



**Harvard-MIT Program in
Health Sciences and Technology**

**MEMP PhD Degree Requirements
2019-2020**

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HST Credo of Professionalism

The primary objectives of HST are to educate leaders in medicine and the biomedical sciences and to develop and conduct research programs that integrate engineering, science, and medicine toward the betterment of human health.

Consistent with professional roles, HST students, faculty, and staff will:

- Commit to the highest standards of excellence in the practice of medicine and research. Fulfill responsibilities and be accountable for actions.
- Maintain impeccable integrity and ethics both in laboratory and clinical endeavors.
- Treat patients with respect and honesty. Be altruistic, empathetic, and compassionate in their treatment. Honor their right to confidentiality.
- Treat colleagues, teachers, and students with respect and honesty.
- Communicate opinions in a constructive manner and encourage free discourse.

2019-20 Academic Calendar

2019

July

29 Mon HST MD 1st Year Orientation

August

15 Thu LAST Day to sign up for MIT Family Health Insurance OR to waive individual coverage

23 Fri LAST DAY to submit Fall RA, TA and Fellowship Applications

26 Mon MIT On-Line Registration Opens

26 Mon HST Thesis due for September MIT degree

29 Thu HST New Student Orientation

September

2 Mon Holiday - Labor Day - No Classes

3 Tue HST HMS & Harvard GSAS Classes Begin

3 Tue MIT Registration Day (ALL HST Students)

4 Wed MIT Classes Begin

6 Fri MIT February Degree Application Deadline

6 Fri MIT Fall Registration Deadline

12 Thu PhD Orientation, Part 2

20 Fri MIT Student Holiday (no MIT classes)

30 Mon MD Intent to Apply for Honors

October

3 Thu HST Faculty Poster Session

4 Fri MIT Cross-Registration Deadline

4 Fri ADD Deadline (MIT classes)

14-15 Mon-Tue Holiday - Columbus Day (HMS & GSAS classes Tues.)

15 Tue MD Admissions Deadline (AMCAS deadline)

25-26 Fri-Sat MIT Family Weekend

November

11 Mon Holiday - Veterans Day (GSAS classes meet)

20 Wed DROP Deadline (MIT Subjects)

27 Wed HST HMS Wednesday Holiday (MIT, GSAS classes meet)

28-29 Thu-Fri Holiday - Thanksgiving Recess

December

1	Sun	MEMP PhD Admissions (through Biophysics)
2	Mon	MIT On-Line Pre-Registration Opens
3	Tue	Harvard GSAS Classes End
10-19	Tue- Thu	Harvard GSAS Final Exam Period
11	Wed	MIT Classes End
13	Fri	HST/HMS Classes End
15	Sun	HST PhD Admissions Application Deadline (MIT & SEAS)
16-20	Mon- Fri	MIT Final Exam Period
16-19	Mon- Thu	HST/HMS Final Exam Period
20	Fri	Winter Recess Begins (HMS & GSAS)
21	Sat	Winter Recess Begins (MIT)
27	Fri	Deadline to Initiate MIT Spring Pre-Registration

2020

January

6	Mon	HST/HMS Winter Session and MIT IAP Begins
15	Wed	LAST Day to sign up for MIT Family Health Insurance OR to waive individual coverage
16	Thu	FINAL Spring pre-registration deadline
20	Mon	Holiday - Martin Luther King, Jr. Day
24	Fri	LAST DAY to submit Spring RA, TA and Fellowship Applications
24	Fri	MIT On-Line Registration Opens (ALL students)
27	Mon	Harvard GSAS Spring Term Classes Begin
27	Mon	MEMP Oral Qualifying Exams
28	Tue	MEMP Oral Qualifying Exams (<i>if needed</i>)
31	Fri	HST/HMS Winter Session and MIT IAP Ends
31	Fri	MIT Registration Day (ALL HST students)
31	Fri	HST PhD Thesis Due for the February MIT Degree

February

3	Mon	MIT & HST/HMS Spring Classes Begin
7	Fri	MIT Spring Registration Deadline
7	Fri	MIT June Degree Application Deadline
7	Fri	TQE Contract Due
17	Mon	Holiday - President's Day
18	Tue	MIT follows Monday Schedule of Classes

March

6	Fri	Last Day to ADD MIT Subjects
16-20	Mon-Fri	Harvard GSAS Spring Vacation (MIT & HST/HMS classes meet)
17	Tue	Soma Weiss Student Research Day
23-27	Mon-Fri	MIT Spring Vacation (HMS and GSAS classes meet)
27	Fri	HST/HMS Year 2 Classes End
30-Apr. 3	Mon-Fri	HST/HMS Year 2 Spring Vacation (all others meet)

April

2	Thu	HST Student Research Forum
13-17	Mon-Fri	HST/HMS Year 1 Spring Vacation (MIT and GSAS meet)
20	Mon	Holiday - Patriot's Day (MIT only)
21	Tue	MIT Deadline to DROP Spring Subjects
29	Wed	Harvard GSAS Spring Classes End

May

1	Fri	MIT Summer and Fall Pre-Registration Opens
7-16	Thu-Sat	Harvard GSAS Final Exam Period
12	Tue	MIT Subjects End
15	Fri	PhD Thesis Due for June MIT Degree
15	Fri	HST/HMS Year 1 Classes End
18-20	Mon-Wed	MIT - Final Exam Period
18-22	Mon-Fri	HST/HMS Year 1 Final Exam Period
22	Fri	LAST DAY to submit Summer RA, TA and Fellowship Applications
25	Mon	Holiday - Memorial Day - No Classes
27	Wed	HST Graduation Celebration
28	Thu	PhD Hooding and Diploma ceremony
28	Thu	Deadline to Initiate MIT Summer Pre-Registration
28	Thu	Harvard Commencement
29	Fri	MIT Commencement

June

4-5	Thu-Fri	MEMP Oral Qualifying Exams
12	Fri	MIT Summer Registration Deadline
12	Fri	MIT September Degree Application
15	Mon	Deadline to Initiate MIT Fall Pre-Registration

PhD Qualifying & Research Milestones

YEAR ONE

February

- Submit TQE Contract: by Spring Registration Deadline

Summer

- Register for thesis research: HST.ThG (*you should register for thesis research credits in each term you actively working on research*)

YEAR TWO

Fall

- OQE Scheduling form due if taking January OQE (November 1)
- If taking the January OQE: meet with Qualifying Exam Chair, to discuss expectations and preparations for the exam.
- Submit Semi-Annual Progress Review **

January

- Option to take Oral Qualifying Exam, see HST calendar for exact dates

Spring

- Scheduling form due if taking Spring OQE (March 1)
- If taking the Spring OQE: meet with Qualifying Exam Chair, to discuss expectations and preparations for the exam.
- Option to take Oral Qualifying Exam, see HST calendar for exact dates
- **Letter of Intent 1** (due April 30)

YEAR THREE

Fall

- Scheduling form due if taking January OQE (November 1)
- If taking the January OQE: meet with Qualifying Exam Chair, to discuss expectations and preparations for the exam.

