	Travel Waiver – DrPH Program Administrator (email)
Engaged in project field work phase	July 1, 2019 – February 28, 2020 (Year 3)	Pending a passing mark on the Oral Qualifying Examination and Written Qualifying Examination, the DrPH degree candidate will be able to begin their 8-month experiential learning phase at the host organization.	
Progress Report 1	September 27, 2019	In September, the student is expected to set up a meeting with the Committee members and turn in a Progress Report with all requisite signatures and documentation within a week after the meeting. Students can meet with their committee virtually, provided they submit a general petition to the Registrar's Office. As per the Registrar's office requirement, majority of committee members should be present for a progress report meeting. (If there are 3 committee members, 2 must be present). If a committee member cannot attend a progress report meeting, a general petition needs to be submitted to the Registrar's Office as well. This is the date the progress report is to be **submitted** to the Registrar's Office. This is not the day you should hold your progress report meeting. Please plan accordingly.	To Registrar's Office and DrPH Program Administrator (email)
Progress Report 2	December 20, 2019	By December, the student is expected to have made further progress and is expected to set up a meeting with the Committee members and turn in a Progress Report with all requisite signatures and documentation within a week of the meeting. Students can meet with their committee virtually, provided they submit a general petition to the Registrar's Office. As per the Registrar's office requirement, majority of committee members should be present for a progress report meeting. (If there are 3 committee members, 2 must be present). If a committee member cannot attend a progress report meeting, a general petition needs to be submitted to the Registrar's Office as well. This is the date the progress report is to be **submitted** to the Registrar's Office. This is not the	To Registrar's Office; DrPH Program Administrator (Email)

		day you should hold your progress report meeting. Please plan accordingly.	
Progress Report 3	February 28, 2020	By February, the student should be concluding the DELTA host progress and is expected to set up a meeting with the Committee members and turn in a Progress Report with all requisite signatures and documentation within a week of the meeting. Students can meet with their committee virtually, provided they submit a general petition to the Registrar's Office. As per the Registrar's office requirement, majority of committee members should be present for a progress report meeting. (If there are 3 committee members, 2 must be present). If a committee member cannot attend a progress report meeting, a general petition needs to be submitted to the Registrar's Office as well. This is the date the progress report is to be **submitted** to the Registrar's Office. This is not the day you should hold your progress report meeting. Please plan accordingly.	To Registrar's Office; DrPH Program Administrator (Email)
Students Expected to Work on Deliverables	March 1 – April 17, 2020	After the 8-month DELTA Doctoral Project, degree candidates may return to campus to solely work on their deliverables and prepare for their DELTA Oral Final Examination.	
Submit DELTA Oral Final Examination Scheduling Form	A minimum of 3 weeks before the DELTA Oral Final Examination (Year 3)	This form is due at least three weeks before the scheduled DELTA Oral Final Examination date. The degree candidate must submit a completed form with all completed information and signatures.	To Registrar's Office and DrPH Program Administrator (email)
DELTA Oral Final Examination	March 1- April 17, 2020	DrPH degree candidates complete their maximum 120-minute DELTA Oral Final Examination. The Committee Chair will submit the result.	To Registrar's Office and DrPH Program Administrator (email)
Last Day to Submit DELTA Doctoral Thesis deliverables to be able to participate in May Commencement	April 17, 2020 (exact date tbc)	**This is a <u>strict university deadline</u> that cannot be moved. Having passed the DELTA Oral Final Examination, all deliverables must be submitted through ETDs@Harvard.** Note: please send a copy of your **Personal Journey Statement** to the DrPH Program Administrator via email	To Registrar's Office
Harvard Commencement	May 2020	May Commencement	

Annexure 6: Academic Advising Guidance

- Take the time to familiarize yourself with the requirements of the DrPH degree program. In conjunction with your academic advisor, you are responsible for making sure that you take all the requirements in accordance with both the school's and department's time table.

- You are expected to meet with your academic advisor *at least* once each quarter, additional meetings may be desirable, but please be respectful of your advisors' other obligations and plan in advance.

- Be aware of deadlines. Reminders are often sent by the Registrar's Office and by the DrPH Program. Students should also review the [master academic calendar](#) to be aware of registration deadlines, add/drop dates, etc.

- You are responsible for consulting with the advisor in case of waiver requests for any courses and for keeping them informed of the status.

- Be aware of specific milestones and be prepared to hold additional meetings to discuss these with your academic advisor as appropriate – Winter Session Field Experience (year 1), Written Qualifying Exam (Year 1), Summer Field Experience (year 2), Winter Session Field Experience (year 2), Oral Qualifying Exam (year 2) and the DELTA project and final presentation (year 3).

- Be sure you are clear about how you should reach your academic advisor and how to go about setting up appointments (e.g., email, sign-up sheet, specific office hours, and assistant).

- You should receive clear communication from your academic advisor in advance of when they will be away and information indicating who to contact in their absence should you have any questions. Upon receiving this notice, you should plan any necessary meetings accordingly.

- Schedule meetings in advance and let your advisor know what you would like to discuss. Some faculty members have regularly scheduled office hours but most prefer to schedule appointments through email. Ask your advisor about the best way to arrange meetings.

- Read and respond to emails from your academic advisor in a timely fashion.

- Use the appropriate resources available to you for guidance. These include the [Harvard T. H. Chan School of Public Health Student Handbook](#) and Student Guide, the DrPH Student Manual, and the [DrPH Website](#).

- If you have a personal, health, or disability-related concern that you need to discuss with your advisor, try to meet early in the semester, rather than waiting until a problem arises. The Office for Student Affairs is also an excellent resource to begin to access services on campus. They can be contacted at studentaffairs@hsph.harvard.edu regarding any of these issues. You may also contact the DrPH Faculty Director or DrPH Program Administrator.

- If you find yourself in a situation where you need any type of help and need to reach out to someone other than your advisor, we encourage you to contact the DrPH team via Gary Williams (gwilliams@hsph.harvard.edu), who can help facilitate on your behalf.

Specific Recommendations for First Year Students

- On getting the information on your academic advisor, please be sure to schedule at least a ½ hour time block to meet with your academic advisor. Your advisor should get to know you – share your background and aspirations. Use this opportunity to clarify any questions you have about the program, as well as understanding expectations. Gain a clear understanding about the process to follow for obtaining your academic advisor's approval for courses you plan to take, particularly with the electronic approval system.

- Be clear on how many times you should expect (at a minimum) to meet with your academic advisor each term.

- Discuss the core requirements, your plans for electives (if any) and a potential roadmap in early Fall.

- Discuss plans for Winter Session Field Experience in late September. Be sure to take advantage of information provided by the 2nd year students based on their Winter Session Field Experiences.

- Discuss plans for Summer Session Field Experience in February. Be sure to take advantage of information provided by the 2nd year students based on their Summer Session Field Experiences.

- Discuss elective courses of interest for year 2.

Your advisor is not the only faculty member who can give you guidance and support. We encourage you to talk with other faculty members, including those in other departments and in the DrPH Program. Other students are invaluable resources too, particularly for advice on classes.