



HARVARD
GRADUATE SCHOOL OF EDUCATION

Student Handbook



2016 - 17

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Welcome to HGSE!

We are thrilled that you have chosen to become part of our community. We know that transitioning to graduate school requires many adjustments and can be both a joyful and stressful time. The HGSE staff and faculty are cognizant of the changes you are undertaking and are committed to supporting you during your transition in order to help you achieve your personal and professional goals. It is also our hope that you will share your talents and experience with the School and the larger community; in this endeavor, we offer our wholehearted support.

The Student Handbook is coordinated by the Office of Student Affairs in collaboration with Academic Affairs and the Degree Programs and it is an official publication of HGSE. The Handbook is designed to provide you with useful information about the HGSE community and the University. It contains important sections on the policies and procedures that govern academic and student life, as well as the many resources and supports available to you, such as Access and Disability Services, Counseling and Mental Health Services, and many others. We urge you to familiarize yourself with this Handbook, as it will be a helpful resource to you during the academic year. **In addition, it is your responsibility as an HGSE student to be aware of and compliant with all the regulations, policies, procedures, and deadlines.**

We look forward to meeting you and wish you a productive and rewarding experience.

Maritza S. Hernandez, Associate Dean for Enrollment and Student Services
Bridget Terry Long, Academic Dean and Saris Professor of Education and Economics

Preface

The Harvard Graduate School of Education Handbook contains most of the policies and procedures of the School of Education established over a period of years. Students should become familiar with the material pertaining to their degree program, and together with a faculty advisor, make certain that the chosen program of study complies with all policies.

Although we have attempted to include most of the regulations governing graduate academic programs, many programs have additional requirements and regulations of their own. Each student should also become familiar with the academic policies found in the Academic Catalogue relative to the individual degree program.

Review of academic, financial, and other considerations may lead to changes in the policies, rules, and regulations applicable to students; the Harvard Graduate School of Education, therefore, reserves the right to make changes at any time. These changes may affect tuition and other fees, courses, degrees, and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students. The Student Handbook is not intended, and should not be construed, to give rise to contractual rights and obligations.

It is the student's responsibility to be aware of, and to comply with all regulations, policies, procedures, and deadlines.

Welcome to HGSE!

Dear Incoming Students,

Welcome to the Harvard Graduate School of Education! One of the first things you will discover about this school is that all of us—faculty, students, and staff—are here for the same reason: we care deeply about education, and we share the belief that the opportunity afforded by a good education is at the heart of the American dream and the dreams of many in other countries and contexts.

At HGSE, our mission is to prepare bold, imaginative leaders and generate high-quality research that has a real impact on policy and practice. You are the future leaders and researchers whose work will expand educational opportunity, enhance educational achievement, and help us better understand how students learn, moving us closer to the day when all people have access to an education that enables them to reach their full potential as learners.

As the academic year begins, your anxiety levels may rise a bit. This transition will challenge all of you—whether you will be traveling from near or afar, whether you are a recent undergraduate or returning to school after many years, and whether you majored in education or never had a course in education. Remember that change is hard, but it always offers opportunities. I promise you that our faculty and your fellow students will take your mind to places it has not been before. You came to HGSE with a passion to change the world—you will leave here with the relationships, the skills, and the knowledge to do just that.

Sincerely,

James E. Ryan,
Dean of the Faculty of Education
Charles William Eliot Professor of Education

Academic Programs

Introduction

The Harvard Graduate School of Education, like all organizations, has rules and regulations by which it operates. Students are held responsible for knowing the rules and regulations that pertain to their graduate work. Students are expected to read this section carefully and refer to it regularly; *all students are responsible for knowing and adhering to the policies contained in the Student Handbook*. Questions or requests for clarification of any rules and regulations may be directed to the following offices: the appropriate degree program office, for academic policies; and the Office of the Registrar for tuition, registration, grades, transcripts, and deadline information.

The Harvard Graduate School of Education reserves the right to modify these rules and regulations at any time.

Academic
Programs

Doctor of Education (Ed.D.)

The Graduate School of Education offers the Doctor of Education (Ed.D.) degree with five concentrations. Consistent with the purpose of doctoral study, the capstone of the Ed.D. program is conducting original research on an important question within the field of education which culminates in a dissertation and oral defense (if applicable). The program is comprised of three phases: the completion of coursework, the qualifying paper phase, and the dissertation phase. The final Ed.D. cohort enrolled in fall 2013.

Further detail about program-specific requirements and policies can be found on the program website and in relevant sections of this handbook.

Doctor of Philosophy in Education (Ph.D.)

In the fall of 2014, HGSE transitioned from conferring a Doctor of Education (Ed.D.) to offering a Doctor of Philosophy (Ph.D.) in Education. The Ph.D. in Education, an interdisciplinary, joint degree offered in collaboration with Harvard's Graduate School of Arts and Sciences (GSAS), replaced the Ed.D. degree to better signal the research emphasis that has characterized our doctoral program since its inception in 1921 and to strengthen ties with academic departments across Harvard University. Consistent with the purpose of doctoral study, the capstone of the Ph.D. program is conducting original research on an important question within the field of education, which culminates in a dissertation and oral defense. Ph.D. program elements include coursework, comprehensive examinations, research and scholarly training experiences, and the dissertation. Further detail about program-specific requirements and policies can be found on the program website and in the GSAS Student Handbook.

Doctor of Education Leadership (Ed.L.D.)

The Doctor of Education Leadership Program (Ed.L.D.) is a three year, full-time, practice-based program culminating in the Ed.L.D. degree. The first year is comprised of a custom-designed core curriculum taught by faculty from the Harvard Graduate School of Education, the Harvard Business School, and the Harvard Kennedy School. The second year entails a required, year-long core seminar as well as elective courses drawn from across the University. The final year consists of a full-time residency experience with an Ed.L.D. partner organization, and a Capstone documenting the student's leadership of and contributions to a strategic project within the organization.

Further detail about program-specific requirements and policies can be found on the program website and in relevant sections of this handbook.

Master of Education (Ed.M.)

The Master of Education ([Ed.M.](#)) is a yearlong, intensive program for students who wish to study a particular field in education, acquire a general theoretical background for understanding past and future field experiences, or develop skills for use in professional work in education. In order to meet basic HGSE degree requirements, Master of Education candidates must complete courses carrying a minimum of 32 credits. At least 50% of the total earned

credits must be taken at the Graduate School of Education, and individual programs may have additional requirements. Transfer credit from other institutions is not accepted. A thesis or comprehensive exam is not required. Further detail about program-specific requirements and policies can be found on individual program websites, in relevant sections of this handbook, and in the HGSE Catalogue.

Certificate of Advanced Study (CAS) in Counseling

The Prevention Science and Practice Master's Program (PSP) is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to offer a two-year curricular sequence leading to an initial license as school guidance counselor or school social worker/school adjustment counselor. Please visit the PSP website for CAS program requirements and a list of recommended courses.

Harvard Teaching Fellows (HTF)

Harvard Teacher Fellows (HTF) offers an innovative pathway into teaching for Harvard College students committed to careers serving communities most in need of high-quality instruction. The fully-funded licensure program was established in response to the urgent need for exemplary teachers and the remarkable level of interest in education among Harvard students. HTF prepares excellent secondary English, History, Math, and Science teachers through subject-specific training, intensive fieldwork, and personalized coaching and support.

Applicant Requirements

Harvard College students apply to HTF in the fall semester of their senior year; seniors who graduate in December are eligible to apply. Non-U.S. citizens or permanent residents are welcome to apply, but should be aware of the potential for significant immigration obstacles. Prior to submitting an application, international students should discuss their individual circumstances with [Maureen Martin](#) at the [Harvard International Office](#).

Training Schedule

When	Training
Spring of Senior Year	After acceptance, fellows enroll in the undergraduate course "Introduction to Teaching & Learning in Schools," which combines theoretical and empirical perspectives on teaching, as well as practical training with on-the-ground observations in local schools.
Summer I	Beginning the week after graduation, fellows engage in intensive fieldwork conducted under the supervision of HTF faculty and mentor teachers, and begin coursework at HGSE.
Teaching Residency	Fellows engage in one academic year of part-time, field-based training with one of our partner school networks located in cities nation-wide. Fellows continue to receive intensive coaching from HTF faculty and mentor teachers, and participate in online HGSE coursework.
Summer II	Fellows return to HGSE to continue intensive fieldwork conducted under the supervision of HTF faculty and mentor teachers, and complete their HGSE coursework. At the conclusion of the summer, fellows earn teacher licensure in Massachusetts; the Ed.M. is awarded to fellows who chose to pursue a master's degree.
Beyond the Fellowship	Fellows begin teaching full-time and continue to receive professional development and support from HGSE during the first two years of teaching. Fellows are expected to continue to teach in high-need, urban secondary schools for 4-7 years.

Licensure

The fellowship culminates in fellows earning their Massachusetts teacher licensure, which is valid for 5 years and enables teaching in most states via reciprocity agreements.

Tuition & Costs

The fellowship is fully funded, and covers all tuition and costs for the licensure program, including:

Tuition

Course-related expenses (e.g. books, technology)

Licensure expenses (e.g. exam fees)

Stipend for lodging and living expenses during Summer I

Half-time salary paid by partner school network during Teaching Residency

Living allowance stipend paid by HTF during Teaching Residency to defer costs
 Stipend for lodging and living expenses during Summer II
 Travel and accommodations for program events (e.g. visit to Teaching Residency placement)

Master's Degree

Fellows who choose to complete 6 credits of coursework beyond the requirements of the licensure program can earn a master's degree. The master's degree coursework begins during Summer I.

Students who choose to pursue the master's degree will do so at their own expense. In 2016, the cost per credit is approximately \$1,450. In conjunction with the fellowship, the cost of the Ed.M. is less than \$10,000. Visit [HGSE's Tuition & Costs](#) to compare this reduced cost to traditional HGSE master's degree programs.

Continued enrollment in the Ed.M. program is contingent upon the satisfactory completion of all Harvard Teacher Fellow courses, fieldwork, and other program requirements. Students who begin the Ed.M. degree and later decide not to pursue the degree will be required to withdraw from the program; this action will be reflected on their HGSE transcript. There may also be prorated charges that remain the responsibility of the student.

Financial Aid

Financial aid may be available in the form of federal loans; eligibility should be determined on an individual basis by contacting HGSE's [Financial Aid Office](#).

Non-degree Study

The Harvard Graduate School of Education offers students the opportunity to take graduate-level courses without formally pursuing an HGSE degree. To be eligible for non-degree study, students must fall into one of the categories listed below. Some of these categories allow students to enroll in courses and receive academic credit; others allow students to do research or audit relevant courses. It is the responsibility of all non-degree students to meet registration deadlines (see the *Academic Calendar*). Non-degree students are ineligible for financial aid, health insurance, housing, or office space.

HGSE reserves the right to terminate the registration, and/or to disallow any future registration, of any HGSE non-degree student who, in the judgment of the School, receives an unsatisfactory grade or whose behavior in any way interferes with the academic or other operations of the University. For information about obtaining credit toward an HGSE degree program for courses taken as a non-degree student, see *Credit for Prior Course Work*.

Harvard Employees

The Harvard Graduate School of Education allows individuals who are Harvard University employees to enroll in HGSE courses and pay for their HGSE tuition by using the Tuition Assistance Plan (TAP). For more information on Harvard-wide TAP policies, please visit: <http://hr.harvard.edu/tuition-assistance>

Harvard Graduate School of Education Alumni

HGSE degree holders may enroll for credit in one course (or its equivalent in credits) per semester by registering during the designated period for HGSE non-degree registration and filing an enrollment form by the course enrollment deadline. No application is necessary, but degree holders are expected to pay for the course, at the current one-course tuition rate, upon receipt of the student bill.

Programs in Professional Education

The Harvard Graduate School of Education has numerous opportunities for educators to expand their skills. Onsite and online, the programs are designed for teachers, principals, administrators, and policymakers.

Special Student in Education (SSE)

Applicants who wish to study without the constraints of a formal degree program may apply to be a Special Student in Education (SSE). Individuals applying for SSE status fall into one of three categories:

- Faculty from institutions other than Harvard wishing to take courses for credit;
- Advanced doctoral students conducting relevant research;
- Professional educators seeking to enhance current work.

A limited number of applicants are admitted in this category each year. Course enrollment is on a space-available basis and is limited to HGSE courses only. Once admitted, a student's official enrollment in a course is subject to the approval of the instructor. SSE students are not eligible for HGSE funding, housing, or office space. For more information, contact the HGSE Admissions Office at gseadmissions@harvard.edu or 617-495-3414.

Visiting Fellows

A select number of visiting fellows may be admitted for a period of enrollment of at least three months and up to one year. This option is available for advanced doctoral students at other universities who are conducting relevant research and who have appropriate funding (for instance, from a grant or fellowship). They will be granted full access to all Harvard libraries and facilities. Each visiting fellow must be sponsored by an HGSE faculty member and must be approved by the Associate Dean for Faculty Affairs.

Voucher Holders

The Harvard Graduate School of Education issues tuition vouchers to teachers and other practitioners who supervise HGSE students in a variety of educational settings. These vouchers can be used to cover basic tuition requirements for both degree and non-degree students who enroll in HGSE courses, as well as (with certain limitations) in any faculty allowing HGSE cross-registration or in the Division of Continuing Education. Voucher holders may take only one course (or the equivalent courses totaling four credits) per semester.

Academic Policies & Regulations

Introduction

The responsibility for governance of academic programs is the province of the HGSE faculty. It delegates this responsibility to standing committees of the faculty including: the Ed.D. Steering Committee, the Ph.D. Steering Committee, the Committee on Degrees, the Ed.L.D. Steering Committee, the Ed.M. Steering Committee, and the Curriculum Planning Committee. These committees, working with the Academic Dean and Program Deans oversee policy, progress, and all aspects of student academic work.

The Ed.D. and Ph.D. Steering Committees consider major policy recommendations relevant to the Ed.D. and Ph.D. programs, respectively, and have oversight of Ed.D. and Ph.D. students' academic progress. The Committee on Degrees (COD) is composed of members of the Faculty of the Whole charged with reviewing all Ed.D. and Ph.D. dissertation proposals. Students should consult the COD website for a schedule of COD meeting dates and applicable procedures.

The Ed.L.D. Steering Committee considers major policy and curriculum recommendations relevant to the Ed.L.D. program and has oversight of Ed.L.D. students' academic progress.

The Ed.M. Steering Committee considers academic policies and recommendations to improve the Ed.M. programs.

The Master's Student Review Committee will review and vote on recommendations concerning the termination of master's students for failure to make academic progress.

In collaboration with the Master's Program Faculty Directors, the Associate Dean for Master's Programs is responsible for monitoring the academic progress of HGSE Master's candidates.

These groups govern academic programs leading to the Master of Education degree, the Certificate of Advanced Study, the Doctor of Education degree, the Doctor of Philosophy in Education degree, and the Doctor of Education Leadership degree. They also certify that students have met the necessary academic requirements for degrees. All students in degree programs are reviewed annually — and in some cases, at the end of each semester — by the program faculty, the Ed.D. Steering Committee, the Ph.D. Steering Committee and the Ed.L.D. Steering Committee, or the Office of Master's Programs (see *Annual Satisfactory Academic Progress Review* section).

Office of the Registrar

The Office of the Registrar supports the academic progress of students by ensuring the accuracy of all student records, as well as the integrity of the HGSE degree. The office is responsible for maintaining efficient and accurate systems for student registration and enrollment, faculty grading, and transcript production, and for upholding the school's academic policies and procedures. The Office is also charged with production of the HGSE course catalogue and class schedule, and with oversight of the school's course evaluation process.

Official HGSE Transcripts

The Office of the Registrar issues HGSE transcripts to current and former students upon request. All transcripts are official and carry the signature of the Registrar as well as the seal of the School, and are enclosed in a sealed envelope bearing the signature of the Registrar. Transcript orders are filled within three to five business days of receipt.

Transcripts may be ordered electronically through the National Student Clearinghouse, or by submitting a written transcript request to the Office of the Registrar. For more information, please visit the [Office of the Registrar website](#).

Access and Disability Services

Harvard Graduate School of Education is committed to making all courses and related programs available to all students. As part of this mission, we welcome and provide assistance to qualified students with documented disabilities.

Students with disabilities and individuals with physical impairments — limited mobility, sensory loss, chronic illness—or with learning and cognitive or emotional disabilities, are represented in the student body. The faculty and staff of HGSE will work with each student to address issues of access and academic accommodation.

Course accessibility is a matter of teamwork involving the student, the faculty member, and the Assistant Director for Access and Disability Services (ADS) in the Office of Student Affairs. Students with disabilities are requested to contact the ADS Office prior to the start of classes when possible to discuss accommodations, to present current medical documentation, and to arrange for appropriate services. Accommodations cannot be arranged through members of the faculty; all accommodations must be coordinated through the Office of Access and Disability Services. Records pertaining to requests for accommodation are maintained separately from academic records and both are treated confidentially, with information shared only on a strict “need to know” basis. If the student disagrees with the decision of the Assistant Director of ADS regarding academic or non-academic accommodations (made pursuant to the procedures described below), the student may request reconsideration of the decision by following the appeals procedure outlined below. If a student with a disability wishes to resolve complaints concerning discrimination, he/she should follow the procedures laid out in the section of this handbook dealing with harassment.

Request for Accommodations: Procedure

Before or shortly after enrolling in a course or program in HGSE, a student desiring academic or non-academic accommodation for a disability should contact the ADS Office. In meeting with the Assistant Director for Access and Disability Services, the student provides recent clinical documentation that supports his/her request for accommodation. The documentation must specify the accommodation requested and indicate the reason such an accommodation is necessary. The student will sign and date the Request for Accommodation Form. The Assistant Director for Access and Disability Services will make an initial evaluation of the request with respect to the completeness of the medical documentation submitted, and its appropriateness to the student and the course or program.

The Assistant Director for Access and Disability Services will discuss the accommodation request with the student. In most cases ADS will make and record a decision regarding the request within a reasonable time frame of the initial request for accommodations. Requests made later than five working days prior to a scheduled academic deadline may not be approved in time to provide accommodations although interim provisional accommodations may be made, depending on the circumstances, while clinical documentation is under review.

Cross-Registration

Students with disabilities who wish to cross-register for courses in other Harvard faculties must maintain appropriate documentation with their home school. However, the academic accommodations for the cross registered course will be coordinated by the cross-registered school's Disability Coordinator. For example, an HGSE student wishing to take a course at the Law School must have documentation with the HGSE Assistant Director for Access and Disability Services and is responsible for arranging accommodations for the Law School course with the Law School Disability Coordinator.

If you require course accommodation, please contact the cross-registered school's Disability Coordinator upon enrolling in the course. The HGSE ADS Office will assist students in this process as needed.

Appeal of Accommodations

Any student whose written documentation of a disability has been reviewed by the Assistant Director for Access and Disability Services may appeal an accommodations decision. The student may appeal in writing to the University's Director of Disability Services, Richard A. and Susan F. Smith Campus Center, 1350 Massachusetts Avenue, Cambridge, MA 02138 (617 495-1859, TTD (617) 495-4801, michelle_klopper@harvard.edu). See www.accessibility.harvard.edu. The decision of the University Director of Disability services will be final. (In most circumstances, the University Director of Disability Services will not overturn the decision of the ARC Committee unless he/she is presented with new information regarding the request that has not been considered by the ARC Committee or other grounds warrant a different result.)

Registration Policies

Introduction

All HGSE degree and certificate candidates are required to register in one of the registration categories described below until the degree or certificate is awarded or until candidacy is terminated. It is the responsibility of all students to meet registration deadlines (see the *Academic Calendar*).

Exceptions:

Ed.M. and C.A.S. candidates who have "Incomplete" grades in courses for which additional course work is needed, but have no further courses in which to enroll, do not register for the intervening semester(s) prior to graduation.

Ed.D. students for whom the oral defense is optional* **and** who submit an approved thesis prior to fall term *Check-In* are not required to register for the fall semester.

Ed.L.D. students who have completed their third-year residency and submit an approved Capstone prior to fall term *Check-In* are not required to register for the fall semester.

Ed.D. students who are not required to complete an oral defense **and** submit an approved thesis prior to spring term *Check-In*, and Ed.L.D. students who have completed their third-year residency and submit an approved Capstone prior to spring term *Check-In* in anticipation of a March degree, are not required to register for the spring semester.

*Please see page 41 of this Handbook for guidelines on the Ed.D. Oral Defense requirement.

Categories of Registration

Registered in Residence and Registered In Absentia

Registered in Residence: Students who are enrolling in courses at HGSE register in the *in residence* category. Ed.M. students pay full tuition unless they have official, written permission for part-time study (see Definition of Time Status). Unless an Ed.D. student is officially part-time, he/she pays full tuition each semester for two academic years, half tuition for each semester of the third year of registration, and the Advanced Doctoral Fee for each subsequent semester. Basic tuition requirements are the same for part-time as for full-time students, although courses are taken

over a longer period of time and tuition is prorated accordingly. To be registered in residence for the fall or spring semester, all full- and part-time degree or certificate candidates are expected to register by the *Registration Deadline*, as published in the Academic Calendar. Non-degree students who fail to register and enroll in courses on time will be charged a late registration fee of \$25 (plus an additional \$10 each week after the first week).

Registered in Absentia: Doctoral candidates who have completed coursework may register *in absentia* if they reside and work at least 50 miles from Cambridge. Students registered *in absentia* may also [waive the Harvard Student Health Fee](#). *In absentia* students are expected to register by the *Check-In* deadline each semester. Students registered *in absentia* are not eligible for teaching fellowships.

Traveling Scholar

Upon approval by the Associate Dean for Doctoral Programs, Ed.D. students who have been awarded special funds or who have received a formal invitation from a host institution for study or data collection may register as a Traveling Scholar. This status is usually limited to a period of up to one year with the possibility of an extension for one additional year (by petition to the Associate Dean for Doctoral Programs). Requests to stop the academic clock while on the traveling-scholar status will be considered on a case-by-case basis.

Harvard-Berkeley Exchange Program Scholar

Upon approval by the Associate Dean for Doctoral Programs and the student's faculty advisor, an Ed.D. student who has completed two full academic years in residence at HGSE may study at the Graduate School of Education at the University of California, Berkeley for one or two semesters. HGSE students studying at Berkeley continue to pay HGSE tuition, and Berkeley courses and grades are recorded on their HGSE transcript. Additional information is available from the Office of the Registrar.

Time Status Definitions

Full-time:

- Full-time Ed.M. and C.A.S. candidates are registered in the standard course-load prescribed by their individual program and will meet all academic and financial degree requirements within one academic year. Exceptions may be granted for those who may take a semester-long leave of absence. Full time tuition is assessed.
- Ed.D. candidates are expected to be enrolled full time and complete all coursework (minimum 16 courses/64 credits), qualifying paper, and dissertation requirements within the seven-year program limit.