January

- Option to take Oral Qualifying Exam, see HST calendar for exact dates

Spring

- Scheduling form due for Spring OQE if not yet qualified (March 1)
- If taking the Spring OQE: meet with Qualifying Exam Chair, to discuss expectations and preparations for the exam.
- FINAL opportunity to take Oral Qualifying Exam, see HST calendar for exact dates
- **Letter of Intent 2 (due April 30)**

YEAR FOUR

Fall

- Meet with thesis committee
- Option to defend thesis proposal

Spring

- Defend Thesis Proposal, if not done in fall
- **Thesis Proposal (due April 30)**

YEAR FIVE and BEYOND

Each Semester

- Register for HST.ThG
- Meet with thesis committee (min. once per term)
- Submit Semi-Annual Progress Review **

Final Semester

- Defend and Submit Final Thesis

*** Semi-Annual Progress Review: Required each regular term (fall/spring) you are registered for HST.ThG, not required for summer.*

MEMP Academic Program

General Description

The MEMP curriculum includes multiple components that prepare students to be medical innovators who will advance human health:

- Students receive a thorough graduate education in a classical discipline of engineering or physical science. Each student selects a concentration area and completes a series of courses where they learn the fundamentals of their chosen discipline.
- Students become conversant in the biomedical sciences through preclinical coursework and clinical experiences. Courses such as pathology and pathophysiology are taken together with HST MD students. Then students engage in immersive clinical experiences where they acquire a hands-on understanding of clinical care, medical decision-making, and the role of technology in medical practice. Through these experiences, students become fluent in the language and culture of medicine and gain a first-hand understanding of the opportunities for, and constraints on, applying scientific and technological innovations in health care.
- Two seminar classes help students integrate science and engineering with medicine and develop professional skills.
- A two-stage qualifying examination ensures that each student is proficient in his or her chosen concentration area, can integrate information from diverse sources into a coherent research proposal, and able to defend that research proposal in an oral presentation.
- Students investigate important problems at the interfaces of science, technology, and clinical medicine through individualized thesis research projects mentored by faculty in laboratories at MIT, Harvard, and affiliated teaching hospitals.

Neuroimaging and Bioastronautics are two areas of specialization within MEMP for which HST offers specially designed training programs.

MEMP Degree Requirements

ENGINEERING AND PHYSICAL SCIENCES

MEMP students earning a degree through MIT complete a program of study in their chosen engineering or physical science concentration area consisting of minimum of four classes and 42 units, from a single concentration area approved by their academic advisor.

MEMP students earning their degree through Harvard must meet the PhD coursework requirements of either the Biophysics Program or the School of Engineering and Applied Science (SEAS).

BIOMEDICAL SCIENCES AND CLINICAL COURSEWORK

All MEMP students must complete:

- Biomedical Sciences Core Requirements
- Biomedical Sciences Restricted Electives
- Clinical Coursework Requirements

Biomedical Sciences Core Requirements

- Human Pathology (HST030/031 or HST034/035)
- Molecular Genetics in Modern Medicine (HST160/161)
- Cardiovascular Pathophysiology (HST090/091)

Biomedical Sciences Restricted Electives

All MEMP students must select two of the following:

- Human Functional Anatomy (HST010/011)
- Respiratory Pathophysiology (HST100/101)*
- Renal Pathophysiology (HST110/111)*
- Neuroscience (HST130/131)
- Cellular and Molecular Immunology (HST175/176)

* Must choose at least one of HST100, HST110

Clinical Coursework Requirements

All MEMP students must complete two clinical courses:

- HST201: Introduction to Clinical Medicine and Medical Engineering I
- HST202: Introduction to Clinical Medicine and Medical Engineering II

HST201W and HST202W are offered at the West Roxbury Veteran's Administration Hospital. HST201M and HST202M are offered at Mt. Auburn Hospital. Students must complete both HST201 and HST202 at a single location.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

The HST program is cognizant of completing demands on a student's time. Students need to be aware of the culture and expectations that differ between institutions. When MEMP students are enrolled in classes at HMS, there is an expectation that they will be present, on time, and prepared for class. It is explicitly noted that if a student must miss any session, he/she will exercise good judgment in that decision and will notify the faculty member in charge in advance of the absence. This is not to request permission, rather to acknowledge that as a close-knit community, such notification is the responsible, courteous, and collegial thing to do.

GRADING FOR BIOMEDICAL SCIENCES CLASSES

Biomedical Sciences Core Requirements and Restricted Electives are graded with an internal grade and a narrative evaluation. The internal grades are then translated to the MIT transcript as described below.

Internal Grades

E: Excellent; **S:** Satisfactory; **M:** Marginal Pass; **U:** Unsatisfactory

- **E & S:** are recorded as a "P" (Pass) on the MIT transcript.
- **M:** is recorded as a "P" (Pass) on the MIT transcript and is flagged for review of academic progress.
- **U:** is recorded as a "F" (Fail) on the MIT transcript and is flagged for review of academic progress.

Narrative Evaluations

Narrative evaluations are available for students to pick up in the IMES/HST Academic Office, typically six weeks after the end of the term. These evaluations are also distributed to Academic Advisors in their registration materials for the subsequent term.

PROFESSIONAL SKILLS DEVELOPMENT

Students take two seminar classes that help them integrate engineering, science and clinical perspectives while also developing professional skills that prepare them to become independent investigators at the interface of technology and medicine. The seminars introduce students to the breadth of research areas in biomedical engineering and sciences and also cover technical communication skills, responsible conduct of research and other professional development topics.

HST500: Introduction To (Bio) Medical Engineering And Medical Physics

All MEMP students are required to take HST500 during the spring semester of their first year. In the unusual case where a student is approved to defer HST.500, it must be taken in the second year and prior to the oral qualifying exam.

HST590: Biomedical Engineering Seminar Series

All MEMP students must complete four semesters of HST590, including one semester focused on responsible conduct of research. Other semesters typically include topics such as global health and mini MBA.

QUALIFYING EXAMS

Each MEMP student earning a degree through MIT must complete a two-stage qualifying process. In the first stage, students demonstrate their technical qualification based on their performance in classes selected for their concentration area and in Human Pathology, which is part of the core biomedical science requirement. Students who successfully complete their technical qualification take the oral portion of the doctoral qualifying exam. Students typically complete their qualifying exams at the end of their 4th semester, and must do so no later than the end of their 6th semester.

