



Education at BUSPH

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Welcome to the instructional team at Boston University School of Public Health (BUSPH)! The Education Team looks forward to working with you. This document serves as an introduction to BUSPH educational programs and resources. Please do not hesitate to contact spheducation@bu.edu with any questions.

I. Educational Philosophy

BUSPH leads in educational excellence and innovation in teaching public health. We aim to teach in a way that is authentic, inclusive, flexible, ongoing, and reflective of changes in the health of the population. Our widespread use of educational technology, equitable and inclusive pedagogy for faculty and students, and cohesive, science-based curricula combine foundational learning and practical training. We value the importance of lifelong learning and provide opportunities to engage with experts and develop new skill sets.

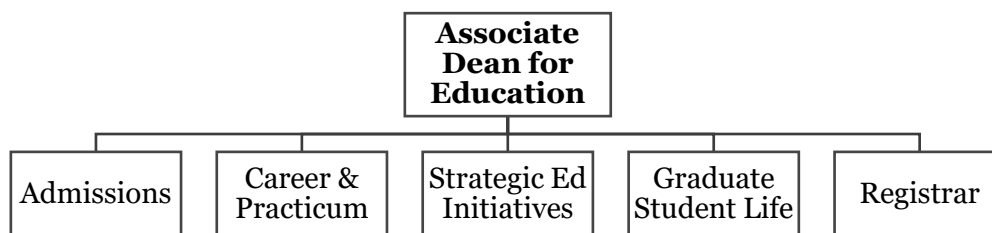
Inclusive Teaching

We, the Boston University School of Public Health community, believe that fostering diversity and inclusion is essential to fulfilling our mission as an academic public health institution; [a mission](#) firmly rooted in social justice. Our rich tradition of celebrating diversity and inclusion strengthens our voice as a community and our ability to eliminate health disparities locally, nationally, and globally. We aim not just to sustain, but to constantly improve our inclusive culture, striving to [get better at being better](#) with the belief that embracing diversity cannot live in a statement alone. Diversity and inclusion are central to all that we do as a School, and feature prominently in education.

Resources and professional development opportunities to foster inclusive teaching and learning at SPH can be found on the [Inclusive Teaching](#) section of the [Teaching & Learning](#) site.

II. Administrative Units

SPH staff members provide support for academic programs and student life issues, and serve as liaisons between faculty, students, and administration. Departmental staff, such as the Academic Program Administrators, support faculty in the planning and implementation of curricula and carry out extra-curricular activities to enrich student learning, networking, and community building. Departmental staff are points of contact for general student questions, such as navigating life as a student, course sequencing, registration, and identifying resources at the school, the campus and throughout the University. Central staff provide additional supports to faculty and students across the School. The central administrative units are outlined below.