Full-time tuition is assessed in Years 1 and 2, reduced tuition (50% of full rate) is assessed in Year 3, and an advanced doctoral fee (10% of full rate) is assessed each semester until completion of degree. Ed.D. students paying the Advanced Doctoral Fee are entitled to all the privileges of registered HGSE students.

- Ph.D. candidates are expected to be enrolled full time at the Harvard Graduate School of Arts and Sciences (GSAS) and complete all coursework (minimum 16 courses/64 credits), comprehensive examinations (written and oral), and dissertation requirements within the seven-year program limit. Please visit the [GSAS Student Handbook](#) for information on tuition assessment.
- Ed.L.D. candidates are expected to be enrolled full time and follow the standard guidelines of:
 - 1 year of core coursework (Year 1 of the program);
 - 1 year of additional coursework, including the required L-200 course series and elective courses drawn from across the University, in order to complete at least 32 credits (Year 2 of the program);
 - 1 year of full-time residency and Capstone work, including the L-300 course series (Year 3 of the program).

Full-time tuition is assessed in Years 1 and 2, and reduced tuition (50% of full rate) is assessed in Year 3. Students enrolled in the Ed.L.D. Program beyond the stated program duration limit (three years/six semesters) will be assessed a Facilities Fee each semester in which they are enrolled (\$250), to be paid by the student.

Part-time:

- Part-time Ed.M. and C.A.S. candidates are expected to take more than one academic year to complete the academic and financial degree requirements. Tuition is assessed on a per credit basis. Note that to maintain “half time” status, students must be registered for a minimum of 8 credits per semester. (See *Part-Time Study*.)
- In cases of exceptional circumstances (e.g., unforeseen medical conditions), Ed.D. candidates may be granted an exception to the full time study rule.
- Ph.D. candidates may, under certain circumstances, petition the department and the GSAS Student Affairs Office for permission to enroll as a part-time student. Petition forms can be downloaded from the [GSAS website](#).
- Ed.L.D. candidates are expected to enroll in full time study. In cases of exceptional circumstances (e.g., unforeseen medical conditions), Ed.L.D. candidates may be granted an exception to the full time study rule.

Students are required to be registered at least half-time, and in some cases full-time, to be eligible for student loans, loan deferments, and financial aid. Teaching activities, research appointments, and other activities such as committee assignments are not included in the calculation of a student’s time status.

Ed.D. Registration and Time Status

An Ed.D. student’s time status remains constant from one semester to the next unless the student specifically requests that it be changed. If a student is still in the coursework stage, a change from full-time to part-time status requires the approval of the Doctoral Programs Office.

Usually, qualifying papers are written in residence at Harvard. In all cases, students must be registered during the semester in which the qualifying paper proposal is submitted to the Doctoral Programs Office. Students at the dissertation stage must be registered during all semesters in which the dissertation proposal is submitted to the Committee on Degrees (COD), the required dissertation committee meeting is held, the oral defense takes place (if applicable), and the dissertation is completed and submitted to the Doctoral Programs Office for the degree.

Students who are not required to complete an oral defense **and** submit an approved dissertation prior to fall term *Check-In* are not required to register for the fall semester. November degree candidates will be required to register for the fall semester; should they succeed in meeting November degree requirements, any tuition paid for the fall semester will be refunded. Students who are required to complete an oral defense **or** have not secured an approved dissertation must be registered in the spring semester and pay tuition in order to be eligible for a March degree; should they succeed in meeting March degree requirements, any tuition paid for the spring semester will be refunded. Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May degree. If dissertation revisions are required and the degree is not awarded in the same semester in which the dissertation is submitted, students must register for each semester in which revisions are submitted until the degree is finally awarded. Students should consult with the Office of the Registrar for tuition requirements. See *Categories of Registration* for information on registration *in absentia*.

In order to comply with immigration requirements, all international doctoral students must register full-time for each semester they are in the United States until they have completed their degree requirements or have returned home. For international doctoral students, relocating from the Cambridge area to points within the United States must be approved in advance by the faculty advisor and the Doctoral Programs Office as being appropriate to the student’s academic and professional training. See *Categories of Registration* for information on Traveling Scholar status.

Candidates for an Ed.D. degree who hold appointments as teaching fellows must be registered, in residence, for each semester in which they hold the appointment. A teaching fellow who is awarded a degree in November is not eligible to hold the appointment during the spring semester.

Part-Time Study

Ordinarily, degree and certificate candidates must be enrolled for full-time study. A very limited number of students in all programs will be permitted to study part-time. See the specific degree-program sections for information on the policy and procedure for applying for part-time status.

Part-time students must add and drop courses according to the same procedures required for full-time students. Courses not dropped by the appropriate drop deadlines are subject to normal tuition charges up to the full-course charge. A course is not considered to have been dropped until the student has officially dropped it through the HGSE online course enrollment process; informing the instructor of the course is not an official notification.

Adjustment to the Academic Clock

An adjustment of one semester of the academic clock can be made for medically documented severe illness, childbirth, or other major family-related interruptions.

Options for Doctoral Students:

1. Adjustment of academic clock **without** a leave of absence
Students will register for the semester and be eligible for HGSE's tuition and fees guarantee, Harvard health insurance, and teaching fellowships (TF) and research assistantships (RA). Students must work out arrangements with faculty in advance for the fulfillment of TF and RA responsibilities. Ed.D., Ph.D., and Ed.L.D students must inform their respective doctoral programs in writing to request this option. Requests should be submitted to the relevant Program Director and the Associate Dean for Doctoral Programs.
2. Adjustment of academic clock **with** a leave of absence
In some cases, a student might be better advised to take a leave of absence if he or she anticipates not needing access to Harvard resources and health insurance, and can instead postpone the HGSE tuition and fees coverage for a later semester. For information about requesting a leave of absence, please see the *Leave of Absence* section of the Handbook.

Options for Ed.M. Students:

1. Adjustment of academic clock **with registration for one course**
Enrollment in at least one course or module entitles a student to Harvard health insurance, but not financial aid.
2. Adjustment of academic clock **with registration for at least two courses**
Enrollment in at least two courses entitles a student to Harvard health insurance and eligibility for financial aid.
3. Adjustment of academic clock **with a leave of absence**
The student will have tuition and fees charges postponed until the student returns to registered status.

Leave of Absence

Voluntary Leaves of Absence

Students who wish to interrupt their studies at any time before graduation may request a leave of absence. Requests for a leave of absence may be granted by the appropriate Program Dean in consultation with other officers of the School/University, as appropriate. With respect to a voluntary leave of absence for medical reasons, the Director for Student Affairs and/or the Associate Dean for Enrollment and Student Services ordinarily will consult with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student), as well as with others at HGSE as appropriate.

Requesting a Leave of Absence

To apply for a leave of absence, HGSE students must follow the steps outlined below:

1. Obtain the Request for Leave of Absence Form, available in the HGSE Registrar and Student Affairs Offices, as well as on *my.harvard*.
2. Complete the form and obtain the signatures of the student's faculty advisor. Ed.M. students must also obtain the signature of the Associate Dean for Master's Programs; Ed.D. and Ed.L.D. students must also obtain the signature of the Associate Dean of Doctoral Programs.

3. Financial aid recipients: Consult with the Financial Aid Office to determine the impact of the proposed leave on financial aid status.

4. Submit the completed form to the appropriate degree program Dean or their designee, i.e., if a master student to the Associate Dean for Master's Program.

The degree program Dean will coordinate the review of the petition and provide a written response to the student within five business days. If approved, the effective date for the leave of absence is the date that the request form was received by the appropriate program office.

Students may be granted a voluntary leave of absence for a maximum of two semesters. Students seeking additional leave beyond two semesters must apply for an extended leave of absence (see below).

Requesting an Extended Leave of Absence

Students who are not actively working toward their degree and who wish to be away from the University for more than two consecutive semesters are required to request an extended leave of absence. The maximum length of an extended leave of absence is four consecutive semesters. An extended leave requires the approval of the faculty advisor and the student's program.

To request an extended leave:

1. A student must first submit a letter of petition to the appropriate degree program Dean. Students must explain the reasons for the extended leave and how and in what time frame they expect to complete their degree.
2. The Degree Programs Office will forward the letter of petition to the student's faculty advisor for review (or to the Academic Dean if the faculty advisor is not available).
3. The request is then forwarded to the student's academic program for review and recommendation.

In most circumstances, the academic clock is not stopped for the duration of an extended leave of absence. However, exceptions will be made for a medically-documented severe illness, childbirth, adoption, or other major family-related disruption. Students on academic time tables must continue to comply with these deadlines; semesters on leave/extended leave are included in the calculation of the number of years a student has been in a degree program.

The appropriate Program Dean's Office will notify the student of its decision in writing.

Involuntary Leaves of Absence

Under certain circumstances, a student may be placed on an involuntary leave of absence. An involuntary leave of absence is not a disciplinary sanction. However, an incident that gives rise to a leave of absence, whether voluntary or involuntary, may subsequently be the basis for disciplinary action. A student who prefers to take a voluntary leave of absence for medical reasons rather than to be placed on an involuntary leave of absence for medical reasons is ordinarily allowed to do so. Transcripts do not distinguish between voluntary and involuntary leaves of absence. An involuntary leave of absence may be required for the following reasons:

1. Medical circumstances: (a) The student's behavior poses a direct threat to the health or safety of any person, or has seriously disrupted others in the student's residential community or academic environment; and (b) either the student's threatening, self-destructive, or disruptive behavior is determined to be the result of a medical condition or the student has refused to cooperate with efforts by Harvard University Health Services to evaluate the cause of the behavior. The decision to place a student on an involuntary leave of absence for health related reasons is made in consultation with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student), after an individualized assessment of all of the pertinent factors, such as: the nature of the student's conduct; the nature, duration and severity of the risk; the likelihood of potential injury; and whether reasonable modifications of policies, practices or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the School's resources or staffing capabilities or, with respect to the required level of care or monitoring, that would exceed the standard of care that a university health service can be expected to provide.
2. Alleged criminal behavior: The student has been arrested on allegations of serious criminal behavior or has been charged with such behavior by law enforcement authorities.

3. Risk to the community. The student has allegedly violated a disciplinary rule of the School, and his or her presence on campus poses a significant risk to the safety of others or to the educational environment of the community.
4. Indebtedness. The student's term bill is unpaid and the student has not made arrangements acceptable to the School to address the issue.
5. Failure to provide medical documentation of required immunizations.
6. Unfulfilled academic requirements. The student has not met an academic requirement and has not taken steps acceptable to the School to meet the requirement.
7. Failure to register. The student has not registered as required at the beginning of each term.

The decision to place a student on involuntary leave is made by the Associate Dean for Enrollment and Student Services in consultation with the appropriate degree program Dean and other officers of the University, as appropriate. As noted above, in the case of an involuntary leave of absence for medical reasons, the School will consult with an appropriate person at Harvard University Health Services.

A student is notified in writing that he or she has been placed on involuntary leave. The student may petition the Associate Dean for Enrollment and Student Services for reconsideration and may appeal a final decision to the Dean of the School.

While on Leave of Absence

Academic Progress

In most circumstances, the academic clock is not stopped for the duration of a leave of absence. However, exceptions will be made for a medically-documented severe illness, childbirth, or other major family-related disruption. Students should contact the Director of Student Affairs and/or the Assistant Director of Access and Disability Services for more details. Students on academic timetables must continue to comply with these deadlines; semesters on leave are included in the calculation of the number of years a student has been in a degree program.

Students who are on a leave of absence are not considered to be making continued progress toward the degree. While on leave, students do not have access to faculty advising time, or other HGSE or Harvard University services and facilities. While on leave, Ed.D. students may not submit proposals or dissertations to the Committee on Degrees, nor are they eligible for Teaching Fellowships. Ed.L.D. students on leave may not submit final Capstones or Capstone components, nor are they eligible for Teaching Fellowships. Students on leave during the fall semester are not permitted to enroll in Winter Session (J-Term) courses.

Access to Campus and Expectations for Conduct

Students on leave may not participate in extracurricular activities. Exceptions to this rule must be specifically approved in advance by the School. Access to *my.harvard* and the Harvard libraries (including unlimited library privileges, HOLLIS catalog and library e-resources) ordinarily will be available to students on leave, provided they are paying the facilities fee (\$250/semester), though they will not be available to students on leave who are paying only the active file fee (\$125/semester). However, if so instructed by the School, a student on leave must remain away from the University campus. Ordinarily, students on leave are ineligible to reside in Harvard housing. Foreign students should consult the International Office concerning their status while on leave.

Students going on leave are reminded that all degree candidates, whether currently registered or not, are expected to maintain a satisfactory standard of conduct.

Following an individualized assessment, the School may require students who are on leave for medical reasons to comply with a treatment plan during their time away.

Health Insurance Coverage While on Leave

When a student is on leave from Harvard University, the applicable student coverage will end the last day of the month of the official last date of attendance as recorded by the Office of the Registrar. Students with a last date of attendance between December 1 and January 31 for the fall term and between May 1 and July 31 for the spring term will retain coverage through the end of the health insurance period for that term.

¹Ph.D. in Education students considering a Leave of Absence should consult the [GSAS Student Handbook](#).

Students are eligible to purchase four months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an [enrollment application](#) to HUSHP Member Services (617-495-2008, mervices@huhs.harvard.edu) within 30 days from the date of loss of coverage (or, in the case of students going on leave before a new term starts, by September 15 or March 15). Payment is by check only.

The four-month extension of coverage is intended to facilitate a student's transition from HUSHP to [other outside insurance](#) and is only meant to be for a limited duration. Students expecting to take a leave of absence should contact HUSHP Member Services as early as possible so that information regarding insurance options can be reviewed with the student in a timely manner.

For details, review the Leave of Absence policy on the HUHSP website <http://huhs.harvard.edu>, or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or mervices@huhs.harvard.edu.

Tuition and Fees Refund While on Leave of Absence

Any student who goes on leave of absence during the academic year is charged tuition and any applicable fees, including rent, to the end of the period in which he or she leaves. The HGSE tuition refund policy is outlined below:

Fall Term	Spring Term	Rate	Amount per course
September 7, 2016	January 27, 2017	Full refund	\$5,626.00
September 28, 2016	February 20, 2017	$\frac{3}{4}$ refund	\$4,219.50
October 19, 2016	March 10, 2017	$\frac{1}{2}$ refund	\$2,813.00
November 10, 2016	March 31, 2017	$\frac{1}{4}$ refund	\$1,406.50
Thereafter	Thereafter	No refund	

In lieu of tuition, students who are on leave will be charged either the \$125 Active File Fee or the \$250 Facilities Fee for each semester of leave.

Important Note Concerning Financial Aid: Students on a leave of absence are not eligible to receive institutional or federal financial aid. In addition, students should be aware that a leave of absence counts toward the grace period on most student loans and that these loans may go into repayment during the leave. Financial aid recipients who are considering requesting a leave of absence are urged to contact the HGSE Office of Financial Aid to review their loan deferral options prior to submitting the request form.

Returning to School

Students in good standing on a voluntary leave of absence are expected to return to registered status after the approved period of leave expires. It remains the student's responsibility to ensure that he or she has adequate time to complete the degree within the time limits established by the School. Students who do not return and do not apply for an extended leave of absence will be considered to have withdrawn from degree candidacy and will have to apply for reinstatement in order to continue their studies.

Any conditions set for a return from leave that are specified in the official notification of leave approval must be met prior to resuming studies.

Students who were not in good standing at the time the leave of absence was granted and students who were placed on an involuntary leave of absence must petition the Associate Dean for Enrollment and Student Services for permission to return to the School and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. The decision whether to allow a student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the appropriate degree program Dean, as well as with others at HGSE as appropriate.

If the leave, whether voluntary or involuntary, was for medical reasons, then the student must petition the Associate Dean for Enrollment and Student Services for permission to return to the School and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their

studies. In addition, so that the School may conduct an individualized assessment of their circumstances, students on medical leave ordinarily will be required to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with the School. Please also note that if the School learns of serious concerns about the health or well-being of a student who is away from School but not on a medical leave of absence, then the School similarly may require the student to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with the School. In all such cases, the decision whether to allow a student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the appropriate degree program Dean, as well as with others at HGSE as appropriate. .

Any disciplinary matter must be resolved before a student on leave of absence will be allowed to return and, if the student has been required to withdraw while on leave of absence, then any conditions for return after a required withdrawal also must be satisfied.

Students returning from a leave who wish to apply for financial aid must notify the Financial Aid Office and file the necessary application forms by mid-April for the following fall term, and by October 1 for the following spring term. Late applicants cannot be assured that their aid will be available in time for registration payment deadlines.

Students who have been granted a leave and who have borrowed money through Harvard must submit an annual loan deferment form to the Student Loan Office upon their return to Harvard. Deferment forms may be obtained through either the Student Loan Office or the Financial Aid Office and must be completed and certified by the Registrar immediately following Registration. Failure to file a deferment form upon return will cause payments to be due on loans and could affect future borrowing eligibility.

A student will not be allowed to register in the University again until all previous term-bill charges have been paid and no loan is in default.

Contracts for Enrollment

The School may condition a student's enrollment on certain terms or conditions, as set forth in a written contract between the School and the student, when the student's conduct or circumstances have caused heightened concerns about the student's safety and/or well-being and: (a) the appropriateness of the student's continued enrollment; or (b) the student's readiness to return to the Harvard community. The contract may include, among other things, compliance with a medical treatment plan, regular consultations with health care professionals, communication with administrators, and limited disclosure of relevant medical information, on a need to know basis, such as compliance with treatment and restrictions on certain activities. The decision to require such a contract is arrived at in consultation with Harvard University Health Services after an individualized assessment of the nature of the student's conduct and circumstances and any other pertinent factors.

Withdrawals

HGSE students¹ who decide to discontinue their degree or non-degree program should file an official *Withdrawal Notification*. This form is available online from the Office of the Registrar. It will also be mailed to any student on request. For the determination of tuition and financial aid refunds, the official date of withdrawal is the date on which the Withdrawal Notification Form is filed, unless one of the following conditions applies:

1. If the date on which the student signs the Withdrawal Notification Form is earlier than the date on which the form is received, then the earlier date will be the official date of withdrawal, as long as it is reasonably close in time to the date the form is submitted.
2. If the student notifies (by fax, email, phone, or in person) a staff member of the Office of the Registrar, Office of Student Affairs, Financial Aid Office, the appropriate degree program office, or the student's advisor that he or she is withdrawing before submitting the Withdrawal Notification, then the official withdrawal date is the date

¹ Ph.D. in Education students considering a Withdrawal should consult the [GSAS Student Handbook](#).

on which the student first notified such person, not the date on which the Withdrawal Notification is received.

3. If the student officially withdraws during a scheduled break that is at least five days long, the last day of scheduled classes before the break will be considered the withdrawal date.

If a student registers and subsequently ceases attendance without providing notification to HGSE of his or her withdrawal, the withdrawal date is the midpoint of the semester.

Important Note: Please keep in mind that the HGSE transcript includes a student's complete academic history at HGSE, including courses taken as a non-degree student. If the student withdraws from HGSE, a grade of WD will be recorded on the HGSE transcript for all courses in the semester in which the student withdraws.

Health Insurance Coverage

When a student withdraws from Harvard University, the applicable student coverage will end the last day of the month of the official last date of attendance as recorded by the Office of the Registrar. Students with a last date of attendance between December 1 and January 31 for the fall term and between May 1 and July 31 for the spring term will retain coverage through the end of the health insurance period for that term.

Students are eligible to purchase four months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an [enrollment application](#) to HUSHP Member Services (617-495-2008, mervices@huhs.harvard.edu) within 30 days from the date of loss of coverage (or, in the case of students going on leave before a new term starts, by September 15 or March 15). Payment is by check only.

The four-month extension of coverage is intended to facilitate a student's transition from HUSHP to [other outside insurance](#) and is only meant to be for a limited duration. Students expecting to take a leave of absence or withdraw from the University should contact HUSHP Member Services as early as possible so that information regarding insurance options can be reviewed with the student in a timely manner.

Billing

Students being charged on a per-course basis who either drop a course, withdraw, or take a leave of absence, by the dates shown below, are eligible for the following per course refunds:

<u>Fall Term</u>	<u>Spring Term</u>	<u>Rate</u>	<u>Amount per course</u>
September 7, 2016	January 27, 2017	Full refund	\$5,626.00
September 28, 2016	February 20, 2017	3/4 refund	\$4,219.50
October 19, 2016	March 10, 2017	1/2 refund	\$2,813.00
November 10, 2016	March 31, 2017	1/4 refund	\$1,406.50
Thereafter	Thereafter	No refund	

Students who withdraw after completing more than 60% of the term may be eligible to keep all of their federal financial aid; students should consult with the Financial Aid Office for more information.

Academics

Academic Advisor

Each student is assigned an HGSE academic advisor upon admission to a degree program. Ed.M. and C.A.S. students who wish to change their assigned advisor may file a petition with the Master's Program Office (see the section on the Ed.M. Degree Program for more information). Ed.D., Ph.D., and Ed.L.D. students may file a petition with the Doctoral Programs Office. Doctoral students are required to include their faculty advisors on their committee of readers and Capstone committees, respectively.

Course Selection and Enrollment Forms

It is through online *Check-In* that HGSE degree candidates officially register for the semester. Students are expected to make their course selections for the term by the *Course Registration* deadline, which is one week after *Check-In*. Between *Check-In* and the *Course Registration* deadline, students have the opportunity to attend faculty presentations of each course during the school's "shopping days." In order to be officially enrolled for the semester, students must obtain the approval of each instructor of "limited enrollment" courses, and are expected to meet with their advisors in order to obtain overall approval of their course of study for the semester. See the *Academic Calendar* for all relevant dates and deadlines.

Students should note that professors reserve the right to limit courses to degree-seeking students if it is determined that the enrollment of non-degree students is counter-productive to the goals of the course. This right is not limited to courses designated as "limited enrollment."

January-Term Courses

While students may take more than one module during the January Term, based on educational grounds, individual faculty may decide not to allow students to take their course and another January-Term course concurrently (including through cross registration). Students should consider carefully whether it is in their best interest to take multiple January-Term courses during one year due to the intensive and compressed nature of the coursework. Consult with your advisor and the faculty instructors when considering such an option.

Credit Limit

Full-time students may take no more than 24 credits per semester. The limit for J-term is 4 credits.

Independent Studies and Field Experience

Carefully crafted and well-supervised independent studies and field experiences can be a powerful learning experience. They offer students the opportunity to work with a faculty member on a program of special reading, research, or fieldwork beyond the coursework included in the *HGSE 2016-2017 Catalogue*. Students who are considering approaching a faculty member about participating in an independent study or field experience are offered the following advice:

First, some faculty members have reported feeling pressured to work with students on independent studies or field experiences. It is important to remember that no faculty member is under any obligation to do so — the decision to take on this added responsibility is entirely up to the individual. Faculty members differ enormously in their preferences; some believe it is an ideal vehicle for working with students (especially advanced doctoral students); others would prefer to engage in activities that benefit more than a single student. . Students who decide to approach a faculty member about sponsoring an independent study or field experience should realize that they are asking someone to take on an additional time commitment. .