MEMP students earning their degrees at Harvard must pass the doctoral qualifying exams offered by Harvard's Biophysics Program or SEAS.

Successful completion of the qualifying exam is a prerequisite for enrolling in the clinical coursework and for scheduling a thesis proposal defense.

Please see the Qualifying Exam section of this handbook for more details.

DOCTORAL THESIS

Each MEMP student must complete and defend a doctoral thesis to complete their degree. More information about doctoral thesis requirements is in the HST PhD Thesis Guide. Students earning their degrees at Harvard follow departmental thesis procedures defined by Biophysics or SEAS whenever the procedures differ from the HST guidelines.

For more information about the MEMP curriculum, contact:

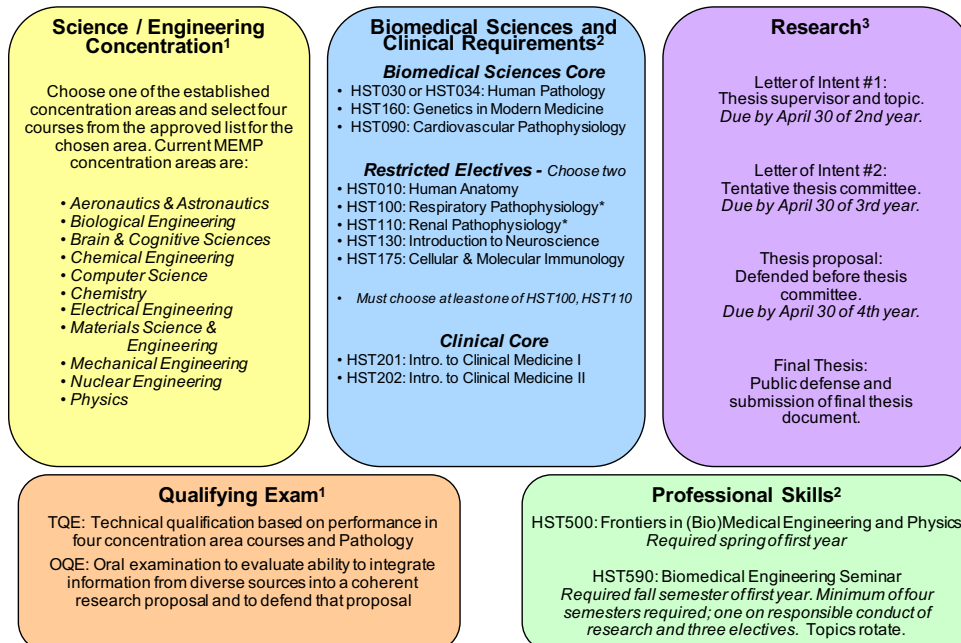
Dr. Julie Greenberg
 Director of Education
 MIT Room E25-518
 77 Massachusetts Avenue Cambridge, MA 02139
 617-258-6086
 jgreenbe@mit.edu

Please see the PhD Thesis Guide later in this handbook for more details.

MEMP CURRICULUM MAP

MEMP Curriculum Map

July 2016



1. Harvard MEMPs fulfill Basic Science/Engineering Concentration and Qualifying Exam through their collaborating department (SEAS or Biophysics).
 2. Required for all MEMP students. (Biophysics students may substitute *MedSci 300* for HST590 term on responsible conduct of research.)
 3. Harvard MEMPs must submit an electronic copy of the final thesis including the signed cover sheet. Harvard MEMPs should not register for HST.ThG.

MEMP Qualifying Examination

The qualifying exam requires that students' progress through a two-step process:

TQE: Students demonstrate technical competence based on coursework. The TQE is typically completed in the first three or four regular semesters of registration.

OQE: After successful completion of the TQE, students take an oral qualifying exam. It is desirable to complete the OQE by the end of the fourth regular semester of registration. Students must successfully complete the OQE by the end of the sixth regular semester of registration; explicit permission from the QuEHST committee is required to continue in the program beyond six semesters without passing the OQE.

Technical Qualifying Examination (TQE) Class Requirement

During their first year, students choose a technical concentration area in which to develop a focused engineering/physics skill set. Students must select a set of advanced technical subjects --- minimum of 4 classes and 42 units --- from a single concentration area. All students must also take **Human Pathology** (HST030/031 or HST034/035) and HST500: **Introduction to (Bio)Medical Engineering and Medical Physics** as part of their TQE.

Each student, with the assistance of his/her academic advisor, should construct a plan for satisfying the TQE course requirement. In constructing their TQE plans, students should consider the following:

- A thorough grounding in a classical engineering or physical sciences discipline is one of the fundamental underpinnings of the MEMP program. Many MEMP students have undergraduate backgrounds that were not structured this way, but we believe that such training is an important part of the preparation for interdisciplinary research. Selecting a technical concentration area provides students with the opportunity to focus their general technical interests and acquire a solid technical foundation in a specific discipline.
- It is often useful to enroll in undergraduate classes in preparation for some of the advanced technical subjects.

Students must register their plans by submitting a signed Contract for TQE form to Traci Anderson in E25-518, by Spring term Registration Day of their first year in the program. Changing the TQE concentration area at a later time requires a written petition to the QuEHST committee.

Changing TQE classes. Students may "shop" classes at the start of each term and make changes to TQE class selections – via an email to Traci Anderson with cc to the academic advisor – until Add Date of the term in which they are enrolled in the class being added. Please make sure that the email is clear with respect to which class(es) are being added to the TQE plan and which class(es) are being removed. Under no circumstances will students be permitted to add a class to the TQE plan after earning a grade in the class.

Students pass the TQE portion of the qualifying exam by demonstrating competence in the chosen concentration area and by earning a grade of 'satisfactory' or better in pathology. Competence in the chosen technical concentration area is demonstrated by:

- Earning at least three A grades and one B grade in the four selected TQE classes.
- Earning two A grades and two B grades in the four selected TQE classes, and subsequently earning an A grade in an alternate, fifth TQE class.
- When five classes are required to meet the 42-unit minimum: Earning at least 30 units of A and no more than 12 units of B in the five selected TQE classes.
- Applies only to Biological Engineering, Chemical Engineering, and Material Science and Engineering TQE areas:
 - Earning at least two A grades and two B grades in the four selected TQE classes. Note that students who receive a B- in a core class (3.20, 3.21, 10.40, 10.50, 10.65, 20.420, 20.440) must earn an A in another class related to that topic area. Depending on the circumstances, the class that remediates the B- might be one of the four selected TQE classes or it might be an additional class; in any case the specific class must be approved by the cognizant concentration area chair on behalf of QuEHST.