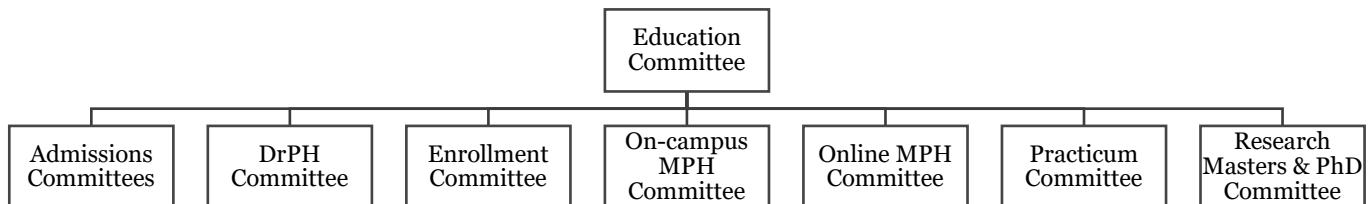
Office	Overview
Admissions asksph@bu.edu	Helps prospective students navigate the application process, from exploring programs, all the way to accepting offers of admission and joining the SPH community, including: <ul style="list-style-type: none"> • Recruitment events • Application and admissions advising and processing • Yield activities • Scholarships and financial aid • Learn more: bu.edu/sph/admissions/admissions-team
Career & Practicum sphcareeroffice@bu.edu	Assists students on their path through practicum and into their career, including: <ul style="list-style-type: none"> • Practicum preparation and advising • Career preparation and advising • Professional development events and workshops • Employer relations • Learn more: bu.edu/sph/careers
Strategic Educational Initiatives spheducation@bu.edu	Implements projects and initiatives that aim to promote and fulfill the SPH educational mission, including: <ul style="list-style-type: none"> • Academic compliance, including accreditation • Academic partnerships • Program and project management • Continuing education, professional development • Evaluation, CQI • Instructional innovation and support • School-wide committees, working groups
Graduate Student Life sphgsl@bu.edu	Works with students to access resources and get the most out of their graduate experience, including: <ul style="list-style-type: none"> • Lead student programming from orientation to convocation • Manage student academic resources, which includes peer coaching, writing support, core course tutoring, first gen mentoring program, international student success program, and working with Disability & Access Services • Create a sense of leadership in student community by providing institutional support to 16 student organizations • Offer health and wellness programming to the entire SPH community • Learn more: bu.edu/sph/students/student-services
Registrar's Office sphregr@bu.edu	Supports SPH instructional and student progress endeavors by: <ul style="list-style-type: none"> • Managing the course scheduling process including planning, room scheduling, and AV support • Supervising registration and the evaluation of transfer credit • Maintaining university policies and student academic records • Lead Satisfactory Academic Progress Committee and academic integrity processes • Learn more: bu.edu/sph/students/advising-and-registration

III. Education Committee

The SPH Education Committee is charged with overseeing the School's educational strategy, policies, and programming. It reviews proposals for new educational programs; oversees the school's approach to [evaluating teaching](#); regularly reviews previously approved courses and curricula; and recognizes faculty who have enriched the educational experience for students through the Excellence in Teaching Awards. The Education Committee evaluates the School's educational offerings both as individual components, and as a whole, ensuring that individual learning components form cohesive educational programs.

The Education Committee is chaired by the Associate Dean for Education and is comprised of at least one faculty representative from each academic department. Department representatives present proposals that originate in their departments and should be the first point of contact for any questions regarding committee guidelines. Full committee membership and guidelines can be found [here](#).

Standing committees related to the SPH educational strategy report to the Education Committee, as depicted below.



Proposing a New Course

All new course proposals must complete a multi-step approval process. New courses are defined as courses in a novel content area or at a different level in an existing content area.

- **Phase 1** – complete the [phase 1 proposal form](#), which must include approval of department chair and relevant program director(s)
 - If the phase 1 proposal is approved, the proposal moves to phase 2 and any recommendations of the Education Committee should be included in the phase 2 proposal.
 - If the Education Committee does not approve the initial proposal, faculty have six months to revise and resubmit the phase 1 proposal for reconsideration.
- **Phase 2** – a phase 2 course proposal requires a full syllabus, using the approved [syllabus guidance](#), along with a cover memo summarizing phase 1 details and responding to any Education Committee feedback. The phase 2 proposal must be approved by the relevant department chair and program director(s).

Course proposal **deadlines** are for the academic year preceding the proposed change. For example, approved Fall 2025 submissions will go into effect in the 2026-2027 academic year (Summer 2026, Fall 2026, Spring 2027).