Second, a small number of students have reported that they did not receive the kind of mentoring they had expected during the course of the independent studies or field experiences. Upon investigation, the most common problem was

mismatched expectations on the part of student and faculty or sponsor. It is strongly suggested that, before registering for an independent study or field experience, students ensure that they and the faculty member discuss a set of common expectations about the scope of work, faculty/student contact (its periodicity and length) and feedback (its depth and timeliness). Most faculty members believe that their primary teaching obligation is to students in their formal classes; students in independent studies and field experiences are sometimes supervised “at the margins.” It is hoped that an open and honest discussion of expectations, in advance of completing the required HGSE independent study or field work contract, may improve these experiences for all parties.

Given that independent studies and field work are designed to augment the HGSE course offerings, not supplant them, students are expected to abide by the following policies:

- Independent study and field work contracts must be signed by both the faculty member agreeing to supervise the course and the student’s faculty advisor. This requirement is not designed to increase paperwork, but rather to ensure an added level of scrutiny.
- A full-time student is limited to a maximum of one independent study or field experience per semester. A part-time student is limited to a maximum of one independent study or field experience per year.
- No more than two independent studies, field experiences, or combination thereof may count towards each degree (Ed.M., C.A.S., Ed.D. or Ed.L.D.)². Independent studies and field experiences cannot be used to satisfy substantive degree requirements.
- If a student chooses to take two independent studies, field experiences, or a combination, the two courses must be with different HGSE faculty members.
- The supervisor of an independent study or field experience needs to be an HGSE faculty member with the title “Adjunct Lecturer,” “Lecturer,” “Senior Lecturer,” “Member of the Faculty,” or any level of “Professor.”

Course Evaluations

HGSE places a great deal of importance on the evaluation of its courses and programs. Course evaluations have four purposes: a) to help instructors improve their courses and strengthen their teaching; b) to provide information about courses to students; c) to encourage student reflection on their own learning; and d) to be used as part of the professional review process for faculty members.

It is an institutional requirement that students complete online course evaluations for each class in which they are enrolled. (Note: some courses, such as independent studies, are not evaluated via the online course evaluation process). A student may view final grades for the semester online once all course evaluation are submitted. Continuing students who do not complete all of their course evaluations will be prevented from registering for further courses until they fulfill the course evaluation requirement. Graduating students who do not fill out all course evaluations will have their diplomas withheld.

Individual student responses to the course evaluation questions remain confidential at all times. Instructors are not given access to evaluation summary reports until grades have been submitted to the Office of the Registrar. In the case of a faculty member teaching a course for the first time, he or she may elect to withhold publication of the evaluations for that course. Evaluations for fall semester courses are usually available midway through the spring semester; spring semester evaluations are usually available by the end of the summer. Course evaluations may be accessed electronically via MyGSE, or in hard-copy format in the Gutman Library. For additional information, students may contact the HGSE Course Coordinator.

Changes and Exceptions to Catalogue Requirements

In certain courses, faculty may supplement the rules and regulations set forth in this handbook and in the *HGSE 2016-2017 Catalogue* by disseminating course outlines, notices, and announcements that deal with course-specific grading

² Ph.D. in Education students considering independent study should consult the [GSAS Student Handbook](#) for enrollment regulations.

policies, examinations, or other academic matters. It is the student's responsibility to be informed of such supplementary information.

Course Adds and Drops

Courses may be added to or expunged from a student's record through the add-drop deadline for the semester, as designated in the *Academic Calendar*. After the add-drop deadline has passed, courses may still be dropped up to the last officially scheduled class meeting of the semester, but the transcript will carry a permanent "DRP" notation for any courses dropped after the add-drop deadline. Modules must be added or dropped before the designated module add/drop deadline; if dropped after the deadline, but before the module ends, the course will remain listed on the student's transcript with a "DRP" notation.

Note: Due to the unique nature of the Ed.L.D. curriculum, Ed.L.D. students are not permitted to drop Year 1, 2, or 3 core courses (in cases of extenuating circumstances, the Associate Dean for Doctoral Programs may grant permission for students to drop core courses and repeat them at a later time; however, all core requirements must be completed in order to earn the Ed.L.D. degree).

Courses and modules are to be officially added or dropped via the HGSE online course enrollment process. Students who wish to add a course (or drop a course without incurring the "DRP" notation) after the add-drop deadline must file a petition with the Office of the Registrar. Such petitions are ordinarily approved only in cases of serious illness, emergency, or other exceptional circumstances. There is a \$50 fee for petitions filed and approved after the deadlines.

Although students may add or drop winter session courses and modules through the respective add/drop deadlines in January 2017, the deadline for doing so without penalty is December 4, 2016. After December 4, students will be charged a \$50.00 add/drop fee.

Courses taken at other schools through cross-registration may be added or dropped up until the HGSE add-drop deadline, unless the host school's deadline is earlier, in which case the other school's deadline supersedes that of HGSE. In all cross-registration cases, HGSE students should submit course change forms to the HGSE Office of the Registrar.

Full-time students who have not been given official written authorization for part-time study remain at full tuition even if their semester course load is less than four courses. Refunds for dropped courses are provided only to students being charged on a per-course basis. See *Withdrawals* section for more information.

Cross-Registration

Through cross-registration, students may take courses offered by any faculty at Harvard University (except the Division of Continuing Education), the Massachusetts Institute of Technology, Episcopal Divinity School, the Fletcher School of Law and Diplomacy at Tufts University, and the Massachusetts General Hospital Institute of Health Professions' M.S. Program in Communication Sciences and Disorders and Ph.D. Program in Rehabilitation Sciences.

Students enrolling in courses through cross-registration are subject to the rules and deadlines of the host school. Students interested in cross-registering are advised to plan well in advance, since some courses in other schools begin earlier than HGSE courses.

No more than half of the courses taken toward an HGSE degree may be taken through cross-registration. For Ed.L.D. students, there is no limit to the number of cross-registration courses permitted in Year 2 of the program. For Ed.D., Ph.D., and Ed.M. students, at least 50% of the total earned credits must be taken at the Graduate School of Education (please refer to program-specific course requirements). Students are advised to visit the [Harvard Course Catalog site](#) for information about courses offered by the other Harvard faculties, as well as for cross-registration information, including dates and deadlines, credit translations, and policies in effect at the other faculties.

The following courses, which are targeted primarily to undergraduates, require an *Extra Work Form*:

Faculty of Arts and Sciences: All courses listed primarily as "Undergraduate."

Massachusetts Institute of Technology: Courses which are listed as "U" or "Undergraduate."

An *Extra Work Form* must be filed with the HGSE Office of the Registrar. If an *Extra Work Form* is not submitted by September 16, 2016 for the fall term or by February 10, 2017 for the spring, the course will not be applied toward degree requirements.

Special Note: Due to differences in the academic calendars of Harvard University and the Massachusetts Institute of Technology, students are cautioned that **Spring 2017 grades for MIT courses will not be received in time to count towards May 2017 graduation requirements.**

Summer Courses and Institutes

HGSE Summer Courses

Continuing students who wish to take summer independent studies are expected to register/enroll on or before July 1. Students in programs requiring summer enrollment (Doctor of Education Leadership, School Leadership, International Education Policy, and Teacher Education) will be notified about relevant registration and enrollment deadlines in advance. All students enrolling in summer courses are expected to meet the regular registration requirements, including term bill clearance and completion of spring course evaluations.

Part-time students enrolling in summer 2016 courses are assessed tuition at the 2016-17 tuition rate. Full-time doctoral students are not assessed summer tuition.

Harvard Summer School (Division of Continuing Education)

HGSE degree candidates may count courses taken at Harvard Summer School toward their academic degree requirements only with prior permission from the appropriate Program Dean and approval by their faculty advisor. No reduction will be made in HGSE tuition requirements if permission is granted, and HGSE degree candidates taking courses at Harvard Summer School must pay applicable tuition to the Division of Continuing Education for any courses attempted. Students seeking credit are required to submit the petition with their faculty advisor's signature at least two weeks prior to the Harvard Summer School registration deadline.

Credits for Prior HGSE Course Work and for Harvard Summer School Courses

With the exception of Ed.L.D. candidates, an HGSE degree candidate may, by petitioning the appropriate Program Dean, obtain academic credit toward the degree for HGSE courses taken within three years of matriculation to the relevant degree program. These may be courses taken (1) while enrolled as a non-degree student at HGSE before beginning the current degree program, (2) as extra courses while enrolled in a prior HGSE degree program, or (3) as a student in selected Harvard Summer School courses. Independent studies and field experiences may not be included.

With approval of the appropriate Degree Program Office and the Program Faculty Director, both academic and financial credit may be obtained for courses taken while enrolled as a non-degree student at HGSE before beginning the current degree program. The courses may be those taken either at HGSE or from another faculty or school through cross-registration as long as they were taken while an HGSE non-degree student. Financial credit will not be given for courses taken while a student was enrolled at another Harvard faculty, even if those courses were taken at HGSE, or for courses taken at Harvard Summer School.

Academic credit will be granted only if the prior coursework fits into the student's academic program and if the seven- or three-year degree program duration limit is met.

For the Ed.D. and Ph.D. programs, to be eligible for credit, students must have graduated from an Ed.M. or C.A.S. from HGSE within three years of enrolling as doctoral students and can receive credit for a maximum of 4 courses (16 credits) completed during their Ed.M. or C.A.S. course of study. Upon petition, these credits may count toward their coursework for the doctoral degree, though no guarantee is given in advance.

For the Ed.M. program, students can petition to have up to 2 courses (8 credits) count towards their degree. Only courses that meet the current program requirements will be considered. Students will still be subject to all program requirements and so prior coursework will not replace other necessary courses.

If an Ed.M. candidate plans to apply one course taken prior to entering a HGSE Master's program, the student has two-and-one-half years from the time of matriculation into the degree program to complete the degree. Likewise, if an

Ed.M. candidate plans to apply two courses taken prior to entering a HGSE Master's program, the student has two years from the time of matriculation to complete the degree.

Credits from other institutions are not accepted toward HGSE degree requirements. However, to avoid duplication of previous work, a student may ask their Program Director for release from a course requirement and take a suitable replacement or more advanced course, with the approval of the faculty advisor.

No agreement can be made before admission to the degree program that prior courses taken will receive credit toward the degree.

Grading System and Grade Averaging

Introduction

Grades

Two grading systems are used at HGSE: a letter grade and satisfactory ("SAT")/unsatisfactory("UNS"). Letter grades are A, A-, B+, etc., down to D-; F is failing. Grades below B- (or B+ for doctoral students) are considered not up to the standards required for graduate work, but are still applicable towards the degree requirements. If a grade below B- (or B+ for doctoral students) is received, the grades in other courses must be such that the overall average is equal to or better than B- (Ed.M. and C.A.S. students), B+ (Ed.D. and Ph.D. students), or B+ with work of A caliber in a portion of their courses (Ed.L.D.). In order to receive a satisfactory ("SAT") grade, students are required to produce work of B- or better quality; otherwise they will be graded "UNS" and receive no credit.

If a student is required to repeat a course for academic reasons, the course will count only once toward the degree. Only the higher of the two grades will be used to compute grade-average requirements for the degree. Tuition charges for repeated courses can only be considered once for inclusion in the budget for financial aid even if tuition is assessed twice.

To arrive at a grade average, the scale below is applied. Please note: Affiliated faculties such as the Harvard Kennedy School and the Harvard T.H. Chan School of Public Health assign grades of A+ but HGSE does not.

A	4.00
A-	3.67
B	3.00
B+	3.33
B-	2.67
C	2.00
C+	2.33
C-	1.67
D	1.00
D+	1.33
D-	0.67
F	0

The point score for all letter grades is divided by the number of letter grades and adjusted for the number of credits (e.g., an eight-credit course counts double, and a two-credit module counts half). To graduate, the resulting grade average must be at least a B- for C.A.S. and Ed.M. students and at least aB+ for Ed.D., Ph.D. and Ed.L.D. students (including Ed.D. students receiving the master's-in-passing degree). Except in very unusual cases, the Associate Dean permits a student to take no more than one additional course if such a course is needed to bring the average up to the standard for graduation.

Grade Options

Students are expected to indicate their grade option (letter grade or satisfactory/unsatisfactory) for each course selected at course enrollment. Ed.M. students must take at least 50% of their total credits for a letter grade. If an instructor requires that all students receive letter grades or be graded satisfactory/unsatisfactory, the instructor's grading system overrides the student's preference, if different. Students may change grade options via the online course enrollment process (see the *Academic Calendar* for fall semester and spring semester filing deadlines). In cases where the instructor requires that all students be graded with a letter grade or a satisfactory/unsatisfactory, it is not necessary for students to make adjustments to their original choices.

Grade options exist only at HGSE. While some instructors in the Faculty of Arts and Sciences may state that options exist, the pass/fail option that they refer to is for undergraduates only. Graduate students must accept letter grades in regular courses offered by the Faculty of Arts and Sciences, except for some FAS 300-level courses in which HGSE students may receive a grade of "Satisfactory."

Incomplete Grades and Incomplete Contract

At HGSE, "Incomplete grades" are granted at the discretion of the instructor. In cases where students have failed to submit all course assignments by the end of the semester, the instructor will determine the final mark of Incomplete, Unsatisfactory, or appropriate letter grade. Students should not automatically expect to receive an "Incomplete" for courses in which all assignments are not completed.

All Incomplete grades submitted to Office of the Registrar must be accompanied by an Incomplete contract (available online and from the Office of the Registrar), which is an agreement between the instructor and student. The Incomplete Contract must include an agreed-upon deadline for completion of all course work. The maximum amount of time that may be given to complete work is one semester (including the summer), but less time may be given. In all cases, the deadline on the contract is considered the official deadline by which the student must complete work for that particular course.

Unless the Incomplete contract indicates an earlier deadline, work for fall 2015 courses must be turned in by the first day of classes in fall 2016; work for spring 2016 courses is due by the first day of classes in spring 2017; and work for courses from summer 2016 must be turned in by the first day of classes in spring 2017. These deadlines apply even if a student is on a leave of absence. Unless permission from the relevant Program Dean is granted, students may not carry more than one incomplete into the following semester and may not enroll in additional courses until incompletes in excess of one are completed.

Extensions will be granted only with the agreement of the course instructor (who must be a current member of the HGSE faculty). Appeals for extensions should be submitted in writing to the appropriate Program Dean prior to the deadline for completion of work with the course instructor's signature and the date by which the student will be submitting the remaining course work.

In any course in which the original grade was Incomplete, the temporary Incomplete will be converted to whatever permanent grade the instructor considers appropriate. By electing to not finish the course, the student's original choice of grade option (letter grade or SAT/NCR) can be overridden by the instructor. If that grade is E, No Credit, or Permanent Incomplete, no credit will be allowed. If Ed.M. and C.A.S. students receive a Permanent Incomplete, they must petition the Associate Dean for Master's Programs to be allowed to take a substitute course. Such permission is usually granted for one course only. Grades of Incomplete will be replaced with final grades as soon as grades are filed with the Office of the Registrar. It is important for students to verify that a grade has been received in the Office of the Registrar if they wish to graduate in the semester in which the coursework is completed. Any remaining incomplete grades become permanent when a student graduates or terminates a degree program.

Course Examinations

Each course instructor will decide whether to require an oral final examination, a written final examination, term papers, special field work, or some other means of evaluation of students' work.

Notification of Grades

Grades are available electronically for current students under the "My Courses and Program," tab of MyGSE. Please note: Upon the completion or termination of a degree, online access to "MyGrades" will cease.

Annual Satisfactory Academic Progress Review

If you receive any federal financial aid, please refer to the Financial Aid section of this Handbook (page 45) for additional satisfactory progress policies.

Ed.D. Students

HGSE requires that all Ed.D. students maintain academic standards and complete their degree within seven years. Ed.D. students' academic progress will be reviewed by the Ed.D. Steering Committee on an annual basis at the end of each academic year. Additionally, the Ed.D. Steering Committee will conduct a mid-year academic review of students who do not meet fall semester deadlines established by the Ed.D. Steering Committee. At the end of the spring semester, each student will be asked to submit a written statement of his/her progress, academic achievements, and plans for the coming year.

Students who do not meet relevant early benchmarks or who demonstrate other signs of academic difficulty will be informed of the Steering Committee's concerns about their progress. The purpose of this notification is to provide early warning and intervention for students who may be struggling in the program. *If you receive any federal financial aid, please refer to the Financial Aid section of this handbook for additional satisfactory progress policies.*

A student who is experiencing academic difficulty will receive a letter from the program Faculty Director explaining the reasons for the Committee's actions and specifying a time frame in which the student should address their concerns. The student should work with his/her advisor to return to good academic standing. The student will be expected to report back to the Faculty Director about his/her progress within the time specified in their letter. If there is insufficient evidence of adequate performance, the Steering Committee may vote to terminate the student's degree candidacy.

Criteria for satisfactory performance used in these reviews include the following: satisfactory performance in and completion of required coursework, number of years in the program, and timely progress toward all Ed.D. program milestones. Ed.D. students must maintain at least a B+ average in their courses. (See *Grading System and Grade Averaging* for an explanation of the grading system and how averages are calculated.)

Ph.D. Students

HGSE requires that all Ph.D. students maintain academic standards and complete their degree within seven years. Ph.D. students' academic progress will be reviewed by the Ph.D. Steering Committee on an annual basis at the end of each academic year. Additionally, the Ph.D. Steering Committee will conduct a mid-year academic review of students who do not meet fall semester deadlines established by the Ph.D. Steering Committee. At the end of the spring semester, each student will be asked to submit a written statement of his/her progress, academic achievements, and plans for the coming year.

Students who do not meet relevant early benchmarks or who demonstrate other signs of academic difficulty will be informed of the Steering Committee's concerns about their progress. The purpose of this notification is to provide early warning and intervention for students who may be struggling in the program. *If you receive any federal financial aid, please refer to the [Financial Aid section](#) of the GSAS handbook for additional satisfactory progress policies.*

A student who is experiencing academic difficulty will receive a letter from the program Faculty Director explaining the reasons for the Committee's actions and specifying a time frame in which the student should address their concerns. The student should work with his/her advisor to return to good academic standing. The student will be expected to report back to the Faculty Director about his/her progress within the time specified in their letter. If there

is insufficient evidence of adequate performance, the Steering Committee may vote to terminate the student's degree candidacy.

Criteria for satisfactory performance used in these reviews include the following: satisfactory performance in and completion of required coursework, number of years in the program, comprehensive examination results, and timely progress toward all Ph.D. program milestones. Ph.D. students must maintain at least a B+ average in their courses. (See *Grading System and Grade Averaging* for an explanation of the grading system and how averages are calculated.)

Ed.L.D. Students

HGSE requires that all Ed.L.D. students maintain academic standards and complete their degree within three years. In addition, as the Ed.L.D. program is intended to prepare leaders for complex systems and organizations, students are expected to adhere to high standards of professional and ethical conduct while enrolled. Ed.L.D. students' progress will be reviewed by the Ed.L.D. Steering Committee at least twice per academic year.

Students who do not meet relevant early benchmarks or who demonstrate difficulty meeting the program's academic and conduct standards – including the Standards of Conduct in the Harvard Community outlined in this handbook – will be informed of the faculty's concern about their progress. The purpose of this notification is to provide early warning and intervention for students who may be struggling in the program. *If you receive any federal financial aid, please refer to the Financial Aid section of this handbook for additional satisfactory progress policies.*

If an Ed.L.D. student is determined to be making "unsatisfactory" progress following the program's progress reviews, he/she will receive a letter from the Associate Dean for Doctoral Programs explaining the reasons for the faculty's actions and specifying a time frame in which the student should address the faculty's concerns. The student will have an opportunity to discuss the letter with the Associate Dean and/or Program Director, and should work with his/her advisor to get the help needed to return to good standing. The student will be expected to report back to the faculty about his/her progress within the time specified in the letter. If there is insufficient evidence of adequate performance, or if there are serious concerns about a student's conduct, behavior, or capacity to succeed in a third-year residency, the faculty may vote to terminate the student's degree candidacy. The Ed.L.D. Steering Committee monitors and approves all students' progress within the degree program.

Criteria for satisfactory performance in the Ed.L.D. program include the following: satisfactory performance and completion of required coursework, credits, and assessments (see *Doctor of Education Leadership Policies and Regulations* for an explanation of coursework and credit requirements); maintenance of at least a B+ average with work of A caliber in a portion of Year 1 and Year 2 courses (see *Grading System and Grade Averaging* for an explanation of the grading system and how averages are calculated); a holistic assessment of the student's readiness to fulfill the requirements of and complete the third-year residency (see above); and adherence to the Standards of Conduct in the Harvard Community outlined in this handbook. Please note that a grade of "NCR" is not considered satisfactory academic performance in the Ed.L.D. program.

Ed.M. and C.A.S. Students

Ed.M. and C.A.S. candidates must have at least a B- average; more than one Incomplete and/or a grade average below B- will initiate a review at the end of each semester. Ed.M. and C.A.S. candidates who have below a B- average and/or are carrying multiple incompletes are considered to be in poor academic standing. A student's degree candidacy may be terminated on the basis of poor academic standing. *If you receive any federal financial aid, please refer to the Financial Aid section of this handbook for additional satisfactory progress policies.*

Degree Program Duration Limits

Students in the Ed.D. and Ph.D. programs must complete all degree requirements and graduate within seven years of first registration. Degree candidates who reach the program duration limit without completing all degree requirements must petition the relevant Steering Committee for up to a one-year extension. Petitions should include the student's reasons for not completing the work, current progress made, and a detailed, realistic timetable for fulfilling all remaining requirements. The student's faculty advisor must approve and sign the petition, which will then be reviewed by the program Steering Committee. Extending study beyond the seven-year limit may have implications for financial aid packages.

Ed.D. and Ph.D. students without a Committee on Degrees (COD)-approved dissertation proposal are unlikely to be

granted an extension of the seven-year limit. Decisions on petition requests will be communicated by the Doctoral Programs Office and/or the program Faculty Director.

Ed.L.D. students must complete all degree requirements and graduate within three years of the date of first registration. Ed.L.D. students who reach the program duration limit without completing all degree requirements must petition the Program Director and the Associate Dean for Doctoral Programs for an extension.

Ed.M. students are given three consecutive years from the date of original matriculation to complete degree requirements and graduate. If an Ed.M. candidate plans to apply one course taken prior to entering a HGSE Master's program, the student has two-and-one-half years from the time of matriculation into the degree program to complete the degree. Likewise, if an Ed.M. candidate plans to apply two courses taken prior to entering a HGSE Master's program, the student has two years from the time of matriculation to complete the degree.

Ed.M. degree candidates who reach the program duration limit without completing the degree requirements must petition the Master's Program Office for an extension on the time to degree limit.