When a student does not initially meet the criteria above, the QuEHST committee will review the student's academic performance and decide on a remediation plan individualized to the circumstances. The student is welcome to submit a written statement explaining any circumstances impacting their performance and proposing a specific remediation. Remediation plans could potentially include:

- Taking (or retaking) one or more specific classes to achieve mastery of the material.
- After suitable preparation, retaking the final exam and earning a grade (specified by instructor) that is indicative of a firm grasp of the subject matter.
- After suitable preparation, taking an oral exam with a pass/fail outcome in a specific topic area.
- Communication between HST and the instructor(s) of those class(s) in which students received a B to determine the class rank of the candidate and the minimum rank indicating mastery of the subject material according to the instructor. (This approach is necessary because of the uneven grading policies - percent A's - in graduate subjects across different departments.) Under no circumstances should students approach instructors directly to discuss remediation.

Successful completion of the TQE is a prerequisite for taking the OQE.

MEMP TQE FAQ

What is the purpose of the TQE concentration area requirement?

One key element of the MEMP curriculum is to provide students with in-depth, advanced technical expertise in a classical engineering or physical sciences discipline. This is accomplished through rigorous graduate-level courses in a single concentration area to develop depth; this approach is deliberately different from many undergraduate programs in biomedical engineering that are designed to provide breadth. Successfully completing a MEMP concentration area provides you with the knowledge base necessary to interact on equal footing and communicate effectively with technical experts in your specific concentration area.

Many MEMP students have undergraduate backgrounds that were not structured this way, but we believe that thorough grounding in a classical discipline is an important part of the preparation for interdisciplinary research. Selecting a TQE concentration area give you an opportunity to focus your general technical interests and acquire a solid technical foundation in a specific discipline.

Can I define my own TQE concentration area?

MEMP students are required to select one of the eleven established concentration areas. That affords you a wide range of options, considerably broader and more diverse than the requirements for most other MIT PhD programs.

How does HST's TQE system compare to qualifying processes used by other MIT PhD programs?

Almost all MIT PhD programs have a two-part qualifying process. For the first portion, some departments require students to pass a set of written exams in specific topic areas, while other departments use systems based on grades in a particular set of classes. HST's grade-based system is similar to that used by EECS; this approach provides a flexible alternative to written exams that require all students in the program to qualify in a limited number of topic areas. The second portion of the qualifying process always consists of an oral exam, with each department specifying the relative balance of coursework and research covered in the oral exam.

How is the list of concentration areas determined?

Prior to establishment of the current TQE system, HST partnered with a number of MIT departments to admit and qualify MEMP PhD students. The initial set of concentration areas reflected the disciplines represented by those departments. Over time, the Qualifying Exam in HST (QuEHST) Committee has added new TQE tracks in response to student interest and evolution of the field.

How do I decide which TQE concentration area to choose?

There are multiple factors to consider in choosing your concentration area:

- *Your long-term career goals* – Throughout your career, you will find yourself in situations where you are expected to excel based on your past experience in a particular realm. Selecting your TQE concentration area at the start of graduate study is one of the rare opportunities that you'll have to switch your focus and chart a new course.

- *Your general research interests* -- Your TQE concentration area should support your general research interests. For example, if you're interested in medical imaging, you might choose any of these concentration areas: EE, CS, NSE, BCS. It's ok to be choosing your TQE concentration area before deciding on a research lab, since the concentration area should support your general research interests, not the specific project that you ultimately choose for your PhD thesis.
- *Your undergraduate background* – Depending on your research interests and career goals, it might make sense to stay in your comfort zone and select the TQE concentration area most closely aligned with your undergraduate background. In other cases – due to your goals or because your undergraduate major is not represented in the established areas – you may decide to develop competency in a new field.

Is it common for MEMP students to choose a concentration area that's different from their undergraduate majors?

Yes, over half of MEMP students choose an area of study that's different than their previous degrees. If you wish to switch your focus, entering a new degree program is an excellent time to do so.

Will it be more difficult to pass the TQE in a new field of study?

It may require some additional effort. If it supports your long term career goals, then the extra effort required to gain expertise in a new area will be a worthwhile investment. Students choosing a concentration area different from their prior training are encouraged to take undergraduate classes to build a strong foundation before entering graduate classes.

Will taking undergrad classes slow down my progress?

Students who take the time to develop a strong foundation almost always report that it was a very good investment. It is far preferable to make the investment up front and take undergraduate classes first rather than performing poorly in graduate-level classes, then taking undergraduate classes followed by retaking the graduate classes.

I'm still not sure what to do - how can I get more information and advice about choosing a TQE concentration area?

There are lots of resources to help you with this decision. As in most cases, you should start with your academic advisor. In addition, you are encouraged to seek advice from Julie Greenberg, IMES/HST Director of Education. You can also consult with the faculty members who serve as concentration area chairs for the areas that you are considering. Finally, it's a good idea to talk to more senior MEMP students; ask your big buddy or any member of the Joint Council to introduce you to their classmates in concentration areas that you are considering. Also, note that the TQE process is set up to give you time to decide. During your first semester, you can take classes to explore a concentration area and see if it's a good fit for you.

If I have an undergraduate background in biomedical engineering (BME), should I choose biological engineering (BE) as my TQE concentration area?

It's a good idea to take a close look at the classes in a given concentration area to

make sure that they fit your expectations. Biomedical engineering (BME) is a relatively new field, with individual undergraduate programs having wide variation in focus and content. If you have a BME background and are considering the BE TQE track, please be aware that the biological engineering curriculum at MIT is focused on the analysis and synthesis of molecular and cellular biological mechanisms. To succeed in the BE TQE concentration area, you'll need strong familiarity with the material covered in General Biochemistry (7.05) and Cell Biology (7.06)

When do I need to decide on my TQE concentration area? What if I want to switch later?

You should declare your concentration area on the TQE contract form, which is due by Spring term Reg Day of your first year in the program. If you want to request a change after that date, you can submit a written petition to the QuEHST Committee explaining the rationale for the change along with a revised TQE contract signed by your academic advisor. You can submit your petition to Traci Anderson via email. Such petitions are relatively rare, but experience has shown that QuEHST is likely to approve changes motivated by clear and defensible educational goals.

When do I need to decide on my TQE classes? What if I want to change them later?

Initially, you will submit your best guess of TQE classes on the TQE contract form due by Spring term Reg Day of your first year in the program. You can "shop" classes at the start of each term and make changes to your TQE class selections until Add Date of the term in which you are enrolled in the class being added to your TQE – just send an email to Traci Anderson with cc to your academic advisor before the deadline. Please make sure that the email is clear with respect to which class(es) you are adding to your TQE plan and which class(es) you are removing. Under no circumstances will you be permitted to add a class to your TQE contract after earning a grade in the class. *This flexibility to change TQE classes each term - new in 2016 - was developed in response to student feedback.*

How can I increase my chance of success in TQE classes?