- September 1 – Phase 1 course proposals due
- November 1 – Phase 2 course proposals due
- December 15 – All proposals must be fully approved by this date in order for it be listed as an offering in the next academic year

Online Teaching Strategy

As we look to the future, the Education Committee proposes a strategic, but incremental, approach to adding online courses into existing master's programs. This approach is based on the following principles:

- Promoting flexibility for faculty and students
- Reducing pressure points on courses that are consistently over-enrolled
- Ensuring that course offerings are aligned with faculty capacity for teaching
- Ensuring equity of access to different course modalities
- Ensuring programmatic coherence (e.g., developing online options that create pathways to complete specific certificates rather than isolated options across multiple certificates)
- Ensuring that course offerings meet the needs of students, faculty, employers, and accreditors
- Ensuring that online and in-person sections of the same course have the same learning objectives and offer similar topic coverage and depth

The Governing Council approved this strategy and suggested proceeding with developing online pathways for our most popular MPH certificates (epidemiology and biostatistics; community assessment, program design, implementation, and evaluation [CAPDIE]; and health policy and law). The Education Committee reviewed requirements and course options for each of these certificates and identified priority courses that might work well as online offerings. The Committee applied the principles above and also aimed to select courses that were offered multiple times per year to allow for in-person and online options to increase flexibility and to accommodate different audiences. Faculty teaching these priority courses are being invited to develop online offerings. If they prefer not to teach online, other options will be explored.

Faculty may also propose courses to be offered online. These will be reviewed by chairs, program directors, certificate leads, as appropriate, and the Education Committee.

IV. Bulletin

Boston University's [Bulletin](#) is a handbook of academic programs, courses, and policies that serves as a University-wide reference and archive. As the document of authority for all BU students, the Bulletin is a guide for criteria leading to successful program completion. As such, requirements listed in the Bulletin supersede information found elsewhere. The Bulletin is subject to yearly curricular revisions. Students and faculty should check the [archive](#) for specific program requirements based on the student's matriculation year. The Bulletin includes:

- Descriptions and criteria for degree and non-degree programs offered
- Department information
- Courses offered each year
- Academic policies
- An [archive](#) of programs, departments, and courses from previous years

V. Degree Program Offerings

SPH offers practice-based degrees: the Master of Public Health (MPH) and the Doctor of Public Health (DrPH), as well as research-focused degrees, including Master of Science (MS) and Doctor of Philosophy (PhD) programs.

Advising and program guides can be found in the [Advising](#) section of the Teaching and Learning site – bu.edu/sph/teaching.

On-campus MPH

The on-campus MPH program prepares students with a broad mastery of public health subject matter and methods necessary to practice in the field. The on-campus MPH program director is [Megan Healey](#).

The school offers eight certificate specializations in the on-campus MPH program, called functional certificates. All MPH students are required to choose one of the following functional certificates:

- [Community Assessment, Program Design, Implementation, and Evaluation](#)
- [Environmental Health](#)
- [Epidemiology and Biostatistics](#)
- [Global Health Program Design, Monitoring, and Evaluation](#)
- [Health Communication and Promotion](#)
- [Health Policy and Law](#)
- [Healthcare Management](#)
- [Program Management](#)

MPH students may also elect to complete a second functional certificate or an optional context certificate, which focuses on key populations or areas of interest within public health. Optional context certificates include:

- [Chronic and Non-Communicable Diseases](#)
- [Climate Change and Health](#)
- [Global Health](#)
- [Human Rights and Social Justice](#)
- [Infectious Disease](#)
- [Maternal and Child Health](#)
- [Mental Health and Substance Use](#)
- [Pharmaceutical Development, Delivery, and Access](#)
- [Sex, Sexuality, and Gender](#)

Online MPH

The [Online MPH](#) offers a flexible, skills-based curriculum focused on health equity that prepares working professionals like you to solve real-world public health challenges. Students complete six, online modules with weekly deadlines in addition to a 0-credit orientation module taken prior to the official start of the semester. These modules are taken one at a time and must be completed in sequence—a student must successfully complete a module before taking the next module. The online MPH program director is [Emily Goldmann](#). The Online MPH curriculum includes:

- Module 0 (OM700): Online MPH Launch (0 cr)
- Module 1 (OM701): Data, Determinants, and Decision-Making for Health Equity (8 cr)