Application for Degree

Students receiving a Master of Education in Passing are expected to submit a degree application by the date indicated in the *Academic Calendar* for whichever degree award date applies (November, March or May). All other students are expected to confirm their degree information on the HGSE Student Portal by the designated deadline.

Termination of Candidacy

A student may terminate degree candidacy by notifying the appropriate Program Dean in writing. A student who neither registers for any semester nor applies for an official leave of absence will automatically be considered to have withdrawn from the program.

As stated in the Annual Satisfactory Academic Progress Review section, a student's degree candidacy may be terminated on the basis of unsatisfactory performance in course work or inadequate progress on academic milestones. Ordinarily, candidacy will also be terminated in the case of a student who has exceeded the program duration limit for completion of degree requirements. In addition, Ed.D. candidacy may be terminated as a result of repeated failure of the qualifying paper or repeated failure to submit an acceptable proposal for the qualifying paper or dissertation. The Ed.D. Steering Committee takes this action only after consultation with the student's faculty advisor. Ph.D. candidacy may also be terminated if students do not pass the written or oral comprehensive examinations. Finally, the Ed.D. Steering Committee, the Ph.D. Steering Committee, the Ed.L.D. Steering Committee, or the Master's Student Review Committee may take appropriate action, including termination of candidacy, in matters involving academic discipline, professional and personal misconduct, or failure to meet specific requirements and deadlines. The Committees consult with the academic faculty advisor prior to taking any of these actions. Upon termination, the student's registration is canceled. Students who are academically eligible for a terminal Ed.M. or C.A.S. must apply for the degree within three years of their termination or withdrawal from the Ed.D. or Ed.L.D. program. Ph.D. students who have met all requirements for the degree may petition to be awarded a terminal A.M. from GSAS or a terminal Ed.M. from HGSE.

Grievance Procedure

If a student wishes a review of the Ed.D. Steering Committee, the Ed.L.D. Steering Committee, or the Master's Student Review Committee's decision to terminate candidacy, the grievance procedure is as follows: students should submit a written statement to the relevant Program Dean for consideration by the Academic Dean. Appeals must be submitted at least 30 days prior to the course enrollment deadline of the relevant academic semester. The decision of the Academic Dean is not subject to further appeal. Ph.D. students must appeal to the [GSAS Administrative Board](#).

Reinstatement to Degree Candidacy

HGSE Policy for Reinstatement to the Ed.D. and Ph.D. Programs

To be eligible for reinstatement:

1. Applicant has been out of the program fewer than four years;
2. Applicant withdrew voluntarily;
3. Applicant was in good academic standing at the time of withdrawal;
4. Applicant has no outstanding financial obligations to Harvard University;
5. Applicant is in the dissertation proposal/dissertation writing stage;
6. A current HGSE faculty member is willing to serve as the applicant's advisor. (This criterion only applies if the first five are met, and the applicant has been given approval by the degree program to apply for reinstatement. See reinstatement petition procedure below.)

If an applicant does not meet the above eligibility criteria but believes there are extenuating circumstances that justify reinstatement, it is the responsibility of the applicant to present a compelling case in writing to the Associate Dean for Doctoral Programs for consideration. The applicant must present evidence that she/he has the ability to successfully complete the Ed.D. or Ph.D. program in a timely manner following reinstatement. Exceptions will be granted very rarely and require the permission of the Academic Dean before they are forwarded to the relevant Steering Committee for review.

Ed.D. and Ph.D. Reinstatement Petition Procedure

1. Applicant contacts the Associate Dean for Doctoral Programs to ascertain reinstatement eligibility. As part of this initial request, applicants should include a letter with the following information:
 - Why they originally failed to complete the program;
 - What have they been doing since they left the program;
 - Why they think they can successfully complete the program;
 - Their proposed research topic, should they be reinstated;
 - A reasonable timeline and plan for completing the dissertation proposal (if applicable) and dissertation.
2. Associate Dean for Doctoral Programs reviews the request, along with the applicant's file and transcript, to determine if the petition should go forward to the Ed.D. or Ph.D. Steering Committee for review.
3. If the applicant does NOT meet eligibility criteria or does not present a compelling case for reinstatement, the Associate Dean informs him/her that no reinstatement petition will be considered.
4. If a reinstatement petition is invited, it must include a letter of support from a current HGSE faculty member who agrees to serve as advisor, and agreements from two faculty members who will serve on applicant's committee of readers. The documents are submitted to the Doctoral Programs Office for Ed.D. or Ph.D. Steering Committee review.
5. The Ed.D. or Ph.D. Steering Committee reviews the petition, and approves or denies reinstatement. The Ed.D. or Ph.D. Steering Committee may require a revised timeline for degree completion and/or determine additional requirements.
6. Applicants may only apply for reinstatement ONCE. If an applicant has been denied reinstatement, either because eligibility criteria were not met or because the Ed.D. or Ph.D. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee (\$125.00 charged by HGSE for Ed.D. students; \$150.00 charged by GSAS for Ph.D. students) for each semester since the termination of degree candidacy (maximum charge of \$500.00 for Ed.D. and \$1000.00 for Ph.D. students, respectively). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.
8. **For Ph.D. students only:** Once the reinstatement request is approved by the Ph.D. Steering Committee, students must [apply for readmission](#) to return to registered student status in the Ph.D. program. Completed applications should be submitted to the GSAS Office of Student Affairs.

Ed.L.D. Reinstatement

To be eligible for reinstatement:

1. Applicant has been out of the program fewer than four years;
2. Applicant withdrew voluntarily;
3. Applicant was in good academic standing at the time of withdrawal;
4. Applicant has no outstanding financial obligations to Harvard University;
5. Applicant has successfully completed the first-year core curriculum.

If an applicant does not meet the above eligibility criteria but believes there are extenuating circumstances that justify reinstatement, it is his/her responsibility to present a compelling case in writing to the Associate Dean for Doctoral Programs for consideration. The applicant must present evidence that he/she has the ability to successfully complete the Ed.L.D. program in a timely manner following reinstatement. Exceptions will be granted very rarely and require the permission of the Academic Dean before they are forwarded to the Ed.L.D. Steering Committee for review.

Reinstatement Petition Procedure:

1. Applicant contacts the Associate Dean for Doctoral Programs to ascertain reinstatement eligibility. As part of this initial request, applicants should include a letter with the following information:
 - Why they originally failed to complete the program;
 - What they have been doing since they left the program;
 - Why they think they can successfully complete the program;
 - A reasonable timeline and plan for completing remaining degree requirements.

The letter should be submitted to the Associate Dean for Doctoral Programs at least three months prior to the semester in which the applicant expects to register. Petitioners will be notified in writing of the decision.

2. Associate Dean for Doctoral Programs reviews the request, along with the applicant's file and HGSE transcript, to determine if the petition should go forward for Ed.L.D. Steering Committee review.
3. If the applicant does NOT meet eligibility criteria or does not present a compelling case for reinstatement, the Associate Dean informs him/her that the petition will not move forward to the Ed.L.D. Steering Committee.
4. If eligibility criteria are met and the Associate Dean has determined the petition can proceed, the reinstatement petition goes to the Ed.L.D. Steering Committee.
5. The Ed.L.D. Steering Committee reviews the petition, and approves or denies reinstatement. The Ed.L.D. Steering Committee may require a revised timeline for degree completion and/or determine additional requirements.
6. Applicants may only apply for reinstatement ONCE. If an applicant has been denied reinstatement, either because eligibility criteria were not met or because the Ed.L.D. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee (\$125.00) for each semester since the termination of degree candidacy (maximum charge of \$500.00). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

Ed.M. Reinstatement

Former Ed.M. candidates who withdrew voluntarily may apply for reinstatement to complete all degree requirements within three consecutive years from the date of original matriculation. Applicants beyond the three-year degree completion limit must reapply via the official Admissions process. After reapplying, should the applicant be admitted, up to 16 previously earned credits may be counted toward the degree at the discretion of the Academic Dean in consultation with the relevant program, the Degree Programs office, and the Office of the Registrar.

To be eligible for reinstatement:

- Applicant withdrew voluntarily;
- Applicant was in good academic standing at the time of withdrawal;
- Applicant has no outstanding financial obligations to Harvard University.
- Applicant must complete all degree requirements within three consecutive years from the date of original matriculation;

To apply for reinstatement, the applicant must submit a petition that includes:

- A proposed study plan for the completion of the degree and program requirements;
- A satisfactory explanation for the time away from the School; and
- The academic rationale for the return to HGSE.

The letter of petition should be submitted to the Associate Dean for Master's Programs at least three months prior to the semester in which the applicant expects to register. Petitioners will be notified in writing of the decision.

The School reserves the right to require additional information or documentation as part of a student's reinstatement petition.

If reinstated, the student is charged an Active File Fee (\$125.00) for each semester since the termination of degree candidacy (maximum charge of \$500.00). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

Doctor of Education (Ed.D.) - Policies and Regulations

Introduction

Requirements for the Ed.D. involve three general stages: coursework, qualifying paper, and dissertation. The manner in which an individual candidate fulfills these requirements must be approved by the advisor, the Doctoral Programs Office and the Ed.D. Steering Committee. Ed.D. candidates should read this section carefully and consult with their advisors and the program staff concerning any questions that may arise. Students should also read the earlier section on Doctoral Registration and Time Status as well as the Ed.D. Student Guide, available on the [program website](#), for further help in planning and carrying out their graduate study.

Coursework and Residence

All students are required to complete at least 16 courses (minimum 64 credits) for the Ed.D. degree, with at least half of their total coursework at HGSE. Students who have graduated with an Ed.M. or C.A.S. within three years of enrolling as Ed.D. candidates may receive doctoral credit (academic only) for up to four courses (16 credits) completed during their Ed.M. or C.A.S. course of study. (See *Changes and Exceptions to Catalogue Requirements* for the maximum number of independent study and field experience courses allowed in each year.) Transfer credit from other institutions is not accepted.

Master's-In-Passing

Candidates for the Ed.D. degree may apply eight courses/32 credits of their doctoral program toward a master's-in-passing. Ed.D. students may apply for a master's-in-passing only after they have completed at least 16 courses (64 credits) since enrolling in the Ed.D. program. Those who wish to receive the master's-in-passing must file a degree application with the HGSE Registrar's Office; the degree is not awarded automatically. Students must have a B+ average to receive the master's-in-passing.

Master's-in-Passing in Prevention Science and Practice (PSP)

Ed.D. students interested in earning a master's-in-passing in PSP must obtain written approval from the PSP Program Director prior to embarking on the required coursework and practicum/research placement. To earn a master's-in-passing in PSP, students must meet all of the course requirements for that program. In addition to course requirements, all students are required to participate in a practicum or research placement.

Qualifying Paper

Toward the end of the coursework phase, all Ed.D. students must write a qualifying paper. The student first submits the required qualifying paper proposal, approved by his or her advisor(s) and committee of readers, to the Doctoral Programs Office. Submission of the proposal does not require the completion of all coursework, but the proposal must have prior approval of the student's advisor(s) and proposed readers. Approval of the proposal does not relieve the student of the responsibility of achieving the B+ average needed to graduate. Specific details pertaining to the

structure and formatting of the proposal and qualifying paper are provided in the [Ed.D. Student Guide, available on the program website](#).

Research and Collaboration

While the primary goal of the qualifying paper and dissertation is for Ed.D. students to engage in independent inquiry, it is often the case that students will collaborate with colleagues or others in some aspect of their research or writing. Students occasionally receive assistance in collecting data, in analyzing the data, and in other aspects of their work. *Students should be very clear about how they are working with others and what types of assistance, if any, they are receiving.* Students should disclose to their committees any plans for professional assistance on editing, statistical work, the design of instruments, or other matters central to completing their work on the qualifying paper or dissertation. The student's committee, in discussions with the student, will approve those kinds and levels of assistance that support, rather than supplant, the student's research, writing and learning. The goal of this oversight is to preserve the status of the work as the student's own genuine intellectual product.

Institutional Review Board (IRB) Process for Research Involving Human Subjects

Any living person from, or about, whom information is collected for scholarly study is deemed a "research subject." The Institutional Review Board (IRB) for HGSE is the [Committee on the Use of Human Subjects in Research \(CUHS\)](#), a standing committee of the Faculty of Arts and Sciences. Their sole interest is in protecting those who are subjects or participants in research conducted by members of the Harvard Community. Therefore, these regulations mean that **Ed.D. students are required to obtain human subjects approval before starting any data collection** associated with the qualifying paper, dissertation proposal, or dissertation.

Ed.D. students **must not** begin collecting data from human subjects until they have been informed in writing that the IRB review was completed successfully. Should the student need to conduct a pilot study using human subjects in advance of writing the dissertation proposal, s/he must seek approval from the CUHS separately, in advance of the pilot data collection. Importantly, Harvard and federal regulations do *not* permit retroactive approval of the use of human subjects by the CUHS. If one collects data without the required IRB permission, those data **may not be used in subsequent work**.

Required Human Subjects Training

As a condition of the accreditation of the University's [Human Research Protection Program \(HRPP\)](#) by the [Association for the Accreditation of Human Research Protection Programs \(AAHRPP\)](#), and in line with the recommendations of the [Federal Office for Human Research Protections](#), all investigators (including doctoral students) who interact with human subjects or work with their identifiable data in non-exempt research³ must provide evidence of current training in the protection of human research subjects, renewable every three years.

Review and approval of human subjects' protocols cannot be completed unless the Committee on the Use of Human Subjects (CUHS) has evidence of up-to-date human subjects training for all involved researchers. Therefore, Ed.D. students conducting human subjects research should complete this training prior to submitting an IRB application to the CUHS. For more information about how to access and complete CITI training, please see the Ed.D. Student Guide, available on the program website.

Timetable, Submissions, and Acceptance of the Qualifying Paper

Ed.D. students are expected to complete the qualifying paper within six months of receiving notification that their qualifying paper proposal was approved by the COD. The completed qualifying paper should be submitted to the Doctoral Programs Office. (Please note that faculty members are not obligated to read papers during the summer or holidays.) Qualifying papers must be approved by all readers.

Only under extenuating circumstances may an Ed.D. student file a request for extension of time on the submission of the qualifying paper. The request form, available on the [Doctoral Programs website](#), must be approved by the advisor and other members of the committee of readers, and must specify a new proposed date for submitting the qualifying paper. Extensions are granted for a period of up to three months from the original deadline date. The request form must be submitted with all readers' signatures or approvals in advance of the original deadline. It is the student's

³ "Exempt" projects are those that the CUHS has determined as not subject to federal human subjects regulations or further IRB oversight as long as the procedures described do not change. Please note that determination of whether research involving human subjects is exempt from the need for CUHS review cannot be made solely by the investigator.

responsibility to see that the form is complete; incomplete forms will not be processed by the Doctoral Programs Office. Students will be notified of decisions in writing. (For details, please refer to the [Ed.D. Student Guide, available on the program website.](#))

If a student fails to meet the qualifying paper submission deadline and/or has not submitted an acceptable version of the qualifying paper after the extension deadline, the student's registration for the current or next semester will be held, and the Ed.D. Steering Committee will discuss potential termination of his or her degree candidacy.

A student may not submit the dissertation proposal until the qualifying paper has been approved by the committee of readers and final copies are submitted to the Doctoral Programs Office.

Dissertation Proposal, Dissertation, and Oral Defense

The formal process of this doctoral research, described in detail in the Ed.D. Student Guide ([available on the program website](#)), begins with a Committee on Degrees (COD)-approved dissertation proposal, followed by the Dissertation Committee Meeting (DCM) with the student's appointed committee, and then the work of generating the dissertation. Once the dissertation has been read by all committee members and deemed acceptable by the chair, the student engages in an oral defense (if applicable; see below). Following the defense, any final revisions are made, and then the dissertation is submitted electronically for inclusion in a public database accessible to scholars and practitioners worldwide.

Ed.D. students are expected to complete their dissertation proposals and begin writing their dissertations during their fourth or fifth year of study. Once the dissertation proposal passes, students have two years to write, defend, and submit the dissertation.

Dissertation Oral Defense

Completing the Oral Defense is a requirement for all Ed.D. students who passed their dissertation proposals after May 2012. For students who passed their dissertation proposals before or during May 2012, the Oral Defense is optional. Students in the latter group who choose to hold an Oral Defense must comply with all rules and procedures governing the process, as outlined in the [Ed.D. Student Guide \(available on the program website\)](#).

Confidentiality of the Dissertation

Because of the University's commitment to make the results of research publicly available, requests for confidentiality of dissertations (via embargo) are granted only in rare circumstances and for limited periods of time.

2016 -2017 Ed.D. Dissertation Submission Deadlines

<i>Degree Conferral Date</i>	<i>Submission Deadline (by 4:30 PM)</i>	<i>Last Day for Readers' Approval (by 4:30 PM)</i>	<i>Online Dissertation Submission from Students</i>
November 2016	June 10, 2016	October 14, 2016	October 17, 2016
March 2017	October 5, 2016	February 10, 2017	February 13, 2017
May 2017	February 1, 2017	May 5, 2017	May 8, 2017

Students will be given the weekend following the readers' approval deadline to make final edits and complete any required paperwork. Final, approved dissertations must be submitted via the online system by the following Monday at 4:30 p.m. (if the following Monday is a holiday, submissions will be due the following Tuesday at 4:30 p.m.). In all cases, students must have all readers' approvals by the Friday deadline at 4:30 p.m. No exceptions will be granted.

Requirements for Doctor of Education Students Intending to Graduate

In order to qualify for graduation, students must respond to the letter from the Office of the Registrar confirming intent to graduate. Students must also submit a completed dissertation draft to the Doctoral Programs Office according to the schedule above.

Dissertations may be submitted in advance of any given dissertation submission deadline. Faculty members have four weeks to read students' dissertations. In some cases, dissertations must be mailed to readers; students should take

into account the additional time that will be needed for readers who are not on the HGSE faculty to receive their mailed drafts.

Students who are asked to make dissertation revisions should be aware that they may have to defer graduation to a later date. Signatures from all readers approving the final, revised dissertation must be received by the Doctoral Programs Office in time to meet the above deadlines for the November, March, or May degree award. Fees for binding the dissertation will be billed to the student's term bill, and charges will appear on the last bill after the final copy deadline (for details, refer to [Ed.D. Student Guide, available on the program website](#)).

Doctor of Philosophy in Education (Ph. D.) - Policies and Regulations

Introduction

Requirements for the Ph.D. in Education involve coursework, comprehensive examinations (written and oral), research and scholarly training (research apprenticeship and Teaching Fellowships), and the dissertation (proposal and oral defense). The manner in which an individual candidate fulfills these requirements must be approved by the advisor, the Doctoral Programs Office and the Ph.D. Steering Committee. Ph.D. candidates should read this section carefully and consult with their advisor(s) and the program staff concerning any questions that may arise. They should also read the Graduate School of Arts and Sciences (GSAS) Student Handbook and the [Ph.D. Student Guide, available on the program website](#), for further help in planning and carrying out their graduate study.

Coursework and Residence

All students are required to complete at least 16 courses (minimum 64 credits) for the Ph.D. degree, with at least half of their total coursework at HGSE. Students who have graduated with an Ed.M. or C.A.S. within three years of enrolling as Ph.D. students may receive doctoral credit for up to four courses (16 credits) completed during their Ed.M. or C.A.S. course of study. (See *Changes and Exceptions to Catalogue Requirements* for the maximum number of independent study and field experience courses allowed in each year.) Transfer credit from other institutions is not accepted.

Master's-In-Passing

Candidates for the Ph.D. in Education degree may apply eight courses/32 credits of their doctoral program toward a master's-in-passing from GSAS (terminal A.M.) or HGSE (terminal Ed.M.). Ph.D. students may apply for a master's-in-passing only after they have completed at least 16 courses (64 credits) since enrolling in the Ph.D. program. Those who wish to receive the Ed.M. master's-in-passing must file a degree application with the HGSE Registrar's Office; the degree is not awarded automatically. Students must have a B+ average to receive the master's-in-passing.

Master's-in-Passing in Prevention Science and Practice (PSP)

Ph.D. in Education students interested in earning a master's-in-passing in PSP must obtain written approval from the PSP Program Director prior to embarking on the required coursework and practicum/research placement. To earn a master's-in-passing in PSP, students must meet all of the course requirements for that program. In addition to course requirements, all students are required to participate in a practicum or research placement.

Comprehensive Examinations

The written and oral examinations for the Ph.D. in Education focus on the breadth and depth of students' knowledge and reasoning. They are administered with three goals in mind:

1. To ensure each candidate's proficiency in the broad theoretical, empirical, and methodological domains that comprise the interdisciplinary field of education, as well as their particular concentration of study;
2. To ensure each candidate's command of their chosen discipline or field of study within education, and to assess their ability to design, develop, and implement an original research project that contributes to knowledge within this domain;
3. To engage each candidate in a constructive, critical examination of their work that considers how their specific program of research advances educational research, policy, and/or practice.

The Written Examination, administered in late spring of the second year of Ph.D. study, is designed to address the first goal. The Oral Examination, administered in the third year of Ph.D. study, is designed to meet the second and third goals. Students must pass the Written Examination to be eligible to advance to the Oral Examination.

Students have two opportunities to pass the Written Examination in order to remain in the program. If a student does not pass both sections of Written Examination after the second sitting, the student will be dismissed from the program. Students who have met all the course requirements for the degree may petition to be awarded a terminal A.M. from GSAS or a terminal Ed.M. from HGSE.

Research and Scholarly Training

In addition to coursework and comprehensive examinations, all Ph.D. in Education students have opportunities to engage in research and scholarly training during their time at Harvard. Along with conducting independent research that results in a dissertation, the program requires students to attend colloquia, engage in research apprenticeships and serve as Teaching Fellows (minimum of four "slots" at HGSE). For more information about specific research and Teaching Fellow requirements, please review the [Ph.D. Student Guide, available on the program website](#).

Dissertation Proposal, Dissertation, and Oral Defense

Once a Ph.D. student has completed all required coursework and comprehensive examinations, the next step in the degree progression is to formulate the independent research that provides a foundation for the dissertation. Most Ph.D. students will pass their dissertation proposal (DP) and begin writing their dissertations during their fourth or fifth year of study.

The formal process of this doctoral research, described in detail in the Ph.D. Student Guide ([available on the program website](#)), begins with a Committee on Degrees (COD)-approved dissertation proposal, followed by the Dissertation Committee Meeting (DCM) with the student's appointed committee, and then the work of generating the dissertation. Once the dissertation has been read by all committee members and deemed acceptable by the chair, the student engages in an oral defense. Following the defense, any final revisions are made, and then the dissertation is submitted electronically for inclusion in a public database accessible to scholars and practitioners worldwide.