The classes on the TQE lists are rigorous graduate subjects. Depending on your background with the specific subject matter, many students find it helpful to take undergraduate classes in preparation for some of the advanced graduate classes.

I want to take a class for my TQE that isn't on the approved list, or that is on the list in another concentration area. Can I do that?

You may submit a petition requesting permission to count a class that's not on the approved list for your TQE concentration area. Such petitions are more likely to be approved when:

- the class is sufficiently rigorous - usually this means problem sets and quizzes rather than entirely project based;
- the content is well aligned with topics covered in the approved classes in that concentration area.

You can submit your petition to Traci Anderson via email. Petitions may be submitted at any time, but please allow sufficient time if you wish to receive an answer before the start of classes: August 15 for fall; January 15 for spring.

Why pick from a pre-specified list of classes, rather than just taking whatever courses I want in my chosen concentration area? How are the lists of classes in each TQE concentration areas determined?

The lists of classes in each TQE concentration area are developed based on the requirements of the corresponding PhD program; this insures that MEMP students get the same rigorous training in foundational subjects as their peers in those disciplines. Beyond the basic departmental requirements, the lists are customized to allow MEMP students some flexibility to select from classes with a focus on human health and to achieve some measure of uniformity across the different TQE areas within MEMP. Each area has a concentration area chair, a faculty member knowledgeable in the discipline who oversees the TQE concentration area. The lists are updated annually based on curricular changes in the associated departments and degree programs.

Why is it recommended to include an alternate class on the TQE contract?

This is for planning purpose – the idea is to identify a class to be taken if it becomes necessary for any reason, including scheduling conflicts or a class not being offered. You won't be required to take the alternate (usually fifth) class if you meet the requirements of your TQE track based on the initial set (usually four) classes taken. Students whose TQE contract includes a class in which they earned a *B* in a fall term **must** list an alternate class.

Do my TQE courses affect what to expect during my oral qualifying exam (OQE)?

The purpose of the OQE is to evaluate whether you can integrate information from diverse sources into a well thought out and coherent research proposal, defend your proposal during an oral presentation, and think on your feet. While the OQE is not designed to explicitly cover material covered in TQE classes, material covered in TQE classes is considered 'fair game' during the OQE if it relates to your research project. (An additional area assessed by the OQE is the student's ability to explain the relevance of their proposed research to clinical medicine. Material covered in the pathology course requirement is likely to be relevant in that context.)

Why do some concentration areas have different criteria for passing the TQE?

Grading standards and policies differ among the various graduate programs represented by the TQE concentration areas. Based on discussions with faculty members in other MIT departments and years of experience with MEMP students taking these classes, we have developed criteria (new in 2016) that reflect the variations in grade distribution for core classes in different departments.

What happens if I don't get the required number of A's?

In most circumstances, you automatically have the option of taking one additional TQE class to meet the criteria. In a few cases (for example, if you receive three or more B grades in your initial set of TQE classes), the QuEHST committee determines the specific remediation plan that you'll follow. In this case, you are welcome to submit a written statement proposing a specific remediation and/or explaining any circumstances impacting your performance.

How common is it for students to take an additional TQE class?

15-20% of MEMP students take an additional class in order to meet the criteria for passing the TQE.

Oral Qualifying Examination (OQE) Requirement

Students should identify a research project during the first year, and should conduct full-time research during their first summer. This research experience is essential as part of the preparation for the oral qualifying exam, but need not be the basis of the doctoral thesis.

The purpose of the OQE is to evaluate whether the student can integrate information from diverse sources into a well thought out and coherent research proposal - a skill essential for successful scholarship. The ability to defend this proposal during an oral presentation is a central part of the qualifying process. The qualifying exam explores students' ability to formulate coherent research questions and to explain the relevance of their proposed research to clinical medicine. In addition, students should be prepared to demonstrate how they think on their feet. It is not possible to anticipate every question that might be asked during the OQE, but students should be prepared to show how they approach technical questions even when they do not immediately know the answer.

Each OQE is administered by an OQE committee composed of the student's Qualifying Exam (QE) chair and two additional faculty members. The student's research supervisor may not be a member of the OQE committee. A member of the QuEHST committee will be assigned as a QE chair upon successful completion of the TQE (or in those cases where a student has all As in the TQE subjects with one only remaining subject and thus eligible to schedule the OQE in the term of the final TQE subject registration.)

The OQE is offered twice each year, in January and May. Students indicate their intent to take the exam by submitting an OQE Scheduling form to Traci Anderson in the IMES/HST Academic Office by November 1 for January exams or by March 1 for May exams. The student and their QE chair must both sign the OQE scheduling form. Students may not submit the OQE scheduling form until they have successfully completed the TQE, with the following exceptions:

- 1) Students may submit the OQE scheduling form during the term in which they are taking Human Pathology and/or HST.500;
- 2) Students who have received A's in three TQE courses may submit the OQE scheduling form during the term in which they are taking their fourth TQE course.

Three weeks prior to the exam date, the student must ensure that the the following items have been submitted to Traci Anderson in the IMES/HST Academic Office:

1. A recommendation letter from the research supervisor. The letter should address the student's potential for conducting independent research and their progress in the laboratory to date. It is the student's responsibility to ensure that the research advisor's letter is received in a timely fashion.

2. A research proposal (maximum 10 pages, single spaced, Arial 11pt font) based on research conducted under the guidance of the research supervisor. The format of the research proposal is similar to that submitted to a granting agency or foundation, as discussed in HST500. The required sections are:
 - Abstract
 - Overall Goals and Specific Aims
 - Background and Significance
 - Preliminary Data (As in HST500, students may use their own preliminary data or data from the literature or sponsoring laboratory supporting the feasibility of the proposed work.)
 - Research Design and Methods
 - References (not included in 10 page limit)

The OQE normally consists of a 30-minute oral presentation by the student, followed by questions from the OQE committee. However, the precise format of the exam is determined by the QE chair and therefore questions/interruptions may be allowed during the student's presentation. Two hours are allotted for the OQE.

While the written research proposal should be at a detailed scientific level, expectations for the oral presentation differ. Committee members will judge the oral presentation based on the student's ability to present their research to a broad scientific audience, for example, readers of *Scientific American*. Students should avoid jargon and should not assume that the committee members possess detailed knowledge about their field of specialization. In preparing their oral presentation, students are encouraged to seek help and advice from their research supervisor, lab mates, fellow MEMP students, and other knowledgeable parties.

At the conclusion of the exam, the OQE committee makes a recommendation to the QuEHST committee. This recommendation is based on the student's performance on the oral exam, the written research proposal, and the research supervisor's recommendation letter. The QuEHST committee determines the final outcome, which is one of the following:

Qualified: No further testing/evaluation is required. The student is qualified to proceed with thesis research.