- Module 2 (OM702): Policy, Programs and Public Health Communication (8 cr)
- Module 3 (OM703): Applied Methods in Population Health Science (8 cr)
- Module 4 (OM704): Public Health Policy, Advocacy, and Community Organizing (8 cr)
- Module 5 (OM705): Applied Public Health Practice (8 cr)
- Module 6 (OM706): Integrative Seminar (2 cr)

Dual Degree Programs

BUSPH collaborates with other schools at the university to help students earn an MPH alongside another BU graduate program. The Dual Degree Program Director is [Chris Louis](#). Dual degree options include:

- [JD/MPH](#)
- [MBA/MPH](#)
- [MD/MPH](#)
- [MS Genetic Counseling/MPH](#)
- [MS Medical Sciences/MPH](#)
- [MSW/MPH](#)

Undergraduate Programs

Boston University students can jumpstart their public health career with our accelerated programs combining a [Bachelor of Arts](#) or [Bachelor of Science](#) with an MPH degree. The Undergraduate Education Program Director is [Sophie Godley](#).

DrPH program

The [DrPH in Leadership, Management, and Policy](#) prepares experienced public health professionals seeking advanced training for leadership positions in public health. The DrPH curriculum emphasizes a mixture of professional and academic skills that focus on leadership and management, advocacy and policy, ethics, finance, and research methods. The DrPH Program Director is [Jessica Leibler](#).

MS programs

The research-focused MS degree programs prepare students with a strong interest in population health and data-driven initiatives for careers in research, industry, and academia.

The [MS in Applied Biostatistics](#) Program Directors are [Chunyu Liu](#) and [Yorghos Tripodis](#).

The Program Director for the MS programs listed below is [Andrew Stokes](#):

- [MS Climate and Health](#)
- [MS Epidemiology](#)
- [MS Global Health Research](#)
- [MS Population Health Research](#)
- [MS Public Health Data Science](#)
- [MS Translation & Implementation Science](#)

PhD programs

SPH PhD programs foster advanced training, rigorous methodological skills, and research experience to translate research into policy and practice.

- The [PhD in Environmental Health](#) provides students with specialized training and research experience in environmental and occupational epidemiology, exposure assessment, spatial epidemiology/GIS, risk assessment, and toxicology. The Program Director is [Kevin Lane](#).

- The [PhD in Epidemiology](#) provides advanced professional training in epidemiology to develop the knowledge, skills, and abilities necessary for leadership in epidemiologic research and methodology. The Program Director is [Jaimie Gradus](#).
- The [PhD in Health Services and Policy Research](#) develops research scientists and scholars who are equipped to frame and answer important questions about health services, drawing upon a diverse array of theoretical and methodological approaches. The Program Director is [Steve Pizer](#).

The Department of Biostatistics plays an essential role in both the administrative and educational aspects of the [MS](#) and [PhD in Biostatistics](#). While the degrees are officially conferred by the Graduate School of Arts and Sciences, they are included as part of the BUSPH unit of accreditation as the majority of courses and all advising occurs at SPH. The MS and PhD in Biostatistics Program Directors are [Kathy Lunetta](#) and [Laura White](#).

VI. Student Information System

The Boston University Student Information System, [MyBU Student](#), facilitates operations for the entire student lifecycle, from admission to graduation. These [training materials](#) explain the system framework referred to as the Academic Structure. This set of concepts are foundational to how students are academically categorized. General principles on how staff and faculty will navigate MyBU Student are also provided.

Guides to Faculty Processes in MyBUStudent:

- Blackboard Updates ([Course Copy Guide](#), [Updates Overview Quick Card](#))
- Check Pre-Requisites Report for Faculty ([Quick Card](#))
- Class Roster ([Guide](#), [Email Students Quick Card](#), [Video](#))
- Grade Roster ([Quick Card](#), [Demo Recording](#))
- MyBU Student – Faculty Link Function Crosswalk ([Quick Card](#))
- Teaching Schedule: ([Guide](#), [Video](#))

VII. Registration

Students are sent detailed instructions explaining how to register through the MyBU Student Portal each semester before registration opens. The [Registration FAQ](#) section of the website answers the most common questions regarding the registration process

Course Schedule

Each semester's course listing is viewable on the [My BU Student Portal](#); use the [Class Search](#) function to view classes in a particular semester.