Institutional Review Board (IRB) Process for Research Involving Human Subjects

Any living person from, or about, whom information is collected for scholarly study is deemed a "research subject." The Institutional Review Board (IRB) for HGSE is the [Committee on the Use of Human Subjects in Research \(CUHS\)](#), a standing committee of the Faculty of Arts and Sciences. Their sole interest is in protecting those who are subjects or participants in research conducted by members of the Harvard Community. Therefore, these regulations mean that **Ph.D. students are required to obtain human subjects approval before starting any data collection** associated with the original research paper (submitted in preparation for the Oral Comprehensive Examination), dissertation proposal, or dissertation.

Ph.D. students **must not** begin collecting data from human subjects until they have been informed in writing that the IRB review was completed successfully. Should the student need to conduct a pilot study using human subjects in advance of writing the dissertation proposal, s/he must seek approval from the CUHS separately, in advance of the pilot data collection. Importantly, Harvard and federal regulations do *not* permit retroactive approval of the use of human subjects by the CUHS. If one collects data without the required IRB permission, those data **may not be used in subsequent work**.

Required Human Subjects Training

As a condition of the accreditation of the University's [Human Research Protection Program \(HRPP\)](#) by the [Association for the Accreditation of Human Research Protection Programs \(AAHRPP\)](#), and in line with the recommendations of the [Federal Office for Human Research Protections](#), all investigators (including doctoral students) who interact with human subjects or work with their identifiable data in non-exempt research⁴ must provide evidence of current training in the protection of human research subjects, renewable every three years.

Review and approval of human subjects' protocols cannot be completed unless the Committee on the Use of Human Subjects (CUHS) has evidence of up-to-date human subjects training for all involved researchers. Therefore, Ph.D.

⁴ "Exempt" projects are those that the CUHS has determined as not subject to federal human subjects regulations or further IRB oversight as long as the procedures described do not change. Please note that determination of whether research involving human subjects is exempt from the need for CUHS review cannot be made solely by the investigator.

students conducting human subjects research should complete this training prior to submitting an IRB application to the CUHS. For more information about how to access and complete CITI training, please see the [Ph.D. Student Guide](#), available on the program website.

Doctor of Education Leadership (Ed.L.D.) - Policies and Regulations

Introduction

Requirements for the Ed.L.D. degree involve three general stages: Year 1 core coursework; Year 2 elective coursework and required core courses; and Year 3 residency with required Capstone. Ed.L.D. candidates should read this section carefully and consult with their advisors and the Associate Dean for Doctoral Programs concerning any questions that may arise.

Course Work and Residence

Academic requirements include satisfactory completion of the L-100 course series and other required core coursework in the first year; at least 32 credits—including the year-long L-200 course series—in the second year; and completion of the L-300 course series, the residency experience, and the Ed.L.D. Capstone in the third year. *Please note: at least 50% of courses per semester in Year 2 of the Ed.L.D. program must be completed for a letter grade (this refers to number of courses versus number of credits; e.g., if a Year 2 Ed.L.D. student takes five courses in the fall, at least three of those courses must be completed for a letter grade).*

Ed.L.D. students are expected to be in residence for the first two years of study. (See *Changes and Exceptions to Catalogue Requirements* for the maximum number of independent study and field experience courses allowed in each year.) Transfer credit is not accepted.

Master's-In-Passing

Candidates for the Ed.L.D. degree are not eligible for a master's-in-passing. Students who withdraw or whose candidacy is terminated may be eligible for a terminal Ed.M. if they have completed the academic requirements. Students who are academically eligible for a terminal Ed.M. must apply for the degree within three years of their termination or withdrawal from the Ed.L.D. program.

Ed.L.D. Residency and Capstone

The Residency

The residency is a ten-month, field-based leadership development experience in which Ed.L.D. candidates lead a strategic project within an Ed.L.D. partner organization. The residency is an occasion to practice and demonstrate the skills of system-level leadership in a setting where actions matter: to the education of a developing leader; to the current performance and future potential of a particular educational organization; and to the learning of the American education sector as a whole.

The third-year residency is preceded by two years of academic coursework at HGSE and other schools at Harvard University including, but not limited to, the Harvard Business School (HBS) and the Harvard Kennedy School (HKS).

The Capstone

The Capstone is a descriptive, analytic, and reflective account of an Ed.L.D. student's leadership of and contributions to a strategic project. It is a demonstration of the student's ability to diagnose challenges, develop strategy to successfully address the challenges, work towards a vision and goals, engage others, and learn from the results. The Capstone is composed of multiple written documents that form a sequential and iteratively constructed portfolio developed throughout the ten-month residency. The Capstone serves as an integral part of the third-year residency experience.

Ed.L.D. candidates can find more information about residency and Capstone requirements in the Ed.L.D. Capstone Handbook, made available to third-year students on an annual basis.

Co-Curricular Learning Opportunities

Following completion of the Year 1 core curriculum, Ed.L.D. students become eligible to serve as Teaching Fellows (TFs), Research Assistants (RAs), and Professional Programs in Education (PPE) facilitators at HGSE and other Harvard Schools. Due to the program's unique academic demands, Ed.L.D. students are not eligible to serve as TFs, RAs, or PPE facilitators during Year 1 or Year 3 of the program without permission from the Associate Dean for Doctoral Programs. Students seeking this exception should contact the Associate Dean directly with their request, including a rationale for why the position is feasible (with respect to their course load) as well as the contribution of the experience to the student's learning.

Year 2 Ed.L.D. students do not need program permission to serve as TFs, RAs, or PPE facilitators if the total time commitment (for the combination of all Harvard employment) is 20 or fewer hours per week during the academic year. Year 2 students seeking TF, RA, and/or PPE positions that require more time per week must obtain permission from the program before committing to the role(s). Students seeking this exception should contact the Associate Dean for Doctoral Programs directly with their request, including the same rationale described above.

All Ed.L.D. students must be in good academic standing in order to serve as a TF, RA, or PPE facilitator (see the *Annual Satisfactory Progress Review* section of this handbook for a description of satisfactory academic progress in the Ed.L.D. program).

Masters of Education (Ed.M) - Policies and Regulations

Introduction

This handbook reflects the policies and regulations that govern the Ed.M. Degree Program. However, please see the individual program websites (<http://www.gse.harvard.edu/masters/programs>) and HGSE Course Catalog for more information about additional requirements for specific Ed.M. Programs. In addition, this section details policies and procedures that apply specifically to Masters students.

Coursework and Grade Options

In order to meet basic HGSE degree requirements, Master of Education candidates must complete courses carrying a minimum of 32 credits. Ed.M. students must take at least 50% of their total credits for a letter grade. Ed.M. students are permitted to enroll in up to two independent studies or field experiences, or combination thereof (not to exceed one per semester). See other sections of this Handbook for information about prior coursework and other academic requirements for all students.

Petitions to Change Program/Strand

Occasionally, Ed.M. students may wish to petition to change their Ed.M. program from the one to which they were admitted. Students wishing to do so must complete the *Petition for Change of Program*, which is available on MyGSE and includes more details about the process. Such petitions must include a clear justification for wanting to make such a change. In order to be granted a change, approval must be secured from the current program faculty director, the new program faculty director, and the Master's Program Office. Note that all petitions will not be granted due to admissions and program needs, and so students should consider carefully in which program to enroll without assuming the possibility of transferring to another program.

Petitions to Change Advisor

If a student finds that another faculty member would be a better match for an advisor, s/he can petition for a change. This change requires the signature of the new faculty advisor and approval by the Master's Program Office. Faculty advisors are limited to HGSE faculty.

Part-time Status Petitions

Master's students may apply for part-time study at the time of application for admission; they should include a rationale for their request with the application. **After registration, requests to change status from full to part-time study are very rarely granted.** Basic tuition requirements (see *Time Status Definitions*) are the same for part-time as for full-time students, although courses are taken over a longer period of time. Note that the term "tuition requirements" refers to the number of courses that must be paid for, whether or not they are actually taken. For further information, contact the Office of the Registrar. In general, part-time Ed.M. and C.A.S. students are charged tuition on a per-course basis. Since it is assumed that most part-time students will enroll in the equivalent of two courses each semester (eight credits), they are initially charged for two courses. After the add-drop deadline has passed, those who have enrolled in more than two courses will be charged for the additional course(s).

Financial Aid

Introduction

Financing the high cost of a graduate education is a serious challenge. The Financial Aid Office is committed to working with all students to assist in financing their education. It is important that students in multi-year degree programs apply for financial aid each academic year to maximize their financial aid possibilities. Deadlines are communicated via our website and through email.

Financial
Aid

Financial aid funds are limited and are not sufficient to cover all the costs of attending graduate school, therefore all students are strongly encouraged to seek additional sources of funding. Students should check the HGSE Financial Aid web site for a list of sites with information about funding.

The Financial Aid Office provides information on sources of outside funding for both U.S. and international students. The office maintains a database of fellowship opportunities and other information selected for relevance to many areas of study in the field of education. Information on fellowships is available on the Financial Aid Office web site; descriptions of current competitions are posted throughout the year at www.gse.harvard.edu/admissions/financial_aid. Walk-in visitors are welcome; however, applicants are encouraged to make appointments to use databases, and for informal counseling on funding search strategies and proposal writing. The database is also available at the circulation desk of the Gutman Library.

Financial Aid Office

Harvard Graduate School of Education
13 Appian Way Longfellow Hall, Room G049
Cambridge, MA 02138
Tel.: 617-495-3416; Fax: 617-496-0840
E-mail: gsefinancialaid@harvard.edu
http://www.gse.harvard.edu/admissions/financial_aid

Available Sources of Financial Assistance

The financial aid program at HGSE comprises three types of aid: grants and scholarships, employment, and loans. A general description of each follows.

Need-Based Grant Awards

HGSE Grant Funds

HGSE grant funds are awarded primarily on the basis of demonstrated financial need. For master's and CAS candidates, some students receive up to \$16,000 in need-based grant assistance. Ed.D students are eligible for HGSE guaranteed grant assistance for years one through five of doctoral study up to the cost of tuition and mandatory health fees; an application is required to review all expected sources of funding towards tuition and educational costs.

Harvard University Restricted Scholarships

Students at Harvard University are eligible to apply for restricted scholarships administered by the Committee on General Scholarships. Most of these are based on need and also have award preferences related to field of study, ethnic background, region of the country, or high school or college attended. These scholarships are listed on the HGSE Financial Aid Application. If students believe they qualify for a restricted scholarship, they should complete the form by the stated deadline. Documentation of eligibility (for example, a high school diploma or proof of lineage) will be required of all nominees. Awards from these funds are determined through a University-wide competition with students from other Harvard faculties. The scholarships are relatively small, generally less than \$10,000.

Merit-Based Grant Awards

Presidential Scholarships

Presidential Scholarships cover tuition and fees for the first five years of study, in addition to a generous stipend for three years of study. The awards are for full-time study only. Presidential Scholars must meet the prescribed timeline for doctoral study to continue the scholarship from year to year.

Action for Children's Television (ACT) Fellowship

A one-year partial fellowship is available to support a student conducting research related to children and the media. The fellowship is given so that issues critical to ACT will receive examination and visibility through the ongoing work of HGSE students. The ACT fellow will be designated by a faculty committee in consultation with the Financial Aid Office.

Conant Fellowships

James Bryant Conant, president of the University from 1933 to 1953, was a dedicated supporter of public education and a strong advocate of school reform. In 1986, Harvard established the Conant Fellowship fund to support the professional growth of outstanding teachers and administrators in the Boston and Cambridge public schools (charter schools excluded). To be eligible to apply, candidates must be under contract with either Boston or Cambridge public school system, with professional status, and must be admitted to a degree program at the HGSE. Applicants should demonstrate leadership potential and a commitment to public education. (Fellows agree to return to their school systems for a minimum of one year after receiving their advanced degrees.) Awards cover full tuition, and may be prorated for part-time study. Doctoral Conant Fellowships carry the possibility of a one-year renewal. Review committees comprised of representatives from HGSE and the Boston or Cambridge school systems and teachers' unions select the fellows each academic year. Applicants are encouraged to talk with their union presidents to determine their school system's eligibility requirements and policies. Recipients are notified of their awards shortly after admission to HGSE. Application forms are available online at www.gse.harvard.edu/admissions/financial_aid/forms/documents/conantnew.pdf

Fulbright Cultural Exchange Fellowships, U.S. Student Program*

Fulbright fellowships are intended to provide opportunities for personal development and international experience through study and research in over 100 countries, with the aim of promoting mutual understanding among nations. Award allowances may include round trip transportation; tuition (in some cases); book and research allowances; maintenance for the academic year; and supplemental health and accident insurance. Enrolled students must apply through HGSE; Information is available through the Career Services Office. A required interview with the faculty review committee is scheduled when a candidate's application is submitted. Please note: the HGSE deadline is earlier than either the Fulbright or Harvard deadline.

*International students must apply through their home countries. Please see <http://www.ije.org> for more information.

Harvard University Traveling Fellowships

Currently registered students who have completed a full year of graduate study at Harvard are eligible to apply for a variety of Harvard University Traveling Fellowships for study or research abroad. The fellowships are generally

intended to give U.S. students experience in other countries; on occasions a foreign student may be awarded, but never for study in their home countries. Application is made through HGSE in the late fall/early winter at which time application materials become available and deadlines are announced. Stipends vary, though several have awards of \$25,000 for 2016-2017. For details, please see www.scholarship.harvard.edu/tf/ffunds.html.

Pforzheimer Fellowships

Incoming master's students who graduated from Harvard or Radcliffe College are eligible to apply for Pforzheimer Fellowships. These fellowships are intended for graduate students who demonstrate unusual talent for and commitment to public service careers. Priority is given to practitioners: teachers, principals, administrators, policymakers, and community organizers. Students must submit their application/statement of purpose with their financial aid application by the stated deadline.

Zuckerman Fellowships

The Zuckerman Fellows Program at Harvard University represents a new and innovative approach to preparing our most talented young people to engage in the public sector. Zuckerman Fellows will develop both a broad base of knowledge and a depth of perspective through intensive training in two professional disciplines, giving them exceptional promise as future leaders.

Candidates for the Zuckerman Fellows Program are individuals who have a graduate degree in business, law, or medicine who wish to earn an additional degree from the Harvard Graduate School of Education, the Harvard Kennedy School, or the Harvard School of Public Health. Students who are working toward a degree in business, law, or medicine and who wish to earn an additional degree at the Graduate School of Education, the Harvard Kennedy School, or the School of Public Health are also eligible, including students applying for joint and concurrent programs.

Zuckerman Fellows will receive one year of tuition and health insurance fees and a stipend at the Graduate School of Education, the Kennedy School, or the School of Public Health,

Zuckerman Fellows will be selected based on their leadership ability, intellectual and academic achievements, and commitment to public service over the course of their careers. Candidates must be a U.S. Citizen, and in the first year of degree program when Fellowship is received.

Leadership in Education Awards

Awards are made to a limited number of newly admitted full time master's students based on their academic record, demonstrated leadership, and overall admissions application strength. In 2016-2017, awards are in the amount of \$22,500. Recipients are selected from the top ten to fifteen percent of the applicant pool, with special consideration given to Teach for America alumni.

Urban Scholars Awards

Urban Scholars enroll in one of the 13 Ed.M. programs at HGSE. They receive an award package covering full HGSE tuition and health insurance fees during the fellowship year. In addition to completing the standard master's curriculum, Urban Scholars also participate in a dynamic interdisciplinary program designed to facilitate the development of a life-long network of professional colleagues who share a common passion for improving urban schools. Candidates are awarded on the basis of academic excellence and a demonstrated commitment to a career working in urban school systems. In particular, they are chosen from the top 10% of the applicant pool and they will have three years or more of direct work experience in urban schools (or significant volunteer work in a comparable setting).

Employment

Federal Work-Study Program

A student's financial aid package may include a work-study award. Under the Federal Work-Study Program, a student may earn up to a specific amount for the year in an approved job. Hourly wage rates for graduate students in 2016-2017 range from \$12.50 - \$18.15/hour for on campus work. Depending on the financial aid package awarded, a student may earn up to \$5,000 or their awarded ceiling amount per academic year in part-time work. Federal Work-Study job opportunities are posted at the Harvard University Student Employment Office web site

(www.seo.harvard.edu). Students generally seek work-study positions after arriving on campus. Full-time master's students are given priority for this very limited program.

Teaching Fellowship Program

Ed.D. and Ed.L.D. students who wish to be Teaching Fellows may apply for available positions after completing one full year of HGSE coursework. Teaching Fellows must be registered (in residence) HGSE doctoral students during the term of the appointment.

Ed.D. students can hold a maximum of two teaching fellowships a year between years two and six of doctoral study. Those seeking additional TF appointments must receive permission from their faculty advisor(s) and the Associate Dean for Doctoral Programs. Year 2 Ed.L.D. students may work up to 20 hours per week in Teaching Fellowships and other co-curricular engagements (Year 1 and Year 3 students are not eligible to hold Teaching Fellowships without Ed.L.D. program approval; see *Doctor of Education Leadership Policies and Regulations*).

All Ph.D. in Education students are required to complete four HGSE TF "slots" over the course of their time in the program. Most students will fulfill this requirement in Year 3 or Year 4, though students can fulfill the requirement any point in the program before the year they receive their dissertation completion funding. Ph.D. in Education students are not permitted to serve as Teaching Fellows during Year 1 and Year 2 without written permission of the GSAS Associate Dean for Admissions and Financial Aid along with support from the faculty advisor. For more information about Ph.D. Teaching Fellow requirements, please review the [Ph.D. Student Guide, available on the program website](#).

Ed.M. and C.A.S. students who wish to be Teaching Fellows must receive prior permission of the Associate Dean. Appointments are generally limited to qualified C.A.S. students and second-year part-time Ed.M. students who have previously taken the course and who have outstanding academic records.

Details of the Teaching Fellowship Program and appointment process are available in the Academic Affairs Office and at www.gse.harvard.edu/~oasweb/studentappointmentsnew.html

Loans

Federal Direct Unsubsidized Loan

This loan has a fixed interest rate of 5.31%. Borrowers may defer payment during the in-school period and for six months after ceasing to be enrolled as at least as a half-time student, however interest starts to accrue once the loan has been disbursed to the student bill. Students must complete the financial aid application process to be considered for this loan. Students may borrow up to a maximum of \$20,500 per year. A 1.069% origination fee is deducted from the total proceeds of the loan; subject to change mid-year due to Congressional sequestration

Federal Direct Graduate PLUS Loan

This is a Federal Loan that is credit-based and is available only to U.S. citizens or eligible non-citizens. There is a fixed interest rate of 6.31% on the loan and an origination fee of 4.292%; subject to change mid-year due to Congressional sequestration.

Interest starts to accrue once the loan has disbursed. You may borrow up to the cost of education minus financial aid received, but you must first maximize federal aid program loans up to your individual eligibility before borrowing a Federal Direct PLUS Loan. These loans are serviced by lenders contracted by the U.S. Department of Education, which is the lender. Please contact the Financial Aid Office if you are interested in applying for this loan.

Supplemental Loans

Private supplemental loans are credit-based and may be taken out by students who require additional resources. The Financial Aid Office administers a number of alternative loan programs. These loans have varying interest rates and repayment provisions, and students should pay careful attention to specific loan program details. As terms and conditions change frequently during these financially volatile times, please refer to the HGSE Financial Aid website for the most recent information.

International Students

A limited number of need-based grants and teaching fellowships are available to international students. Grants are based on the relative need of students applying for assistance and regrettably do not cover the full cost of attendance. There are no tuition waivers. International students are not eligible for federal student loans or work-study and are generally restricted from working in this country. Therefore, even those receiving grants must have additional personal resources. International students are strongly advised to continue to seek financial support for their studies from governmental and private agencies in their home countries. International students should check the HGSE Financial Aid web site (www.gse.harvard.edu/admissions/financialaid) for a list of sites with information.

Importance of Registration Status for Financial Aid

Students must be registered at least half-time, and be maintaining satisfactory academic progress in order to be eligible for financial aid. Students whose registration lapses or who drop below half-time for any reason (e.g. leave of absence, failure to register, withdrawal, registered for only one course) should be aware that such changes will have an immediate impact on the financial aid package as well as on the terms of repayment of the student loans. In some cases, leaves may count toward the grace period that precedes repayment of the loan. In other instances, the loan may come due immediately. Students are strongly urged to review the terms of their loans and discuss those terms with the Financial Aid Office before changing from full-time to another status.

Students on Federal Financial Aid: Additional Satisfactory Academic Progress Standards

All students should refer to the Annual Satisfactory Academic Progress Review section of this Handbook (page 33) for additional requirements.

To receive Federal/Title IV financial aid, a student must be considered to be making satisfactory academic progress as defined below. As such, at each academic evaluation students must:

- Maintain a minimum cumulative grade point average of B-, and may carry no more than one incomplete in the Ed.M. and CAS programs; maintain a minimum cumulative grade point average of B+, with A caliber work in some courses in the Ed.L.D. program;
- Satisfy academic degree requirements as defined by the academic program;
- Complete at least 50% of the cumulative attempted courses (during coursework phase for doctoral candidates). Attempted credits are defined as any credits for which a student has registered in a given semester;
- Complete degree requirements for graduation within 150% of the normal time allotted for students in similar situations.

The maximum time for which financial aid can be received is:

Degree	Full-Time Student	Part-Time Student	Evaluation Schedule
Ed.M. or CAS	3 semesters	6 semesters	At the end of fall and spring semesters
Ed.L.D.	9 semesters	Not applicable	At the end of fall and spring semesters
Ed.D.	20 semesters	20 semesters	At the end of each academic year

Failure to satisfy these requirements will result in a **Financial Aid Warning**, for programs evaluated at the end of each semester. A Financial Aid Warning shall consist of one additional semester of eligibility subsequent to the period in which a student failed to meet the conditions for Satisfactory Academic Progress. Once the Financial Aid Warning period has expired, if a student is still failing to make Satisfactory Academic Progress, that student will lose financial aid eligibility. If after that semester the student now meets the satisfactory progress requirements, they will no longer be in warning status, and will maintain eligibility.

Ed.D. students who fail to meet the Satisfactory Academic Progress standards when reviewed at the end of the school year will lose federal financial aid eligibility for the following semester. They may request another review after that semester to determine if they now meet the standards. If so, then they will regain eligibility for the next semester. If not, then until a review is conducted demonstrating that they now meet the Satisfactory Academic Progress standards, they will not have eligibility for federal student aid.

No student may receive federal student aid beyond the timeframe noted in the chart above.

HGSE does not allow for an appeal process.

Treatment of Withdrawals, Incompletes, SAT/UNS

- Course withdrawals are not included in the average grade calculation nor in attempted coursework
- Incomplete grades are not included in the average grade calculation, but are considered a non-completion of attempted coursework. If the Incomplete grade is replaced with a permanent grade, academic progress will be re-evaluated.
- Failing grades are treated as attempted courses and are included in the average grade calculation. UNS grades are treated as non-completion of attempted courses, but are not part of the average grade calculation.
- SAT grades are treated as attempted and completed courses, but are not included in the average grade calculation

Refunds of Federal Financial Aid

Students who receive financial assistance and who change their registration status (e.g. withdraw, change from full-time to part-time) should be aware that in some instances the financial assistance received, or a proportion of it, will need to be returned to the financial aid sources, including federal and Harvard programs, according to a federally mandated formula. Please refer to the related information section of the *Financing Your Education manual* on MyGSE.