Not Yet Qualified: Additional tasks are required to pass the OQE. This may include additional coursework and/or a repeat oral exam. Each student is permitted a maximum of two attempts at the oral exam.

Not Qualified: The student is not qualified to continue his/her pursuit of a degree in Medical Engineering and Medical Physics.

Petitions

Petitions to the QuEHST Committee requesting exceptions to any of these policies may be submitted to Traci Anderson (tanderso@MIT.EDU) in the IMES/HST Academic Office, E25-518.

QuEHST Committee

The doctoral qualifying examination is administered by the Qualifying Exam in HST (QuEHST) Committee, comprised of HST Faculty Members:

- Sangeeta Bhatia, chair
- Elfar Adalsteinsson
- Kwanghun Chung
- Martha Gray
- Julie Greenberg
- Roger Mark
- Alex Shalek
- Collin Stultz
- Mehmet Toner

SAMPLE FORMS: Qualifying Exams

Please see Appendix 1 for the following MEMP Qualifying Exam forms.

- Sample MEMP Schedules (TQE)
- Technical Qualifying Exam Form
- Oral Qualifying Exam Scheduling Form

Neuroimaging Training Program Requirements

PhD students wishing to be formally affiliated with the Neuroimaging Training Program (NTP) must complete the following requirements in addition to the requirements of their primary PhD program. It is recommended that students select courses that can simultaneously fulfill other degree requirements whenever possible.

NTP students are required to take the following courses:

- HST 130: Neuroscience
- HST 582J: Biomedical Signal and Image Processing

NTP students must also take two imaging electives such as the ones on the list below. One course is selected to provide depth of understanding in the imaging modality or medical image analysis methods most closely related to the student's research, while the other should be chosen for breadth of biomedical imaging knowledge outside of the research area.

- HST 531: Medical Physics of Proton Radiation Therapy
- HST 533: Optimization Problems in Radiation Therapy and Medical Imaging
- HST 563: Imaging Biophysics and Clinical Applications
- HST 565: Molecular Imaging using SPECT and PET-CT
- HST 576: Topics in Neural Signal Processing
- HST 580: Data Acquisition and Image Reconstruction in MRI
- HST 583: Functional Magnetic Resonance Imaging: Data Acquisition and Analysis
- HST 584: Magnetic Resonance Analytic, Biochemical, and Imaging Techniques
- 2.715: Optical Microscopy and Spectroscopy for Biology and Medicine
- 6.344: Digital Image Processing
- 6.631: Optics and Photonics
- 22.562: Spatial Aspects of Nuclear Magnetic Resonance Spectroscopy

For more information on the Neuroimaging Training Program, contact:

Dr. Bruce Rosen
Director, Martinos Center for
Biomedical Imaging
617-726-5122
bruce@nmr.mgh.harvard.edu

Dr. Randy Gollub
Associate Director, Division of
Psychiatric Neuroimaging, MGH
617-724-9602
rgollub@partners.org

Bioastronautics: Training Program Requirements

MEMP students who wish to affiliate with the Bioastronautics program must complete the following requirements in addition to the regular MEMP curriculum.

- HST 515J Aerospace Biomedical Engineering
- 16.453 Human Factors Engineering
- 16.89J Space Systems Engineering OR 16.851 Satellite Engineering

And at least one subject from the following list:

- HST 560J Radiation Biophysics
- HST 971J Strategic Decision Making in Biomedical Enterprise
- HST 020 Musculoskeletal Pathophysiology
- 2.183J Biomechanics and Neural Control of Movement

Students in the program may optionally complete a summer apprenticeship at a NASA Center. Students also have the option (space permitting) to use either the Aerospace Medicine Clerkship at Johnson Space Center or the Space Medicine Short Course at University of Texas Medical Branch to fulfill the elective portion of the Introduction to Clinical Medicine and Medical Engineering (HST202).

For more information about the Bioastronautics curriculum, please contact:

Professor Dava Newman
Apollo Program Professor, Aeronautics and Astronautics,
dnewman@mit.edu

HST PhD Thesis Guide

DEADLINES & REQUIREMENTS

Years 1 - 2

- Students participating in lab rotations during year 1, may use the optional MEMP Rotation Registration Form, to formalize the arrangement and can earn academic credit by enrolling in HST.599.
- Students should register for HST.ThG during any term in which they are conducting research towards their thesis. First- and second-year students registered for HST.ThG in a regular term (fall or spring) must meet with their supervisor and complete the Semi-Annual PhD Student Progress Review Form to receive credit.
- Prior to joining a lab, students may optionally register for HST.599 to account for time spent in research rotations.
- A first letter of intent (LOI-1) proposing a general area of thesis research and research supervisor is required by April 30th of the second year of registration.

Year 3

- Beginning in year 3, student and research supervisor must complete the Semi-Annual PhD Student Progress Review for each regular term (fall and spring).
- A second letter of intent (LOI-2) proposing a tentative thesis committee is required by April 30th of the third year of registration. The letter should indicate the research supervisor and general thesis area since these may have changed since the first LOI.

Year 4

- Beginning in year 4, the student must meet with their tentative thesis committee at least once per semester until the formal thesis committee is formed.
- Students must finalize their thesis committee, formally defend their proposal before the committee, and submit their proposal to the HST Graduate Committee by April 30 of the fourth year of registration.

Year 5

- Following submission of the thesis proposal, meetings with the thesis committee must be held at least once per semester.

HST has developed these policies to help keep students on track as they progress through their PhD program. Experience shows that students make more rapid progress towards graduation when they interact regularly with a faculty committee and complete their thesis proposal by the deadline.

Entered HST PhD	Letter of Intent 1	Letter of Intent 2	Thesis Proposal
September 2019	April 30, 2021	April 30, 2022	April 30, 2023
September 2018	April 30, 2020	April 30, 2021	April 30, 2022
September 2017	April 30, 2019	April 30, 2020	April 30, 2021
September 2016	April 30, 2018	April 30, 2019	April 30, 2020

THE THESIS COMMITTEE - ROLES AND RESPONSIBILITIES

Students perform doctoral thesis work under the guidance of a thesis committee consisting of at least three faculty members from Harvard and MIT (including a chair and a research supervisor) who will help guide the research. Students are encouraged to form their thesis committee early in the course of the research and in any case by the end of the third year of registration. The HST IMES Committee on Academic Programs (HICAP) approves the composition of the thesis committee via the letter of intent and the thesis proposal (described below).

Research Supervisor

The research supervisor is responsible for overseeing the student's thesis project. The research supervisor is expected to:

- supervise the research and mentor the student;
- provide a supportive research environment, facilities, and financial support;
- assist the student to prepare for the oral qualifying exam;
- guide the student in selecting the other members of the thesis committee;
- help the student prepare for, and attend, meetings of the full thesis committee, to be held at least once per semester;
- help the student prepare for, and attend, the thesis defense;
- evaluate the final thesis document.