Schedule Builder

Students should review the class schedule and use the "[Schedule Builder](#)" function on the MyBU Student portal to construct their schedule. If the Schedule Builder tool is not available this indicates a possible issue with their account, and the student should [contact the SPH Registrar's Office](#) immediately to resolve the issue before registration.

Registration Process

Registration takes place on the [My BU Student Portal](#). There are user guides and videos available to guide students through the registration process:

- Preparing for Registration ([video](#)) & ([guide](#))
- Navigation for Registration Processes ([video](#))
- Managing Registration Error Messages ([guide](#))

Waitlists

In the event that a student is closed out of a course, they should complete a [waitlist form](#) immediately. Note that the waitlist form is on the SPH website and is not in MyBU Student– **students cannot fill out a waitlist form for SPH classes in MyBU Student.**

The SPH waitlist process is managed by the SPH Registrar's Office. Faculty members cannot accept specific students into their class if it is full. The Registrar's Office uses waitlist data to work with departments to evaluate potential need for additional seats or sections of courses.

Waitlist priority is calculated based on course requirements, expected graduation date and the time and date of the waitlist form submission. If the Registrar's Office can offer a seat, they will send an offer to the student's BU email account. The student typically has 48 hours to respond to the offer—the timeline may be different in special cases. If the student does not accept the offer within the specified timeframe, they will be removed from the waitlist and the offer will go to the next student on the list. If a student is registered for a class that they no longer intend to take, they should release the seat to make it available to others. The [Waitlist FAQs](#) answers the most common questions regarding the waitlist process.

VIII. University Teaching Resources

BU's [Digital Learning & Innovation \(DL&I\)](#) offers a variety of events and services that can help instructors explore innovations in teaching and technology. The DL&I Office comprises the Shipley Center, the Center for Teaching & Learning, and Educational Technology to help BU faculty, staff, and leadership successfully execute innovative ideas in education.

- The [Center for Teaching & Learning \(CTL\)](#) partners with faculty, staff, and students to cultivate teaching that is inclusive, centered on student learning, and guided by research and practice. CTL offers individualized consultations, workshops, seminars, and institutes designed to promote critical reflection and experimentation in teaching. They provide guidance and resources on active learning, student engagement, the purposeful use of educational technologies, and much more.
- The [Shipley Center](#) provides funding opportunities and pilot project support to BU leadership, faculty, and staff. The Shipley Center aims to celebrate and assist in thoughtful educational experimentation through offering instructional design, digital media production, educational technology discovery, project management, and funding support.
- The [Educational Technology](#) (EdTech) team helps all BU faculty and academic staff to learn technological tools for more effective teaching. EdTech offers one-on-one and small group consultation on the use of technology tools to accelerate better student engagement and to support innovative experiments in learning. More details about Educational Technology can be found in the next section.

Educational Technology

[Educational Technology](#) consulting, support and training is available for Boston University Medical Campus faculty, staff and students in their exploration, evaluation and use of technology tools and strategies for teaching and learning. Browse their online resources below, contact the team at edtechhelp@bu.edu, visit them in L-310 or call (617) 358-1111 to request individual assistance.

- Classroom audio-visual system [guides](#)
- Comprehensive [online resources](#), including tutorials, help videos and FAQs
- Attend a [training session](#) or [request](#) an individual training with Ed Media

Blackboard Learn

Blackboard Learn is the course management system used at Boston University. Blackboard Learn courses are either in the Original format or the Ultra format. The two formats are very similar, but their differences are noted on the TechWeb documentation pages for comparison.