Harvard University Tuition Assistance Plan

Harvard University employees, including those in a degree program and those registering in non-degree studies, may be eligible for Tuition Assistance Plan (TAP) benefits. TAP benefits are considered to be a source of financial assistance and must be included in the financial aid analysis. Students who receive TAP benefits should notify the Financial Aid Office of the number of their classes covered by TAP each semester so that an accurate financial aid award can be determined. If students learn of TAP benefit eligibility after receiving a financial aid award, adjustments to the award will be made at that time. Students receiving TAP benefits are not eligible for HGSE grant assistance. For general information about TAP, contact the Office of the Registrar.

Tuition and Fees

Tuition Charges for All Students

The following tuition charges are in effect for the 2016-2017 academic year (subject to change in future years).

**Tuition
& Fees**

Full-Time Students	
per academic year	\$45,008.00
per semester	\$22,504.00
Part-Time Students	
per course/per semester	\$5,626.00
Other Students	
Advanced Doctoral Fee for doctoral students who have fulfilled the tuition requirements per semester	\$2,250.00
Active File Fee per semester	\$125.00
Facilities Fee per semester	\$250.00

Visiting Fellow per semester	\$500.00
Other Fees	
Harvard University Student Health Plan Basic per year	\$1,088.00
Harvard University Student Health Plan Supplemental: Blue Cross Blue Shield Hospital/Specialty and Medco Prescription Drug Coverage per year	\$2,630.00
Document Fee per year	\$220*
Student Activity Fee per year	\$40**
International Education Policy Summer Tuition	\$550.00

*The document fee is a mandatory lifetime fee charged to students upon matriculation. The fee covers all course iPacs used in HGSE courses during the academic year, as well as official HGSE transcripts and enrollment and verification letters, etc. issued to the student.

**The student activity fee is an optional fee that funds officially recognized student organizations, student activities and community wide events available to all students. The fee can only be waived by written request to the Associate Director of Student Affairs, Kevin Boehm, by Friday, September 2, 2016 at kevin_boehm@gse.harvard.edu; fee waiver requests are valid only for the academic year in which they are requested. Students on leave of absence will not be assessed the fee. All Ed.M., C.A.S, Ed.L.D. Year 1, and Ed.L.D. Year 2 students will be assessed.

Degree requirements stipulate that all Ed.M. and C.A.S. students are to be charged for at least eight courses (32 credits). Only Ed.M. and C.A.S. students paying full tuition for two semesters may take more than eight courses without additional payment. All other students pay tuition on a per-course basis. There is no charge for audited courses.

Full-time students are not assessed any additional tuition for courses taken during Winter Session (J-Term). Part-time students are charged spring tuition for any Winter Session courses taken.

After fulfilling the tuition requirements, Ed.M. and C.A.S. students who have not completed their required coursework will be charged the HGSE facilities fee for any semesters in which they are enrolled in courses needed to fulfill degree requirements. The tuition charged for any repeated courses may not be included in the budget for financial aid purposes. Any courses taken that are not being used to fulfill degree requirements will be assessed tuition at the current per-course rate.

The *Academic Calendar* includes the schedule of tuition refunds for courses dropped or for cancellation of registration. This schedule also applies to students whose degree candidacy is terminated either by the student or by HGSE.

The Harvard University Student Health Program (HUSHP) Student Health Fee is billed to all registered students. Students may waive the HUSHP Student Health Fee if they meet any of the following criteria:

- Registered as a Traveling Scholar
- Having a time status of half-time or less (Note: Students who waive the HUSHP Student Health Fee as half-time or less must also waive the HUSHP Student Health Insurance Plan)
- A non-resident student who resides outside of Massachusetts, and has no activities on campus for the entire term
- Enrolled in the Harvard University Group Health Employee Plan
- On active military duty and prohibited from receiving health care from any facility other than Hanscom Air Force Base

Massachusetts law requires that all full-time and part-time students enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program or in a health plan with comparable coverage. Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on the student's term bill. For more information on waiving, visit the HUHS website (huhs.harvard.edu).

Schedule of Tuition Payments

No student will be permitted to register in any term until all money due from prior term bills is paid in full. In addition, current tuition is due in advance of each semester for which the student registers. Fall tuition is due by August 15; spring tuition is due by January 15. Before being allowed to register, a student is expected to pay the semester’s tuition in full by these dates, unless he or she is on the Monthly Payment Plan. The Monthly Payment Plan, which carries with it a \$35 service charge per semester, is available to all students through the University Student Billing Office. A student who is on the Monthly Payment Plan is expected to pay any outstanding previous balance in full and at least one-quarter of the current semester’s bill. Students who fail to make timely monthly payments may not be allowed this option in the future.

Students at Harvard University are billed electronically. In lieu of a monthly paper bill, students are sent, via monthly emails, web links that will enable them to view their student bills on line as well as to make payments electronically. Payments may be made either electronically or by check. Credit card payments are not accepted. Students who need a paper copy of their bill may print a PDF copy. E-bill records are kept on file for 12 months for future viewing or printing.

If a payment is returned by the bank, it is submitted for payment a second time. If after the second attempt the payment is returned again, then the student account is subject to a \$50 returned check fee. If another payment is returned by the bank after two attempts to collect the funds, the fee is increased to \$75. Multiple returned payments may result in the University requiring future payments by certified or bank check.

Any student who leaves the University with an amount due on their student bill that is unpaid for sixty days or more may be subject to collection activities. The costs associated with collecting an unpaid account will be added to the student’s outstanding debt and must be paid in full.

Students should be aware that diplomas will be withheld until all indebtedness to the University is paid in full. In addition, the School may withhold some services to students or former students with outstanding debts to the University.

Tuition Requirements for Doctor of Education (Ed.D.)

All Ed.D. students will be assessed the Advanced Doctoral Fee (\$2,250.00) each semester registered. Additional courses may be taken at no additional cost. Tuition covers courses that enable a student to qualify for the Ed.D. or one Ed.M. in passing degree.

Doctoral students who graduate in November 2016 or March 2017 are subject to the following deadlines affecting tuition and health insurance charges.

November 2016 Doctoral Candidates - Deadlines that affect Fall 2016 Tuition and Health Insurance Charges			
Ed.D.: Date by which student obtains all readers' approvals of dissertation AND completes Oral Defense (if applicable).* Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone	On or before August 29, 2016	August 30, 2016 - September 8, 2016	September 9, 2016 – October 17, 2016**
Must Register for Fall semester?	No	Yes	Yes
Charged Fall tuition?	Yes, but tuition charges will be reversed.	Yes, but tuition charges will be reversed.	Yes, but tuition charges will be reversed.

Covered by Fall Harvard University Student Health Insurance?	No. If already charged for/enrolled in Fall insurance, it will be retroactively cancelled back to July 31, 2016 and student will be charged for any medical costs incurred on or after August 1, 2016.	No. If already charged for/enrolled in Fall insurance, it will be retroactively cancelled back to July 31, 2016 and student will be charged for any medical costs incurred on or after August 1, 2016.	Yes. Will be charged for the period 8/1/16 - 1/31/17 (unless waiver is approved).
Last Date of Attendance	August 29, 2016	September 8, 2016	October 17, 2016

* Ed.D. students who receive official approval of their dissertation proposals (DPs) after September 1, 2012 are now required to pass an Oral Defense to satisfy the requirements of the degree. For students who formally passed their DPs prior to September 1, 2012, the Oral Defense is optional

* In order to receive a November 2016 degree, the E.D. Program Office must receive all reader approvals no later than Monday, October 17, 2016, 4:30pm.

March 2017 Doctoral Candidates - Deadlines that affect Spring 2017 Tuition and Health Insurance Charges		
Ed.D.: Date by which student obtains all readers' approvals of dissertation AND completes Oral Defense (if applicable).* Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone	On or before January 20, 2017	January 21 – February 13, 2017***
Must Register for Spring semester?	No	Yes
Charged Spring tuition?	Yes, but tuition charges will be reversed	Yes, but tuition charges will be reversed
Covered by Spring Harvard University Student Health Insurance?	No. If already charged for Spring insurance, it will be retroactively cancelled back to January 31, 2017 and students will be charged for any medical costs incurred on or after February 1, 2017.	No. If already charged for Spring insurance, it will be retroactively cancelled back to January 31, 2017 and students will be charged for any medical costs incurred on or after February 1, 2017.
Last Date of Attendance	February 13, 2017	February 13, 2017

*** In order to receive a March 2017 degree, the E.D. Program Office must receive all reader approvals no later than Monday, February 13, 2017, 4:30pm.

Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May 2017 degree.

Tuition Requirements for Master of Education (Ed.M.) and Certificate of Advanced Study (C.A.S.)

Master's and Certificate of Advanced Study students must pay one year of full tuition. Courses taken at Harvard Summer School (the Division of Continuing Education) and accepted by the Committee on Degrees for academic credit do not reduce tuition requirements. After fulfilling the tuition requirement, Ed.M. and C.A.S. students who have not completed their required coursework will be charged the HGSE facilities fee for any semesters in which they are enrolled in courses needed to fulfill degree requirements. Any courses taken that are not being used to fulfill degree requirements will be assessed tuition at the current per-course tuition rate. For additional information, please contact the HGSE Registration Office.

Tuition Requirements for Doctor of Education Leadership (Ed.L.D.)

All Ed.L.D. students (including those previously in the Ed.M. or C.A.S. programs) are subject to the following tuition requirements:

First Two Years of Registration	Full Tuition
Third Year of Registration	Half Tuition
Registration Beyond Year Three	Facilities Fee

Students enrolled in the Ed.L.D. Program beyond the stated program duration limit (three years/six semesters) will be assessed a Facilities Fee (\$250) each semester to be paid by the student.

Potential November graduates who complete all degree requirements prior to fall term Registration Check-in are not required to register for the fall semester. All other November degree candidates will be required to register for the fall semester; should they succeed in meeting November degree requirements, any tuition paid for the fall semester will be refunded. Students must be registered in the fall and pay fall tuition in order to be eligible for a March degree. Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May degree.

Tuition Vouchers

HGSE issues tuition vouchers to teachers and other practitioners who supervise HGSE students in formal educational settings. These vouchers may be used to cover basic HGSE tuition requirements for degree candidates, as well as non-degree students. Ed.M. and C.A.S. students may use a maximum of three vouchers and Ed.D. students may use a maximum of four vouchers to meet basic tuition requirements. Non-degree students may register for a maximum of one course (or four credits) per semester using an HGSE voucher. Contact the Office of the Registrar for more information.

Family Educational Rights and Privacy Act (“FERPA”)

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) is a federal law that gives students certain rights with respect to their education records.

Education Records

The Harvard Graduate School of Education (HGSE) routinely maintains records for its students that describe and document their work and progress. These education records generally include records such as permanent and local addresses, admissions records, enrollment status, course grades, reports and evaluations, completion of requirements and progress toward the degree, records of disciplinary actions, letters of recommendation, and other correspondence with or concerning the student.

Access

To be useful, students' records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the



Registrar of HGSE, as well as certain officers of HGSE, including, for example, the Academic Affairs Deans, Program Directors, Program Administrators, the Director of Admissions, the Director of Student Affairs, the Director of Financial Aid, and the Associate Dean for Enrollment and Student Services. All students have access to their own education records and may contribute to them if they feel there is need for clarification. Students wishing access to their education records should contact HGSE Office of the Registrar. Ordinarily, students are asked to submit a written request that identifies the specific record or records he/she wishes to inspect. Access will be given within 45 days from the receipt of the request. When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to him or her. Students also are not permitted to view letters and statements of recommendation to which they waived their right of access, or that were placed in their file before January 1, 1975.

Students should direct any questions they have about the accuracy of records to the person in charge of the office where the records are kept. If questions still remain, the matter may be referred to the Registrar. Should it be necessary, a hearing may be held to resolve challenges concerning the accuracy of records in those cases where informal discussions have not satisfactorily settled the questions raised.

Directory Information

HGSE regards the following information as “directory information,” that is, information that, under FERPA, can be made available to the general public: name, local address and telephone number, university email address, dates of enrollment, enrollment status, anticipated or actual date of graduation, degree and field of study, Harvard University ID photograph, and network ID. Please note that Harvard University’s definition of “directory information,” found at <http://security.harvard.edu/pages/ferpa-directory-common-elements>, may include elements in addition to those used by HGSE, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

Students may direct HGSE not to disclose their directory information, usually known as putting in place a “FERPA Block.” To do so, a student must inform the HGSE Office of the Registrar in person, and sign a form requesting that the information be blocked. Students should be aware of the possible consequences of invoking a FERPA Block, such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet. Students who have previously chosen to invoke a FERPA Block may decide to reverse this decision, also by informing the HGSE Office of the Registrar in writing.

Other Disclosures permitted under FERPA

In addition to permitting the disclosure of directory information, as set forth above, FERPA permits disclosure of educational records without a student’s knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information in order to fulfill his or her professional responsibilities, including instructional, supervisory, advisory, administrative, academic or research, staff support or other duties. “Harvard officials” include: faculty; administrators; clerical employees; professional employees; Harvard University Health Services staff members; Harvard University Police Department officers; agents of the University, such as independent contractors performing functions on behalf of HGSE or the University; members of Harvard’s governing boards; and students serving on an official HGSE or University committee, or assisting another Harvard official in performing his or her tasks. A student’s education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, HGSE will forward a student’s education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

If HGSE finds that a student has committed a disciplinary violation involving a crime of violence or a non-forcible sex offense, then it also may, if legally permitted and in HGSE’s judgment appropriate, disclose certain information about the disciplinary case. The disclosure may include the student’s name, the violation committed, and the sanction imposed.

Student Rights under FERPA

As set forth above, under both Harvard policy and FERPA, students and former students may inspect and review certain of their education records that are maintained by Harvard. They also have the right to: exercise limited control over other people’s access to their education records; seek to correct their education records if they believe them to

be inaccurate, misleading or otherwise in violation of their FERPA rights; file a complaint with the U.S. Department of Education if they believe Harvard has not complied with the requirements of FERPA; and be fully informed of their rights under FERPA. Complaints regarding alleged violation of rights of students under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920.

Use of the Harvard Name

Use of Harvard Name

Harvard Name

The use of the name Harvard, or of any of the schools within the University, in web site identifications, e-mail addresses, and Internet addresses requires advance permission of the appropriate official (the Provost in the case of the Harvard name and the appropriate dean in the case of an individual school's name). For the full policy statement, consult the University Policy on the Use of Harvard Names and Insignias at: www.provost.harvard.edu/policies_guidelines/names_insignias.php

In addition, student groups, associations, and organizations have specific obligations under the Use of Names Policy with which they are required to be familiar (for specific policies affecting student groups see the "Use of Harvard's Name and Insignia for Student Organizations" in the Student Activities Manual). Individuals or groups who violate these policies may be subject to discipline. Any questions should be addressed to the Office of Student Affairs.

Student Use of HGSE Stationery

Master's students are not permitted to use HGSE stationery for personal, academic, or professional purposes. Harvard University stationery that is available commercially (i.e. in the Harvard COOP) is recommended for these purposes. Under some conditions doctoral students will be allowed to use HGSE stationery, particularly when their request to do so is related to dissertation research. To obtain permission and stationery please contact the HGSE Communications Office.

Standards of Conduct

Standards of Conduct

University Regulations on Rights and Responsibilities

The central functions of an academic community are learning, teaching, research, and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within the community must be compatible with these qualities.

The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. The University must affirm, assure, and protect the rights of its members to organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in an orderly fashion, and advocate and publicize opinion by print, sign, and voice.

The University places special emphasis, as well, upon certain values which are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based.

Furthermore, although the administrative processes and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft, willful destruction of the property of the

University or its members, or other violations of state or federal law must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers are expected to consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University. Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

No violation of the rights of members of the University, nor any failure to meet responsibilities, should be interpreted as justifying any violation of the rights of members of the University. All members of the community—students and officers alike—should uphold the rights and responsibilities expressed in this Resolution if the University is to be characterized by mutual respect and trust.

Standards of Conduct in the Harvard Community

It is the expectation of the Harvard Graduate School of Education that its students, whether or not they are on campus or are currently enrolled as degree candidates, will behave in a mature and responsible manner, in accordance with HGSE's standards of personal and professional conduct and accountability. In doing so, students help create a dynamic and inspiring atmosphere for learning and growth, and demonstrate the core principles effective educators instill in their professional work and uphold in their daily lives. This expectation for mature and responsible conduct also encompasses accountability for one's own well-being, including responsible decision making regarding physical and mental health.

Non HGSE students who are enrolled in HGSE courses are expected to uphold the policies set forth in the HGSE Student Handbook, including without limitation those related to Academic Integrity and the Code of Conduct. Non HGSE students include, for example, TAP students, cross-registrants, and voucher holders. HGSE may take any and all actions it deems necessary upon the discovery of a policy violation, including without limitation immediately requiring the non HGSE student to withdraw from the course and notifying the non HGSE student's home institution, if applicable. Additionally, HGSE may preclude a non HGSE student who has previously violated HGSE policy from registering in any future HGSE course.

All HGSE students are expected to adhere to these overarching values:

- Respect for the rights, differences, and dignity of others;
- Honest and ethical preparation and submission of all academic work;
- Honesty and integrity in dealing with all members of the community;
- Accountability for personal and professional behavior.

Specific examples of ways in which students demonstrate these values include, but are not limited to: regular and timely attendance and participation in all HGSE course, program and other required activities; respectful, attentive behavior within and outside the classroom; appropriate conduct, judgment and tact in all personal and professional situations; effective and timely communication with all members of the Harvard community; appropriate judgment in responding to unethical, unprofessional or dangerous behavior on the part of others; respecting and respectful behavior regarding the privacy of all members of the Harvard community; and maintaining appropriate boundaries when dealing with others at HGSE, including, for example, in regard to educator/student relationships. In addition, students may not engage in any form of: physical violence; hazing; sexual misconduct; harassment; substance abuse; theft, misappropriation, or unauthorized use of, destruction of, or damage to property; nor may they discriminate on the basis of race, color, gender, gender identity, sexual orientation, religion, age, national origin, ethnic background, political beliefs, veteran status, disability status or any other improper basis. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified in this Handbook.

HGSE Diversity Statement

As members of the HGSE community, we each come to Appian Way with rich and varied identities, and issues of diversity can be multivariate and complex, intersecting race, sexual orientation, culture, gender identification, age, education, national or ethnic origin, socioeconomic status, language and linguistic ability, immigration status, varying degrees of ability, religion, power dynamics and status, among many other possible categorizations.

HGSE Dean James Ryan has affirmed that a commitment to inclusion, equity, and cultural competency is intrinsic to HGSE's mission of preparing leaders in education and generating knowledge to improve student opportunity, achievement, and success. As part of our commitment to our common mission, we each share a responsibility to respect the rights, differences, and dignity of others, and sustain an environment that is conducive to fostering the highest levels of learning and teaching.

HGSE Diversity Competencies

The HGSE Faculty has endorsed the following statement of the competencies that are important for HGSE students to develop to be effective educational leaders at the nexus of practice, policy, and research.

If HGSE students work to develop:

- An understanding of how class, culture, disability, ethnicity, gender, language, national origin, political affiliation, race, religion, and sexual identity shape the environment in which they live and work, affect each of their personal identities, and impact the lives and opportunities of students and teachers;
- Personal skills and habits of mind to understand their own cultural identities, their personal triggers, and biases and take the next developmental steps in their identity development and leadership journey;
- Analytic skills to understand the implications of research and appreciate multiple points of view through active and careful listening, to be willing to confront views that impede/counter equity and diversity while honoring the dignity of those holding them;
- Professional skills to be able to enter any organization, read and interpret the current dynamics, help the organization identify the next developmental steps toward being an organization with a clear vision of equity and social justice, and mobilize for improvement, using, among other skills, an explicit understanding of adult learning and skills in holding difficult conversations and creating a climate for learning about equity and inequity;
- A vision of how their role as educational leaders can promote equity for all students, marshaling the resources of learning and teaching, of data driven decision making, and of connections to the community, especially in communities other than their own;
- Courage, commitment, and persistence to act on all of the above, to be transformative change agents, and to develop networks and support structures that sustain them in this work,

And if students continually engage in this work, by articulating their understandings and visions and by practicing their personal and professional skills in a diverse, ongoing group of peers during their course of study,

Then, upon graduation from the Harvard Graduate School of Education, they will contribute to creating and sustaining organizations of equity that will lead to high quality learning for ALL students.

Academic Integrity:

All work submitted to meet course requirements is expected to be the student's own. In the preparation of all papers and other written work submitted to meet course and degree requirements, a student must be careful to distinguish between ideas that are his or her own and those that have been derived from other sources. Information and opinions drawn from all sources are to be attributed specifically to these sources. It is the student's responsibility to learn and use the proper forms of citation. Quotations must be properly placed within quotation marks and must be fully cited. All paraphrased material must also be fully cited. In all cases where ideas or material presented are derived from a student's reading and research, the source used must be indicated. ***Students who submit work either not their own or without clear attribution to the original source, for whatever reason, face sanctions up to and including dismissal and expulsion.***

Assistance in Course Work and Writing

Students occasionally work with others or receive assistance in various aspects of their course work. Students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. Students

should disclose to their professors any plans for outside professional assistance on editing, statistical work, or other matters central to completing their work. The student's professor will approve those kinds and levels of assistance that support, rather than supplant, the student's research, writing and learning. If assistance was approved, the student must specify what sort of assistance they received and from whom on the paper in question, upon submission. The goal of this oversight is to preserve the status of the work as the student's own genuine intellectual product. Students should remember that the Gutman Library Academic Writing and Research Services is available to assist them with assessing and editing their own work. This assistance has been sanctioned by HGSE.

Dual Submission of Papers

A paper may not be used to meet the requirements for more than one course. Students wishing to integrate the work of two separate courses into one paper may do so only if this plan is approved in advance in writing by all instructors involved. Papers submitted for more than one course must show both course numbers on the title page.

For more discussion about dual, or overlapping, submission of papers, see *Writing with Sources: A Guide for Harvard Students* (www.fas.harvard.edu/~expos/index.cgi?section=resources). Students are strongly cautioned against using work for one course in another without fully discussing their plans with all instructors involved.

HGSE Information Security

HGSE Information Security Policies

In order to fulfill its mission of preparing leaders in education, HGSE provides access to computing, network and information systems and services for the students, faculty, and staff who form the basis of the HGSE community. Collectively, these computing, network, and information systems and services comprise the School's information technology infrastructure. As such, HGSE is committed to maintaining a secure information environment that is accessible to all members of its community. Such an environment can only exist when the users and managers of the information technologies behave responsibly and respectfully.