The research supervisor is chosen by the student and must be a faculty member of MIT* or Harvard University and needs no further approval. HICAP may approve other individuals as research supervisors on a student-by-student basis. Students are advised to request approval of non-faculty research supervisors as soon as possible. In order to avoid conflicts of interest, the research supervisor may not also be the student's academic advisor. In the event that an academic advisor becomes the research supervisor, a new academic advisor will be assigned.

The student and their research supervisor must complete the Semi-Annual PhD Student Progress Review during each regular term in order to receive academic credit for research. Download Semi Annual Review Form

Thesis Committee Chair

Each HST PhD thesis committee is headed administratively by a chair, chosen by the student in consultation with the research supervisor. The thesis committee chair is expected to:

- provide advice and guidance concerning the thesis research;
- oversee meetings of the full thesis committee, to be held at least once per semester;
- preside at the thesis defense;
- review and evaluate the final thesis document.

The thesis committee chair must be well acquainted with the academic policies and procedures of the institution granting the student's degree and be familiar with the student's area of research. The research supervisor may not simultaneously serve as thesis committee chair.

For HST PhD students earning degrees through MIT, the thesis committee chair must be an MIT faculty member.* A select group of HST program faculty without primary appointments at MIT have been pre-approved by HICAP to chair PhD theses awarded by HST at MIT (list available on HST website). HST PhD students earning their degree through Harvard follow thesis committee requirements set by the unit granting their degree - either the Biophysics Program or the School of Engineering and Applied Sciences (SEAS).

*MIT Senior Research Staff are considered equivalent to faculty members for the purposes of supervising research and chairing thesis committees. No additional approval is required.

Readers

In addition to the research supervisor and the thesis committee chair, the thesis committee must include one or more readers. Readers are expected to:

- provide advice and guidance concerning the thesis research;
- attend meetings of the full thesis committee, to be held at least once per semester;
- attend the thesis defense;
- review and evaluate the final thesis document.

Faculty members with relevant expertise from outside of Harvard/MIT may serve as readers, but they may only be counted toward the required three if approved by HICAP.

The members of the thesis committee should have complementary expertise that collectively covers the areas needed to advise a student's thesis research. The committee should also be diverse, so that members are able to offer different perspectives on the student's research. When forming a thesis committee, it is helpful to consider the following questions:

1. Do the individuals on the committee collectively have the appropriate expertise for the project?
2. Does the committee include at least one individual who can offer different perspectives on the student's research? The committee should include at least one person who is not closely affiliated with the student's primary lab. Frequent collaborators are acceptable in this capacity if their work exhibits intellectual independence from the research supervisor.
3. If the research has a near-term clinical application, does the committee include someone who can add a translational or clinical perspective?
4. Does the committee conform to HST policies in terms of number, academic appointments, and affiliations of the committee members, research supervisor, and thesis committee chair as described elsewhere on this page?

[Friendly advice: Although there is no maximum committee size, three or four is considered optimal. Committees of five members are possible, but more than five is unwieldy.]

THESIS COMMITTEE MEETINGS

Students must meet with their thesis committee at least once each semester beginning in the fourth year of registration. It is the student's responsibility to schedule these meetings; students who encounter difficulties in arranging regular

committee meetings can contact Julie Greenberg at jgreenbe@mit.edu.

The format of the thesis committee meeting is at the discretion of the thesis committee chair. In some cases, the following sequence may be helpful:

- The thesis committee chair, research supervisor, and readers meet briefly without the student in the room;
- The thesis committee chair and readers meet briefly with the student, without the advisor in the room;
- The student presents their research progress, answers questions, and seeks guidance from the members of the thesis committee;

Please note that thesis committee meetings provide an important opportunity for students to present their research and respond to questions. Therefore, it is in the student's best interest for the research supervisor to refrain from defending the research in this setting.

LETTERS OF INTENT (Not the same as the thesis proposal)

Students must submit two letters of intent (LOI-1 and LOI-2) with applicable signatures. Download LOI Form.

LOI-1 identifies a research supervisor and a general area of thesis research, described in 100 words or less. It should include the area of expertise of the supervisor and indicate whether IRB approval (Institutional Review Board; for research involving human subjects) and/or IACUC approval (Institutional Animal Care and Use Committee; for research involving vertebrate animals) will be required and, if so, from which institutions. LOI-1 is due by April 30 of the second year of registration.

LOI-2 addresses the same topics as LOI-1 and also specifies at least two people who, in addition to the research supervisor, will tentatively serve on the thesis committee. At least one member of the tentative thesis committee must be eligible to serve as thesis committee chair, as described above. LOI-2 should also specify the research supervisor and general area of thesis research since these may have changed since LOI-1. LOI-2 is due by April 30th of the third year of registration.

The LOIs are understood to provide only a tentative thesis plan, and it is recognized that the research direction may change in the process of developing a formal thesis proposal. Students are strongly encouraged to identify tentative thesis committee members and begin meeting with them as early as possible. Following submission of LOI-2, students are required to hold at least one meeting per semester with their tentative thesis committee. The role of the tentative committee is to offer advice in formulating the research. In many cases, the tentative committee members may ultimately serve on the final thesis committee, although that is not required. The research topic and thesis committee are only considered final after the thesis proposal (see below) has been approved.

LOIs should be submitted to HICAP, c/o Traci Anderson in E25-518.

THESIS PROPOSAL AND PROPOSAL PRESENTATION

For MEMP students receiving their degrees through MIT, successful completion of the Oral Qualifying Exam is a prerequisite for the thesis proposal presentation. For MEMP students receiving their degrees through Harvard, the oral qualifying exam satisfies the proposal presentation requirement.

Proposal Document

Each student must present a thesis proposal to their thesis committee and submit an approved proposal to HICAP by April 30th of the fourth year of registration. The only exception is for students who substantially change their research focus after submitting their original letter of intent; in those cases the thesis proposal must be submitted within three semesters of joining a new lab. Students registering for thesis research (HST.THG) who have not met this deadline may be administratively assigned a grade of "U" (unsatisfactory) and receive a Dean's Warning.

The written proposal should be no longer than 4500 words, excluding references. This is intended to help students develop their proposal-writing skills by gaining experience composing a practical proposal; the length is comparable to that required for proposals to the NIH R03 Small Research Grant Program. The proposal should clearly define the research problem, describe the proposed research plan, and defend the significance of the work. Preliminary results are not required. If the proposal consists of multiple aims, with the accomplishment of later aims based on the success of earlier ones, then the proposal should describe a contingency plan in case the early results are not as expected.