Faculty request the creation of a Blackboard site for their course and are responsible for creating and populating their Blackboard site with course content, assessments, and so on. Requests for new sites are made through the Help function at learn.bu.edu. Faculty need a BU email address and Kerberos password to access Blackboard.

Course information, assignments, and syllabi are posted on a Blackboard site and faculty can add materials during the semester or communicate easily with students and teaching assistants through the email functions in Blackboard.

Quick links to Blackboard resources

- [Instructor Guide](#)
- [Sign up for a Blackboard Learn training](#)
- [Introduction to Blackboard Ally](#)
- Technical support: bu.edu/help/blackboard

IX. Course Materials

The [Barnes & Noble at BU Adoption and Insights Portal](#) is the primary tool to manage book orders. If there is no required textbook, this can be indicated on the homepage. Faculty may select textbooks by completing the following steps:

1. Click the dropdown menu that says “select institution” and click Boston University. Hit proceed.
2. Log in with your BU Kerberos username and password.
3. The main page “Courses Requiring Adoptions” will be displayed. You can navigate by semester and show all courses or a specific course.

X. Safety On Campus

Boston University has established the BU Alert notification system for the purpose of communicating with the campus community for weather closures, utility outages, emergencies, or situations requiring the response or attention of the University community. The intent of this system is to provide guidance and information on how individuals can secure themselves and make decisions for their own safety.

Notifications are delivered via text, phone, email, and the Everbridge mobile app. The Everbridge app is available on the [App Store](#) or [Google Play](#). Once you have downloaded the app, search for Boston University and sign in with your BU username and Kerberos password. Use of the app is optional, and you will still receive notifications if you do not download the app.

Additional resources:

- [BUMC Public Safety](#) is located on the 6th floor of 750 Harrison Avenue (B building), Boston, MA 02118.
- SPH announcement - [What to Do if Something Bad Happens](#)

XI. Academic Support Resources

SPH offers a variety of academic support resources both inside and outside of the classroom to promote academic success. The [Office for Graduate Student Life](#) (GSL) centralizes support for current SPH Students. The Office acts as a liaison between students and faculty, advocating for student needs and concerns. GSL supports students in need of academic accommodations and [Disability & Access Services](#), to ensure that all students have equal access to educational and professional opportunities on campus. Please contact Assistant Dean of Students, Mary Murphy-Phillips, about any area related to student life at 617-358-1750 or mcmurph@bu.edu.

Core Course Tutoring Program

The [Core Course Tutoring Program](#) is a free peer tutoring program for MPH students who are at risk of not meeting the minimum grade required (B–) in the MPH core courses. Students can be referred to the program by their core course instructor/teaching team or can request assistance by applying directly to sphtutor@bu.edu. Students who are retaking a core course do not need a referral, as they will be contacted to be matched with a tutor at the beginning of the semester. Once matched, students can receive up to two hours per week of one-on-one assistance with an upper-class peer tutor. For more information, please contact sphtutor@bu.edu.

Peer Writing Coach Program

The [Peer Writing Coach Program](#) offers student-directed writing and presentation appointments to all students enrolled in SPH classes. Sessions are designed to meet the needs of students at all levels of skill and confidence. Students can make an appointment with a peer coach at any stage in their writing process, and can make up to two appointments per assignment. Peer coaches are available both for in-person and online appointments. Coaches are happy to work with individual authors and teams.

Students must sign up for an [account](#) to schedule a first appointment. During the appointments, students may discuss their writing process, goals for becoming a better writer, or any writing challenges they may be experiencing. Contact sphcoach@bu.edu with any questions.

Public Health Writing Guide

The [Public Health Writing Guide](#) provides concrete strategies for improving prose, increasing productivity, and meeting the specific needs of readers. It offers strategies and best practices that can be useful for students over the course of their careers.