In accordance with the Harvard University policies, HGSE combats internal and external risks to the security, confidentiality, and integrity of any electronic, paper, or other records containing sensitive or confidential information. **The requirements and guidelines outlined in the following sections are high-level excerpts from University and HGSE information security policies. It is the sole responsibility of any HGSE system and network user to read, understand, and appropriately apply those policies in their entirety as found on HGSE's Information Technology website in addition to the below sections. In cases where there is a concern about compliance with School or University policies, HGSE's Information Security Officer (ISO) should be contacted.**

HGSE Computer and Network Use

Students who are provided access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. The University expects students to be careful, honest, responsible, and civil in the use of computers and networks. Those who use wide-area networks (such as the Internet) to communicate with individuals or to connect to computers at other institutions are expected to abide by the rules for the remote systems and networks as well as those for Harvard's systems.

Be advised that, in addition to violating HGSE rules, certain computer misconduct is prohibited by federal and state law and is, therefore, subject to criminal and civil penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database, falsely obtaining electronic services or data without payment of required charges, intentionally intercepting electronic communications, and obtaining, altering or destroying

others' electronic information. Similarly, serious legal penalties may result from the use of Harvard's computers or network to violate copyright laws, as is possible with the use of peer-to-peer file sharing programs. Moreover, a student may be held responsible for misuse that occurs by allowing a third party access to the student's own computer, account, or network connection.

Students assume personal responsibility for the use of their accounts. Attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft. Consequently, students may not disclose their passwords or otherwise make network resources available to unauthorized individuals (including family or friends). Moreover, the possession or collection of others passwords, personal identification numbers (PINs), private digital certificates, or other secure identification information is prohibited. Use of Harvard's computers and networks for business-related purposes without authorization also prohibited (see *Student Business Activity* in the *Handbook for Students*).

Students may not attempt to damage or to degrade the performance of Harvard's computers and networks and should not disrupt the work of other users. Students may not attempt to circumvent security systems or to exploit or probe for security holes in any Harvard network or system, nor may students attempt any such activity against other systems accessed through Harvard's facilities. Execution or compilation of programs designed to breach system security is prohibited unless authorized in advanced.

Students are expected to consult an official of HGSE Information Technology prior to any activity that would appear to threaten the security or performance of University computers and networks. Failure to do so may result in disciplinary action. **Unauthorized use of the HGSE network, computer systems, or facilities is prohibited.**

HGSE Facility Use

Computer and network facilities are provided to students primarily for their educational use. These facilities have tangible value. Consequently, students may not make Harvard's facilities available to unauthorized individuals (including family or friends).

Physical theft, rearrangement, or damage to any University computer or network equipment, facilities, or property is strictly prohibited, and will be reported to the police. This includes all public computer labs, network hubs, wiring, and links.

HGSE Information Technology must ensure that academic work takes precedence at all times over other computing activities in its facilities. In situations of high user demand that may strain available computer resources, HGSE Information Technology reserves the right to restrict (e.g., to specific times of day) or prohibit computer entertainment activities such as game playing. Similarly, loud or disruptive behavior that may hinder academic work in the computer labs is not permitted.

Students must abide by all official posted rules and official communications from HGSE regarding use of facilities. Students are also expected to consult an official of HGSE Information Technology prior to any activity that would appear to threaten the security or performance of University facilities. Failure to do so may result in disciplinary action. **Unauthorized use of the HGSE network, computer systems, or facilities is prohibited.**

Cases of Misconduct

HGSE Information Technology reserves the right to terminate access at any time to anyone whose use of its resources violates the law or threatens system or network security, performance, or integrity. This includes the ability to terminate running processes or active connections.

Harvard will, in appropriate circumstances, terminate the network access of users who repeatedly infringe the copyrights of others or endanger confidential information. Under HGSE policy any student who has been warned about a first incident of copyright infringement and who is again found to have been downloading, reproducing, or distributing others' material in violation of the copyright laws will be disconnected from the HGSE network for a period of one year. Termination of network access includes all devices owned or registered by the student. In other

cases of computer misconduct, HGSE Information Technology will notify the appropriate dean or University official, who in turn will determine the course of any investigation or disciplinary action.

Waiver

Users recognize that systems and networks are imperfect and waive any responsibility for lost work or time that may arise from their use. The staff of HGSE Information Technology cannot compensate users for degradation or loss of personal data, software, or hardware as a result of their use of University-owned systems, software, or networks, or as a result of assistance they may seek from HGSE Information Technology staff.

Privacy of Information

Information stored on a computer system or sent electronically over a network is the property of the individual who created it. Examination, collection, or dissemination of that information without authorization from the owner is a violation of the owner's rights to control his or her own property. Systems administrators, however, may gain access to users' data or programs when it is necessary to maintain or prevent damage to systems or to ensure compliance with other University rules.

Users understand that timesharing and network-based system activity is automatically logged on a continuous basis. These logs do not include private user text, mail contents, or personal data, but do include a record of user processes that may be examined by authorized system administrators.

The staff of HGSE Information Technology consider user accounts to be the private property of individuals who have opened them, and as a result will never ask users to reveal their passwords. However, users who request assistance from HGSE Information Technology give the staff implicit permission to view specific data in their accounts that is necessary to investigate, diagnose, or correct the problem.

Computer systems and networks provide mechanisms for the protection of private information from examination. These mechanisms are necessarily imperfect and any attempt to circumvent them or to gain unauthorized access to private information (including both stored computer files and messages transmitted over a network) will be treated as a violation of privacy and will be cause for disciplinary action.

In general, information that the owner would reasonably regard as private must be treated as private by other users. Examples include the contents of electronic mail boxes, the private file storage areas of individual users, and information stored in other areas that are not public. That measures have not been taken to protect such information does not make it permissible for others to inspect it.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and email addresses), certain records of file names and executed commands, and information stored in public areas, are not private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action. The compilation or redistribution of information from University directories (printed or electronic) is forbidden.

Electronic Communication

Harvard neither sanctions nor censors individual expression of opinion on its systems. The same standards of behavior, however, are expected in the use of email as in the use of telephones and written and oral communication. Therefore email, like telephone messages, must be neither obscene nor harassing (see *Harassment and Obscene or Harassing Telephone Calls* in the *Handbook for Students*). Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or broadcast indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. For example, email on a given topic that is sent to large

numbers of recipients should in general be directed only to those who have indicated a willingness to receive such email.

Those who make use of online forums and other network communication utilities (e.g., Newsgroups and the Web) do so voluntarily, with the understanding that they may encounter material they deem offensive. Individuals who subscribe, post messages, or simply browse through such utilities must abide by the rules governing each in addition to Harvard's rules governing computing on campus.

Although unauthorized commercial work is prohibited on Harvard systems and networks, some online forums allow the posting of job opportunities and personal items for sale. Such activity is permissible within the constraints of policies specific to each forum. HGSE Information Technology takes no responsibility for any fraud or misrepresentation users may encounter.

Digital Footprints: Recommendations for Online Identity Management and Digital Citizenship

Digital Footprints are traces left by someone's activity in a digital environment. A person's online data trails often stick around longer than imaginable - your postings on Facebook, Twitter, or a blog may become public and extend beyond your intended audience very quickly and easily. Now more than ever, it is important that students be aware of the implications their digital footprints can have in terms of their own professional reputations and those of their colleagues.

As a member of the HGSE community, it is vitally important that you practice *digital citizenship* by being respectful, ethical, safe and effective in your digital communications. As educators, we share a professional responsibility to respect the confidentiality of our students and colleagues - this is especially critical for those of us who work with children. It is never appropriate to use social networking tools to share comments and impressions about individual students or situations that arise in school settings.

In a competitive job market, a polished professional reputation can make or break one's chances of landing a promising career opportunity. A growing number of employers are searching the internet for information about job applicants; any digital information that raises a red flag can have a negative implication on one's candidacy for a position. Therefore, it is becoming increasingly important to actively monitor and maintain a professional digital footprint (Madden, Fox, Smith & Vitak, 2007).

HGSE students are encouraged to keep in mind the following suggestions for effectively managing digital footprints:

Take stock

1. Discover what information about yourself is already online by performing a search using search engines.
2. If you find items you would not want employers or the general public to see, remove them.
3. In addition, remove any inappropriate photos of yourself.

Activate privacy settings

1. If you belong to social networking sites or have a personal blog, adjust your privacy settings so you control who has access.
2. Do not share personal information. Ask yourself: Could someone find me or the person I am posting about (in real life) based on this information? (E. Keren-Kolb, September 14, 2009).
3. Set alerts using Google or other tracking services under your name so you can receive an email notification every time something new is said about you online.

Exercise discretion

1. Know whom you are communicating with. Ask yourself: Who is going to look at this, and how are they going to interpret my words?
2. Treat other people the way you want to be treated online. When you post a comment, ensure that you are respectful (E. Keren-Kolb, September 14, 2009).
3. Use appropriate language and proper grammar and spelling.
4. Only post information that you can verify is true. Refrain from gossiping or speculating (E. Keren-Kolb, September 14, 2009).
5. When interacting online, be selective about which venues you participate in and who you allow into your personal and professional networks. If you regularly contribute to blogs, consider using a pseudonym.

Network wisely

1. Consider your audience and that you are representing HGSE and your placement sites and schools (E. Keren-Kolb, September 14, 2009).
2. When using professional networking sites such as LinkedIn, follow posted protocols.
3. Share your insights. Posting useful advice and commentary on industry forums and authoring online articles in your area of expertise can add to your credibility.

Post wisely

1. Only post things you would want **everyone** to know –family, friends, professional colleagues, etc. (E. Keren-Kolb, September 14, 2009).
2. The world is more transparent than ever. Be aware that what you say and do online can have both positive and negative consequences.
3. You should not post any media (photos, audio, video, school work) of anyone without their WRITTEN or RECORDED VERBAL permission. This includes students, colleagues, friends, other teachers (E. Keren-Kolb, September 14, 2009).
4. Anytime you use media from another source, be sure to properly cite the creator of the original work. Ask yourself: Who is the original creator of this work? (E. Keren-Kolb, September 14, 2009).

At a glance:

- Do not use peer-to-peer file-sharing programs to share copyrighted works without permission.
- If you share copyrighted material without permission, you may subject yourself to significant costs and possible criminal penalties.
- If you are associated with repeat infringements, Harvard University may terminate your network access and refer you for disciplinary action.

References

Madden, M., Fox, S., Smith, A., & Vitak, J. (2007). Digital footprints: Online identity management and search in the age of transparency. Retrieved from Pew Internet & American Life Project website: www.pewinternet.org/Reports/2007/Digital-Footprints.aspx Keren-Kolb, E. (2009); University of Michigan, School of Education.

Digital Millennium Copyright Act (DMCA) Compliance

Harvard University is committed to maintaining the integrity and availability of the Harvard network for the vital educational and research purposes for which it was designed and prohibits the use of its network to violate the law, including the U.S. Copyright Act. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, violates the Copyright Act and may subject you to civil and criminal liabilities.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to ten years and a fine of \$250,000 for an individual.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Harvard complies fully with the Digital Millennium Copyright Act ("DMCA"). Using Harvard's network to download, view or share copyrighted music, movies, television shows, or games without the permission of the copyright owner may result in legal sanctions, network termination, or both. BitTorrent, Limewire, Gnutella, eDonkey, and other file sharing programs can transmit files on your computer to others in violation of copyright laws, with or without your knowledge. If these programs are on your computer, you will be held responsible for any copyright violations that may result. Users of the Harvard network found to have engaged in repeated infringement of copyright are subject to termination of their network access and may be reported to the appropriate Dean or Human Resources officer for disciplinary action.

For more information on Harvard's policy, process and peer-to-peer file-sharing see www.dmca.harvard.edu/copyright_policy.php and www.dmca.harvard.edu/faqs.php.

HGSE Procedures for Handling Allegations of DMCA Noncompliance

HGSE will be notified if any student is alleged to be in violation of the DMCA. Upon receipt of such notification, the appropriate program office will send a warning letter to the student stating that Harvard has received a legal notice alleging that copyrighted material was transmitted from the student's computer through the Harvard network. The student will be given an opportunity to respond to the allegation of copyright infringement within five business days.

If the student fails to do so, HGSE will assume that the student transmitted the identified copyrighted material identified in violation of the copyright laws.

Students who are notified of a potential violation will be offered assistance in removing copyrighted material from their systems through the University Information Systems Help Desk at 617-496-2001 or through the HGSE Information Technology. Any use of HGSE network access to download, copy or distribute copyrighted material in violation of the copyright laws (as is possible using peer-to-peer file sharing programs), is a violation of the DMCA. Students should realize that federal copyright law permits copyright owners to file lawsuits against alleged infringers for monetary damages and permits the government to file criminal charges in certain cases of willful infringement. In certain circumstances, Harvard is obligated by the DMCA to terminate the network access of users who are found to have repeatedly infringed the copyrights of others.

Thus, HGSE will terminate a student's network access for one calendar year if the School receives notice that the student has violated the copyright laws a second time, unless the student so charged promptly demonstrates that he or she is not at fault. Students found guilty of repeat violations will be responsible for dealing with the burden that loss of their network access may impose on their ability to fulfill academic requirements.

Moreover, repeat violators also will be subject to HGSE disciplinary action, initiated by a meeting with the Academic Dean who may then refer the case to the Committee on Rights and Responsibilities for review. Copyright infringement is a serious violation of federal law, as well as a violation of HGSE's community standards. If students are in doubt about whether certain activities may be in violation of the DMCA we urge them to contact the Harvard UIS Help Desk at 617-496-2001 for assistance.

Online Publishing

HGSE maintains local World Wide Web servers to aid the instructional, research, and administrative activities of the School and to foster communication within the HGSE community and with the greater electronic community around the world. The organization of these web servers is designed to: (1) provide information about the School to both the HGSE community and the outside world with clarity and accuracy; (2) organize HGSE, Harvard, and network resources for the use of HGSE students, faculty, staff, alumni, and others; and (3) enable members of the HGSE faculty and student community to publish their own information in the manner they deem most appropriate, within the general guidelines at the link below: www.gse.harvard.edu/site/policy.html

Appropriate Use of University Library Collections

The University's libraries are for the use of students, faculty, staff, and other authorized members of the University and scholarly community. Except when specifically authorized by a designated commercial user, the systematic exploitation for profit of library resources, including databases, locally licensed materials provided through course reserves, course websites or the course iPa© service, is prohibited. It is inappropriate for students and others to sell data, to act as agents for those who do, or to otherwise use their library privileges other than for personal academic use.

Harassment and Unprofessional Conduct

Unprofessional Conduct

Introduction

Harassment can create an environment in which access to education and employment is diminished. HGSE seeks to maintain an atmosphere free of harassment. It is committed to principles of equal opportunity and nondiscrimination. Harvard University prohibits discrimination based on characteristics such as race, color, national or ethnic origin, religion, age, gender, sexual orientation, political beliefs, veteran status, or disability status.

HGSE is also committed to principles of free inquiry and expression. All members of the HGSE community have the right to hold and vigorously defend and promote their opinions⁵. Respect for this right requires that community members must respect the rights of others to express opinions that they may find repugnant.

These principles are consistent. There are obligations of civility and respect for others that underlie rational discourse. Harassment not only shows grave disrespect for the dignity of others but also impedes the free discussion and exchange of ideas.

This policy statement seeks to define the circumstances under which behavior affecting the HGSE community may constitute impermissible harassment and grounds for disciplinary action. It also seeks to clarify the point at which protected free expression ends and prohibited harassment begins.

HGSE Policy on Sexual and Gender-Based Harassment

HGSE has adopted the University-wide Sexual and Gender-Based Harassment Policy (“University Policy”) and has incorporated the University’s Procedures for Handling Complaints Involving Students Pursuant to the [University’s] Sexual and Gender-Based Harassment Policy (“University Procedures”), including for purposes of student discipline.

The University Policy is reproduced in its entirety here:

Harvard University is committed to maintaining a safe and healthy educational and work environment in which no member of the University community is, on the basis of sex, sexual orientation, or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity. Gender-based and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual’s ability to participate in or benefit from University programs or activities.

This Policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the University’s programs or activities; relevant sections of the Violence Against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; and Massachusetts laws that prohibit discrimination on the basis of sex, sexual orientation, and gender identity. It does not preclude application or enforcement of other University or School policies.

It is the policy of the University to provide educational, preventative and training programs regarding sexual or gender-based harassment; to encourage reporting of incidents; to prevent incidents of sexual and gender-based harassment from denying or limiting an individual’s ability to participate in or benefit from the University’s programs; to make available timely services for those who have been affected by discrimination; and to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence. Violations of this Policy may result in the imposition of sanctions up to, and including, termination, dismissal, or expulsion, as determined by the appropriate officials at the School or unit.

⁵ Ph.D. in Education students will be held to GSAS policies and regulations regarding academic and behavioral integrity, though both GSAS and HGSE administrators will be notified of any claims or concerns. Regarding Title IX, as with HGSE students, formal complaints against Ph.D. in Education students will be reviewed by the Office for Sexual and Gender-Based Dispute Resolution. For more information on GSAS policy, please consult the GSAS Student Handbook.

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of such a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

Nothing in this Policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University's educational mission.

Definitions:

Sexual Harassment. Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature, when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or (2) such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities (hostile environment).

Quid pro quo sexual harassment can occur whether a person resists and suffers the threatened harm, or the person submits and avoids the threatened harm. Both situations could constitute discrimination on the basis of sex.

A hostile environment can be created by persistent or pervasive conduct or by a single severe episode. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment. Sexual violence, including rape, sexual assault, and domestic and dating violence, is a form of sexual harassment. In addition, the following conduct may violate this Policy:

- Observing, photographing, videotaping, or making other visual or auditory records of sexual activity or nudity, where there is a reasonable expectation of privacy, without the knowledge and consent of all parties
- Sharing visual or auditory records of sexual activity or nudity without the knowledge and consent of all recorded parties and recipient(s)
- Sexual advances, whether or not they involve physical touching
- Commenting about or inappropriately touching an individual's body
- Requests for sexual favors in exchange for actual or promised job benefits, such as favorable reviews, salary increases, promotions, increased benefits, or continued employment
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures
- Stalking

Other verbal, nonverbal, graphic, or physical conduct may create a hostile environment if the conduct is sufficiently persistent, pervasive, or severe so as to deny a person equal access to the University's programs or activities. Whether the conduct creates a hostile environment may depend on a variety of factors, including: the degree to which the conduct affected one or more person's education or employment; the type, frequency, and duration of the conduct; the relationship between the parties; the number of people involved; and the context in which the conduct occurred.

Unwelcome Conduct. Conduct is unwelcome if a person (1) did not request or invite it and (2) regarded the unrequested or uninvited conduct as undesirable or offensive. That a person welcomes some sexual contact does not necessarily mean that person welcomes other sexual contact. Similarly, that a person willingly participates in conduct on one occasion does not necessarily mean that the same conduct is welcome on a subsequent occasion.

Whether conduct is unwelcome is determined based on the totality of the circumstances, including various objective and subjective factors. The following types of information may be helpful in making that determination: statements by any witnesses to the alleged incident; information about the relative credibility of the parties and witnesses; the detail and consistency of each person's account; the absence of corroborating information where it should logically exist; information that the Respondent has been found to have harassed others; information that the Complainant has been

found to have made false allegations against others; information about the Complainant's reaction or behavior after the alleged incident; and information about any actions the parties took immediately following the incident, including reporting the matter to others.

In addition, when a person is so impaired or incapacitated as to be incapable of requesting or inviting the conduct, conduct of a sexual nature is deemed unwelcome, provided that the Respondent knew or reasonably should have known of the person's impairment or incapacity. The person may be impaired or incapacitated as a result of drugs or alcohol or for some other reason, such as sleep or unconsciousness. A Respondent's impairment at the time of the incident as a result of drugs or alcohol does not, however, diminish the Respondent's responsibility for sexual or gender-based harassment under this Policy.

Gender-Based Harassment. Gender-based harassment is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity also may violate this Policy.

Jurisdiction

This Policy applies to sexual or gender-based harassment that is committed by students, faculty, staff, Harvard appointees, or third parties, whenever the misconduct occurs:

1. On Harvard property; or
2. Off Harvard property, if:
 - a) the conduct was in connection with a University or University-recognized program or activity; or
 - b) the conduct may have the effect of creating a hostile environment for a member of the University community.

Monitoring and Confidentiality

A variety of resources are available at the University and in the area to assist those who have experienced gender-based or sexual harassment, including sexual violence.

Individuals considering making a disclosure to University resources should make sure they have informed expectations concerning privacy and confidentiality. The University is committed to providing all possible assistance in understanding these issues and helping individuals to make an informed decision.

It is important to understand that, while the University will treat information it has received with appropriate sensitivity, University personnel may nonetheless need to share certain information with those at the University responsible for stopping or preventing sexual or gender-based harassment. For example, University officers, other than those who are prohibited from reporting because of a legal confidentiality obligation or prohibition against reporting, must promptly notify the School or unit Title IX Coordinator about possible sexual or gender-based harassment, regardless of whether a complaint is filed. Such reporting is necessary for various reasons, including to ensure that persons possibly subjected to such conduct receive appropriate services and information; that the University can track incidents and identify patterns; and that, where appropriate, the University can take steps to protect the Harvard community. This reporting by University officers will not necessarily result in a complaint; rather, the School or unit Title IX Coordinator, in consultation with the Title IX Officer, will assess the information and determine what action, if any, will be taken. Information will be disclosed in this manner only to those at the University who, in the judgment of the Title IX Officer or School or unit Title IX Coordinator, have a need to know.

Should individuals desire to discuss an incident or other information only with persons who are subject to a legal confidentiality obligation or prohibition against reporting, they should ask University officers for information about such resources, which are available both at the University and elsewhere. University officers are available to discuss these other resources and to assist individuals in making an informed decision.

Violations of other Rules

The University encourages the reporting of all concerns regarding sexual or gender-based harassment. Sometimes individuals are hesitant to report instances of sexual or gender-based harassment because they fear they may be charged with other policy violations, such as underage alcohol consumption. Because the University has a paramount interest in protecting the well-being of its community and remedying sexual or gender-based harassment, other policy violations will be considered, if necessary, separately from allegations under this Policy.

Other Forms of Harassment

The following discussion addresses harassment other than sexual and gender-based harassment. Sexual and gender-based harassment are governed by the policies and procedures adopted by the University and implemented by HGSE, set forth at pages 63 (policy) and 75 (procedures).

It is impermissible for any member of the HGSE community to engage in harassment of others. This includes, but is not limited to, harassment based on characteristics such as race, color, national or ethnic origin, religion, age, political beliefs, veteran status, or disability status. Harassment is particularly objectionable when it involves the abuse of HGSE authority. Certain consensual romantic relationships are also problematic.

Such behavior, as defined in the following section, may be grounds for disciplinary action such as censure, probation, separation, dismissal, or expulsion.