Proposal Presentation

The student must formally defend the thesis proposal before the full thesis committee.

Students should schedule the meeting and reserve a conference room and any audio-visual equipment they may require for their presentation. To book a conference room and/or an LCD projector, please contact Joseph Stein (jrstein@mit.edu).

Following the proposal presentation, students should make any requested modifications to the proposal for the committee members to review. Once the committee approves the proposal, the student should obtain the signatures of the committee members on the forms described below as part of the proposal submission package.

[Friendly advice: As a professional courtesy, be sure your committee members have a complete version of your thesis proposal at least one week in advance of the proposal presentation.]

Submission Of Proposal Package

When the thesis committee has approved the proposal, the student submits the proposal package to HICAP, c/o Traci Anderson in E25-518, for final approval.

HICAP has responsibility for final approval of both the composition of the thesis committee and the proposal.

The proposal package includes the following:

- the proposal document;
- a properly formatted title page, including an abstract, the student's signature, IRB and/or IACUC approval numbers, institutions and dates if applicable. The abstract has a maximum length of 500 words and serves as a concise description of the proposed work that *can be read independently of the full proposal*. HICAP will use the abstract when reviewing the proposal for final approval. The abstract should be comprehensible to a general scientific audience, yet contain sufficient information for evaluation of the project. It should not include references. The components of the abstract are:
 - a. a brief description of the project background and significance that explains why the work is important;
 - b. the specific aims of the proposal, including a contingency plan if needed**;
 - c. an indication of the methods to be used to accomplish the specific aims.
- signed supervisor agreement form;
- signed chair agreement form;
- signed reader agreement form(s);
- a cover letter signed by the thesis committee chair documenting the time and place of the thesis proposal presentation, the names and areas of expertise of the thesis committee members, and the committee's assessment of the proposal.

** If the proposal consists of multiple aims, with the accomplishment of later aims based on the success of earlier ones, then the abstract should briefly describe an alternate plan in case the early results are not as expected. For example, if Aim 1 involves developing a particular technology, and Aims 2 and 3 depend on utilizing that technology, the abstract should indicate what would happen in the event that the goals of Aim 1 are not met.

[Friendly advice: Be sure to take responsibility for obtaining the necessary signatures and submitting the proposal to Traci. The proposal serves as a contract between you and your committee, but only after it is approved by HICAP.]

THESIS DEFENSE AND FINAL THESIS DOCUMENT

When the thesis is substantially complete and fully acceptable to the thesis committee, a public thesis defense is scheduled for the student to present his/her work to the thesis committee and other members of the community. The thesis defense is the last formal examination required for receipt of a doctoral degree. To be considered "public", a defense must be announced to the community at least five working days in advance. At the defense, the thesis committee determines if the research presented is sufficient for granting a doctoral degree. Following a satisfactory thesis defense, the student submits the final thesis document, signed by the research supervisor, to Traci Anderson in E25-518.

[Friendly advice: Contact Joseph Stein at least two weeks before your scheduled date to arrange for advertising via email and posters. A defense can be canceled for insufficient public notice.]

Before The Thesis Defense

- *Committee Approves Student to Defend:* The thesis committee, working with the student and reviewing thesis drafts, concludes that the doctoral work is complete. The student should discuss the structure of the defense (general guidelines below) with the thesis committee chair and the research supervisor.
- *Schedule the Defense:* The student schedules a defense at a time when all members of the thesis committee will be physical present. Any exceptions must be approved in advance by the IMES/HST Academic Office.
- *Reserve Room:* It is the student's responsibility to reserve a room and any necessary equipment. Please contact IMES Reservation(imes-reservation@mit.edu) to reserve rooms E25-101, E25-119/121, E25-521.
- *Final Draft:* A complete draft of the thesis document is due to the thesis committee two weeks prior to the thesis defense to allow time for review.
- *Publicize the Defense:* The IMES/HST Academic Office invites the community to attend the defense via email, flyers, and a notice on the HST website. This requires that the student email a thesis abstract and supplemental information to Joseph Stein two weeks prior to the thesis defense. The following information should be included: Date and time, Location, Thesis Title, Names of committee members, with academic and professional titles and institutional affiliations. The abstract is limited to 250 words for the poster, but students may optionally submit a second, longer abstract for the email announcement.

Thesis Defense Guidelines

- *Public Defense:* The student should prepare a presentation of 45-60 minutes in length, to be followed by a public question and answer period of 15-30 minutes at discretion of the chair.
- *Committee Discussion:* Immediately following the public thesis presentation, the student meets privately with the thesis committee and any other faculty members present to explore additional questions at the discretion of the faculty. Then the thesis committee meets in executive session and determines whether the thesis defense was satisfactory. The committee may suggest additions or editorial changes to the thesis document at this point.
- *Chair Confirms Pass:* After the defense, the thesis committee chair should inform Traci Anderson of the outcome via email to tanderso@mit.edu.

Submitting The Final Thesis Document

The student submits the signed thesis document to Traci Anderson in E25-518. Please refer to the thesis formatting guidelines at:
<http://libraries.mit.edu/archives/thesis-specs/>

1. *Title page.* Both the student and research supervisor should sign the title page. Thesis committee members are not required to sign. On the "Accepted by" line, please list: *Emery N. Brown, MD, PhD/Director, Harvard-MIT Program in Health Sciences and Technology/Professor of Computational Neuroscience and Health Sciences and Technology.* The Academic Office will obtain Professor Brown's signature.
2. *Thesis Submission.* The student must submit **three copies of the final thesis document, two hard copies and one .pdf version.** The two hard copies must meet the MIT Libraries paper requirements, described here. The .pdf version should be emailed to Traci Anderson tanderso@mit.edu.
3. *UMI Form.* Print out and complete the UMI form available at <http://libraries.mit.edu/archives/thesis-specs/images/umi-proquest-form.pdf>. The student should prepare an additional copy of the title page and abstract, staple them to the UMI form, and submit this together with the thesis.
4. *Survey of Earned Doctorates.* The University Provost's Office will contact all doctoral candidates via email with instructions for completing this survey.

SAMPLE FORMS: Thesis Forms

Please see Appendix 2 for:

- Rotation Form (optional)
- Letter of Intent (1 & 2)
- Semi-Annual Progress Review Form
- Thesis Proposal Cover Letter
- Thesis Proposal Title Page
- Supervisor Agreement Form
- Chair Agreement Form
- Reader Agreement Form
- Final Thesis Cover Sheet

APPENDIX 1

Sample Forms: MEMP Qualifying Exams

The forms appended here are also available for download on the HST Website.

- Sample MEMP Schedules
- Technical Qualifying Form
- Oral Exam Scheduling Form

APPENDIX 2

Sample Thesis Forms

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- Rotation Form (optional)
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