Alumni Medical Library

Librarians from the [BU Alumni Medical Library](#) can provide strategies for executing advanced searches using PubMed, Web of Science, Google, and other online resources. They can also assist with utilizing Mendeley and Zotero reference managers, properly citing sources, and avoiding plagiarism. To make an appointment to meet with a librarian to get personalized assistance with a search, contact them directly by email (refquest@bu.edu) or phone (617-638-4228)

XII. Resources for Students in Distress

Sometimes life in graduate school can be stressful for students as they face the challenge of a highly competitive academic environment and begin to assume different roles and responsibilities. If at any time you feel a student expresses any feelings of depression, hopelessness, self-harm, or suicide, please contact **Mary Murphy-Phillips, Assistant Dean for Students at (W) 617-358-1750 or (C) 617-335-9884.**

If it is after hours, please call Boston University Behavioral Medicine (881 Commonwealth Avenue) at 617-353-3569. Behavioral Medicine providers are available 24 hours a day, 7 days a week. If a situation is out of control, please call Boston University Medical Campus Public Safety at 617-358-4444 (program this number into your mobile phone), or 911, as appropriate.

Identifying Students in Distress and Crisis

Individuals dealing with personal issues or problems tend to show signs that they are struggling in some way. However, when symptoms of distress are persistent over a long period of time or when they interfere with academic responsibilities and social relationships, it may be a cause for concern. Please review the following list of signs that may indicate that a student is struggling:

<http://www.bu.edu/shs/behavioral-medicine/helping-someone-in-distress/>

Boston University Resources

- [BU Behavioral Medicine](#): offers a range of mental health services and [resources](#) to our students. They strive to keep the BU community healthy and thriving, so students should not hesitate to call if they need:
 - Assessment and diagnosis
 - Brief treatment, including therapy and psychiatry for a variety of mental health issues
 - 24/7 on-call service for mental health emergencies (617-353-3569)
 - Referral to community resources for longer-term care
 - Phone consultation for students, parents, and BU faculty and staff
 - Outreach and prevention programming
- [Terriers Connect](#): The Terriers Connect training program teaches members of the Boston University community to identify signs of distress, develop effective skills for communicating with and supporting students, and provide accurate information about referrals to mental health professionals. Terriers Connect is committed to creating a community at Boston University that understands the conversations that surround mental health are hard, but necessary. Trainings are offered for faculty, staff, and students who are interested in becoming official “gatekeepers” within the program.
- [Togetherall](#) is a safe space where students can connect with other students from around the world about what’s going on in their life – big or small. The program is:
 - Completely free to use, provided by BU Student Health Services
 - Anonymous, with no judgment or stigma
 - Online for easy access with no waiting lists
 - Monitored by mental health professionals 24/7
 - Questions? [See Togetherall’s FAQs.](#)

XIII. Teaching & Advising Resources

The SPH Education Office provides an extensive portfolio of resources in support of teaching and advising that can be found at: bu.edu/sph/teaching. The teaching and learning portal provides quick and easy access to the following information:

- [Academic Accommodations](#)
- [Academic Calendar](#)
- [Academic Policies](#)
- [Bulletin](#)
- [Course Descriptions](#)
- [Course Meeting Dates](#)
- [Disability & Access Services](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#): policies and FAQs
- [Graduation Application](#)
- [Graduation Application FAQs](#)
- [Inclusive Teaching](#)
- [Registrar's Office forms](#): Add/drop, leave of absence, transfer credit, etc.
- [Registration FAQs](#)
- [SPH Calendar](#)
- [Student Financial Services & Housing Resources](#)
- [Transfer Credit and Course Waiver policy](#)
- [Waitlist FAQs](#)

SPH Faculty Handbook

The SPH [Faculty Handbook](#) is intended to collect in one place the policies and procedures that apply to all faculty at the School, and that shape the context in which faculty operate. Faculty should refer to the Faculty Handbook for educational policies and resources for teaching, including:

- [Process for Assigning Teaching](#)
- [Educational Administrative Roles and Responsibilities](#)
- [Approval of New Educational Offerings](#)
- [Teaching Assistants](#)
- [Course Cancellation Process](#)