Definitions

Physical Harassment

Certain physical acts may constitute harassment. These include, but are not limited to, physical intimidation, defacing or damaging property, interference with freedom of movement, and other forms of behavior that violate federal or state civil rights law. Under this policy statement, such acts are impermissible whether or not they are based on characteristics such as race, color, national or ethnic origin, religion, age, political beliefs, veteran status, or disability status. The fact that physical harassment may be accompanied by verbal or symbolic expression does not make the physical harassment less punishable.

Harassment That Is Purely Verbal or Symbolic

Certain purely verbal or symbolic expression may also constitute harassment. This would include expressions by employees that violate federal or state civil rights law. Depending on the circumstances, verbal expressions may be punishable where, from the standpoint of a reasonable person, they (1) are addressed directly to an individual or several individuals; (2) insult, stigmatize, or intimidate the individual(s); and (3) evince on the part of the speaker(s) grave disrespect and intent to demean the individual(s).

Such harassment, even though purely verbal or symbolic, is contrary to the pursuit of inquiry and education and may be punished under existing procedures because it violates the balance of rights on which the University is based.

Consensual Romantic Relationships

HGSE affirms the value of close, caring relationships between members of the HGSE community. At the same time, special questions are raised where one person has direct professional responsibility for another — as a faculty member or teaching fellow does for a student he or she teaches or advises, a supervisor has for a supervisee, or administrators or faculty members may have for one another. In this situation, any romantic relationship is inherently asymmetrical because it involves one person who, by virtue of his or her role within the HGSE community, holds formal power over the other. Because of this power imbalance, such relationships hold potential for exploitation. Such a relationship can also affect other members of the community who may believe that someone in authority is open to unfair influence, that someone is receiving unfair advantages, or that the romantic relationship puts third parties at a disadvantage academically or professionally. Such assumptions can have detrimental effects even if they are untrue.

Accordingly, where one person's present role involves grading or otherwise evaluating the work of another, or puts the person in a position to affect the other's present performance or professional future, sexual overtures and sexual relationships, even if consensual, are inappropriate and may be grounds for disciplinary action under this policy statement. Responsibility for preventing and/or ending the relationship lies with the senior person. Romantic relationships between persons of different levels of authority within HGSE can create problems even if neither currently has professional responsibility for the other. One person may unexpectedly become responsible for instructing or evaluating the other. One person may fear adverse consequences if he or she acts to end the relationship. One person's feelings may change, making unwelcome advances that were once welcomed and leading to a possible complaint of harassment. As noted above, such a relationship can also have detrimental effects on other members of the HGSE community. It is incumbent upon those with authority neither to abuse nor seem to abuse the power with which they are entrusted.

Preventing Harassment

As an educational institution, HGSE recognizes that there are many ways in which it can help prevent harassment. One is by condemning acts of harassment when they occur. Another is by creating opportunities for members of the HGSE community to discuss and resolve potential conflicts based on characteristics covered by this policy statement. A third is by offering a curriculum that reflects and respects the contributions, experiences, and concerns of a diverse population. A fourth is by encouraging the use of pedagogies and management strategies that promote active participation by all members of the HGSE community. A fifth is by promoting diversity within the student body, faculty, administration, and staff.

What We Can Do

The Harvard Graduate School of Education prohibits harassment. Our community cannot thrive unless each member is accepted as an autonomous individual and is treated civilly, without regard to his or her sex, race, color, national or ethnic origin, religion, age, sexual orientation, political beliefs, veteran status, disability status, or any other factor that is irrelevant to participation in the life of the University. We are committed to maintaining an environment in which students, faculty and staff can work together freely to further education and research.

Physical Violence

HGSE strives to maintain a safe and secure environment for all members of the community and thus does not tolerate physical violence used by or against the members of the community. Students are expected to avoid all physical conflicts, confrontations, and altercations unless their own safety or that of another is at extreme jeopardy. A student's failure to do so will ordinarily result in disciplinary action, including but not limited to dismissal or expulsion from HGSE.

Misrepresentation of Status

Students interacting with entities outside of HGSE must represent their affiliation with HGSE and/or Harvard University clearly as that of "student." Any other representation is a violation of Harvard Use of Name policies (see "Use of Name" section for more information).

Discrimination

Harvard University's policy is to make decisions concerning applicants, students, faculty, and staff on the basis of the individual's qualifications to contribute to Harvard's educational objectives and institutional needs. The principle of not discriminating against individuals based on characteristics such as race, color, national or ethnic origin, age, religion, gender, gender identity, sexual orientation, political beliefs, veteran status, or disability unrelated to job or course of study requirements is consistent with the purposes of a university and with the law.

In addition, Massachusetts General Laws, Chapter 151C: Section 2B provides as follows with respect to student absences due to religious beliefs:

"Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work

requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

Summary of Laws Relating to Alcohol and Drugs

Introduction

The following is a summary of various substance abuse statutes. Part 1 contains a brief discussion of statutes dealing with alcohol and Part 2 summarizes relevant federal and state drug laws. No attempt has been made to explore all nuances of the laws, and certain matters have been condensed or omitted. Students with any questions about their obligations under the law should review the statutes directly.

Alcohol &
Drugs

Part 1: Summary of Laws Relating to Alcohol: Massachusetts Law: General Restrictions: Sale of Alcoholic Beverages

Massachusetts law defines "alcoholic beverages" as "any liquid intended for human consumption as a beverage and containing one half of one per cent or more of alcohol by volume at sixty degrees Fahrenheit." Mass. Gen. Laws c. 138, § 1. One may not manufacture with intent to sell, sell or expose or keep for sale, store, transport, import, or export alcohol or alcoholic beverages without the appropriate license from the local licensing authority or Alcoholic Beverages Control Commission. Id. § 2. There are several very limited exceptions to these general requirements. For example, a person over 21 may transport, for his or her personal use, up to 20 gallons of malt beverages, three gallons of any other alcoholic beverage, or one gallon of alcohol, without a permit. Id. § 22. Knowingly transporting alcoholic beverages without the required license can result in a fine not to exceed \$2,500 and/or imprisonment not to exceed six months. Id. Persons engaging in the sale of alcohol are also subject to state tax. E.g., id. § 22.

Those who hold licenses to sell alcoholic beverages at retail may do so only at the specific physical location that has been licensed, and only during the hours permitted by statute or by the license itself. Id. § 15. Retail licensees are further subject to certain regulations of the Alcoholic Beverages Control Commission, commonly known as "Happy Hour" regulations. See Alcoholic Beverages Control Commission, "[Regulations](#)" (visited Jan. 22, 2009). These prohibit, among other things, free drinks; the delivery of more than two drinks to one person at one time; the sale or offer to sell or delivery of drinks at a price less than the price regularly charged for such drinks during the same calendar week; the sale or offer to sell or delivery of an unlimited number of drinks during any set period of time for a fixed price; the sale or offer to sell or delivery of drinks to any person or group on any one day at prices less than those charged to the general public on that day; the sale or offer to sell malt beverages or mixed drinks by the pitcher except to two or more persons; the increase in the volume of alcohol contained in a drink without increasing proportionately the price regularly charged for such drink; or the holding of any game or contest which involves drinking or the award of drinks as prizes. 209 C.M.R. § 4.03(1). One is prohibited from selling or delivering alcohol to an already intoxicated person on licensed premises. Mass. Gen. Laws c. 138, § 69.

A licensee who violates these requirements may, in addition to potential fines and imprisonment that may be imposed, id. § 62, have its license suspended or revoked, id. § 23, and, if the licensee's operation of its premises is judged to be a nuisance, may also be enjoined from continuing such operation, id. c. 139, § 16. A licensee may not hire anyone under the age of 18 to handle or sell alcoholic beverages. Id. c. 138 § 34.

Sale, Delivery, or Furnishings to persons Under 21; Age Misrepresentation

It is against the law in Massachusetts for someone under the age of 21 to possess alcohol or to transport or carry it (unless accompanied by a parent or legal guardian). Id. § 34C. Persons violating this law are subject to fines and to

arrest without a warrant. Id. Violators will have their driver's licenses suspended for 90 days. Id. (There is an exception for persons 18 to 21 who carry alcohol as part of a job.) All persons, whether or not licensees, are prohibited under Massachusetts law from selling or delivering any alcoholic beverages or alcohol to any person under 21, and from delivering or procuring to be delivered, on licensed premises, alcoholic beverages or alcohol to or for the use of a person whom one knows or has reason to believe to be under 21 years of age. Id. § 34. The penalty for violating these laws is a fine of not more than \$2,000, imprisonment for not more than one year, or both. Id.

It is also against the law in Massachusetts for persons under 21 years of age to purchase or attempt to purchase alcoholic beverages, or to make arrangements to purchase or procure such beverages. Id. § 34A. The law prohibits willfully misrepresenting one's age or altering, defacing, or otherwise falsifying identification offered as proof of age, with the intent of purchasing alcoholic beverages. Id. Knowingly making a false statement as to one's own age or to the age of another to procure sale or delivery of alcohol beverages to the underage person; or inducing a person under 21 years of age to make a false statement about his or her age in order to procure a sale or delivery of alcohol to such underage person, also violates the law. Id. These violations are punishable by a fine of \$300. Id. The court will report any violations to the Registrar of Motor Vehicles, which will suspend the license or right to operate a motor vehicle for 180 days. Id.

Any person who transfers, alters, or defaces a liquor identification card or driver's license, or who makes, uses, carries, sells, or distributes a false identification card or license, or uses the identification card or motor vehicle license of another, or furnishes false information in obtaining such card or license, is guilty of a misdemeanor, punishable by a fine of not more than \$200 or imprisonment for not more than three months. Id. § 34B.

Driving While Under the Influence of Alcohol; Conducting Other Activities While Under the Influence of Alcohol

Anyone operating a motor vehicle while drinking from an open container of an alcoholic beverage is subject to a fine of not less than \$100 nor more than \$500. Id. c. 90, § 24I.

A conviction for driving while under the influence of alcohol may result in fines, imprisonment, mandatory alcohol education or rehabilitation, and revocation of one's license to operate. Id. § 24. These penalties grow increasingly severe with each successive conviction. A first conviction may result in a fine of up to \$5,000 and/or imprisonment of up to two and one-half years. Id. Under certain circumstances, a first offender may be placed on probation and assigned to an alcohol rehabilitation program in lieu of such penalties. Id. § 24D. If a first offender is placed on probation and participates in an alcohol education program, his or her license to operate shall be suspended for no less than 45 days and no more than 90 days, unless such person was under the age of 21 when the offense was committed, in which case his or her license is suspended for 210 days. Id. If a person does not qualify for probation, his or her license is revoked for one year. Id. A second offense within ten years carries a fine of not less than \$600 nor more than \$10,000, imprisonment up to two and one-half years with a mandatory 30 days minimum service, and license revocation for two years. Id. § 24. A third offense within ten years carries a fine of not less than \$1,000 nor more than \$15,000 and imprisonment up to five years with a mandatory 150 days minimum service. Id. A third offense also results in an eight year license revocation. Id. Additional offenses are punishable by even more stringent sanctions. Penalties are increased if, while driving under the influence of alcohol, one operates a motor vehicle negligently or recklessly, resulting in serious bodily injury or death to another person. Id. § 24L.

Massachusetts law also provides for the suspension and revocation of license if one's license is suspended in another state or country for driving while under the influence. Id. § 22(c) (authorizing the RMV, upon receiving notice of a motor vehicle offense committed out of state, to take action as if that offense were committed in Massachusetts).

Massachusetts law also prohibits conducting a number of other activities under the influence of alcohol, including hunting, id. c. 131, § 12, and operation of aircraft, motorboats, snow vehicles, or recreational vehicles, id. c. 90, §§ 1 (definition of motor vehicle), 24 (OUI offense). These activities are punishable by fines and/or imprisonment. Possession of alcohol on a school bus containing pupils, or on the grounds of a public school, is also punishable by fines and/or imprisonment. Id. c. 272, § 40A.

Miscellaneous Laws

Massachusetts laws also prohibit improper labeling of patient food or medicines containing alcohol, hawking or peddling of alcohol, the sale for consumption of methyl (wood) alcohol, or the providing of alcohol to prisoners, inmates of public institutions, or those committed for treatment of alcohol dependency.

Local Ordinances

The city ordinances of both Boston and Cambridge prohibit public consumption of alcohol and impose fines for violations of these ordinances. [Boston Municipal Code § 16.12-28](#); [Cambridge Municipal Code § 9.08.020](#). The regulations of Metropolitan District Commission, which has jurisdiction over land along the Charles River, also prohibit public consumption of alcohol. 350 C.M.R. § 2.01(2)(e). Massachusetts law further provides that one violating ordinances regarding public consumption of alcohol is subject to arrest without a warrant. Mass. Gen. Laws c. 272, § 59.

Federal Laws

There are federal laws and regulations which govern alcohol-related advertising, taxes, antitrust and unfair competition, importing and exporting, packaging and labeling, and shipping and mailing. See, e.g., 27 U.S.C. §§ 203(a) (importing), 205 (antitrust and unfair competition), 215 (labeling). Violations of these laws and regulations may result in fines, and loss of licenses or other rights. Id. § 207

Part 2: Summary of Laws Relating to Controlled Substances: Classification of Drugs Criminal Penalties for Manufacture, Distribution, or Possession

Every person who proposes to "manufacture [or] distribute" any controlled substance is required to register with the United States Attorney General and the Massachusetts Commissioner of Public Health. "Manufacture" includes production, preparation, propagation, compounding, conversion or processing of a controlled substance. "Production," in turn, includes manufacture, planting, cultivation, growing, or harvesting. "Distribute" means "deliver," i.e., the actual or attempted transfer of a controlled substance. (M.G.L. c.94C, Section 1; 21 U.S.C. § 802) Researchers in controlled substances are also subject to registration requirements. (M.G.L. c. 94C § 8) Possession of controlled substances is illegal unless pursuant to a valid prescription or authorized by appropriate registration. (21 USC § 841; M.G.L. c. 94C Section 32A-H)

Generally, the penalties for manufacture or distribution are greater than those for simple possession. Under the federal statute, however, distribution of a "small amount" of marijuana for "no remuneration" is subject to the lesser penalties provided for simple possession. (21 U.S.C. § 841(b)(4)) Both the Massachusetts and federal statutes provide that illegal possession with intent to manufacture or distribute is subject to the same penalties as illegal manufacture or distribution. (21 U.S.C. §841(b; 21 U.S.C § 841-843) Generally speaking, illegal possession of relatively large quantities of any controlled substance will be considered possession with intent to distribute. Id. Under both federal and Massachusetts law, second and subsequent convictions for illegal manufacture, distribution or possession may result in penalties much greater than those for the first conviction. Id. In addition, both federal and Massachusetts law provide that certain offenses will be punished by mandatory minimum terms of imprisonment. Id. In Massachusetts, such offenses include: second or subsequent convictions for manufacture or distribution of Class A, Class B or Class C drugs (M.G.L. c. 94C §32-32B); illegal manufacture or distribution of phencyclidine (PCP) (M.G.L. c. 94C §32A(c)); "trafficking" in marijuana, cocaine, heroin, morphine or opium (defined as manufacture, distribution, cultivation, possession with intent to manufacture or distribute, or importation into the state of more than 50 pounds of marijuana or 14 grams of cocaine or heroin) (M.G.L. c. 94C §32E); distribution or possession with intent to distribute Class A, Class B, or Class C drugs to persons under 18 years of age (M.G.L. c. 94C §32F); and second or subsequent offenses of driving under the influence of alcohol or drugs (M.G.L. c. 90 §24) . Under federal law, offenses subject to mandatory prison terms include: manufacture, distribution, or possession with intent to manufacture or distribute large amounts of certain Schedule I or II drugs, including heroin, cocaine, crack, PCP and LSD (with mandatory life imprisonment for a third conviction)(21 U.S.C. §841(b)); distribution to persons under 21 or distribution or possession with intent to distribute in or near a school, college, playground, housing facility of the public housing authority, public or private youth center, public swimming pool, or video arcade (with mandatory life imprisonment for a third conviction) (21 U.S.C. §859-860); participation in a continuing criminal enterprise (21 U.S.C. §848); and second or subsequent convictions for importing or exporting large quantities of certain Schedule I and II drugs (21 U.S.C. §841). Where a mandatory prison term is specified, the full mandatory minimum term must be served. It may not be suspended, reduced or served on probation, and a person sentenced to a mandatory term is not eligible for parole, furlough, or work release.

Additional Criminal Penalties Under Massachusetts Law

The Massachusetts Controlled Substances Act provides penalties for being present at a place where it is known heroin is illegally being kept and for being "in the company of" a person whom it is known illegally possesses heroin. (M.G.L. c. 94C §35) The phrase "in the company of" has been construed by the Supreme Judicial Court to mean "something that smacks of fellowship." It also must be proven that the defendant knew heroin was present or that his/her companion possessed the drug. For both crimes, the Commonwealth may establish a "prima facie" case, i.e., demonstrate that it is very probable the defendant knew heroin was there, in which event the defendant must establish that he/she did not know of the presence of the drug. As a consequence of this statute, anyone in the presence of heroin at a private party or in a dormitory suite runs the risk of a drug conviction.

Theft of controlled substances is also subject to additional penalties under the Massachusetts statute. (M.G.L. c. 94C §37)

The sale of or possession with intent to sell "drug paraphernalia" is illegal. (M.G.L. c. 94C §32I) The definition of "drug paraphernalia" includes all equipment, products, devices and materials used or intended (among other things) for use in "planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packing, repacking, storing, containing, concealing, ingesting, inhaling, or otherwise introducing into the human body a controlled substance" in violation of Massachusetts law. (M.G.L. c.94C §1)

Finally, operation of a motor vehicle under the influence of any drug or intoxicating substance, including liquor, can lead to imprisonment and revocation of one's license. (M.G.L. c.90 §24)

Additional Criminal Penalties Under Federal Law

Under the federal Comprehensive Drug Abuse Prevention and Control Act (21 U.S.C. " 801-970), more commonly known as the Controlled Substances Act, the distribution of any controlled substance by a person at least 18 years old to a minor (a person under 21 years of age) is punishable by twice the penalty (for a first offense) or three times the penalty (for a second offense) otherwise provided, and includes a mandatory minimum one year prison term (except for a first offense involving less than 5 grams of marijuana) and mandatory life imprisonment without release for a third conviction. (21 U.S.C. §859) These increased penalties also apply to distribution of any controlled substance in or within 1000 feet of a school, college, playground, or youth center, and within 100 feet of a public swimming pool or video arcade. (21 U.S.C. §860) This means that drug offenses occurring on or near the campus or involving students may be subject to much greater penalties than would otherwise apply. Illegal importation or exportation of controlled substances (21 U.S.C. §843(a)) and the use of a communication facility (including mail and telephones) in committing any felony (21 U.S.C. §843(b)) under the Controlled Substances Act are also subject to additional penalties.

The Controlled Substances Act provides special penalties for the crime of being engaged in a "continuing criminal enterprise" to violate the Act. (21 U.S.C. §848) A person is engaged in a "continuing criminal enterprise" if (1) he/she commits a felony under the Act, (2) that felony is undertaken in concert with 5 or more other persons with respect to whom the violator occupies a position of "management," and (3) the violator obtains substantial income or resources from it. (21 U.S.C. §848(c)) The penalties for committing this crime are very severe.

Federal law provides for greatly heightened prison sentences for manufacture and distribution of Schedule I or II drugs if death or serious bodily injury results from the use of the substance. (21 U.S.C. §841(b)) In addition, as a result of the Anti-Drug Abuse Act of 1988, a person who intentionally kills someone or intentionally causes a killing in the course of manufacturing, distributing, importing or exporting large amounts of certain Schedule I and II drugs or in the course of a continuing criminal enterprise may be sentenced to death. (21 U.S.C. §848(e)(1)(A)) Any person who intentionally kills or causes the intentional killing of a law enforcement official while committing or attempting to avoid apprehension, prosecution, or service of a prison sentence for a federal drug felony also may be sentenced to death. (21 U.S.C. §848(e)(1)(B))

As well as increasing many of the existing penalties for possession, manufacture, and distribution of controlled substances, the Anti-Drug Abuse Act of 1988 introduced new measures to punish drug offenders. At the discretion of the court, an individual who is convicted of any federal or state offense involving the possession of a controlled substance as defined for purposes of the Controlled Substances Act can be declared ineligible for any or all federal benefits for up to one year from the time of conviction. (21 U.S.C. §862(b)(1)(A) In the case of a second drug possession conviction, the court may declare the individual ineligible for any or all federal benefits for up to five years.

(21 U.S.C. §862(b)(1)(B)) An individual convicted of any federal or state offense consisting of the distribution of controlled substances ("trafficking") can be declared ineligible for federal benefits for up to five years for a first conviction (21 U.S.C. §862(a)(1)(A)); up to ten years for a second conviction (21 U.S.C. §862(a)(1)(B)); and permanently for a third or subsequent conviction (21 U.S.C. §862(a)(1)(C)). Federal benefits include grants, contracts, loans, professional licenses or commercial licenses provided by an agency of the United States.

Finally, the Federal Sentencing Guidelines which apply to all persons convicted of violating federal drug laws may affect the fines and prison sentences imposed on violators.

Drugs and Alcohol

Harvard expects its students and employees to maintain an environment that is safe and healthy. The unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activity is a violation of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol by anyone under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of law and of Harvard policy. The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs or to serve or consume alcohol. Additionally, the misuse of prescription drugs (sharing, buying, or using in a manner different than described) is a violation of University policy. Harvard expects students and employees to create and maintain an environment for learning and work that is safe and healthy and that encourages responsible conduct.

Health Concerns

The use of illicit drugs and the misuse of alcohol or prescription drugs are potentially harmful to health. In particular, synthetically produced drugs often have unpredictable emotional and physical side effects that constitute an extreme health hazard. Students should also weigh the seriousness of potential loss of function that may come from ingesting drugs or alcohol. Because of the considerable health hazards involved in drug and alcohol use, administrative, medical, and psychiatric help for students having alcohol or other drug problems are available on a confidential basis from University Health Services, as well as from the director of student affairs and other officers of the University. The University's educational effort on the health risks associated with the use and abuse of alcohol is coordinated by the Center for Wellness and Health Communication ("CWHC"), which publishes a number of pamphlets of an educational nature and sponsors programs for the Harvard community. CWHC health educators and trained peer educators are available to consult with students and student groups on a variety of topics, including the abuse of alcohol and drugs; the CWHC contact number is 617-495-9629. Any member of the University may make use of Health Services on an emergency basis, day or night.

Illegal Acts

The University should not, and cannot, be considered a sanctuary from the existing laws of the city, state, or federal government. Being a student, faculty member or staff member, whether or not he/she resides in a Harvard facility, provides no special protection against arrest, prosecution, or discipline. Massachusetts law prohibits the sale, delivery, or furnishing of alcohol to persons under the age of 21. In addition, a social host may under certain circumstances be held liable for injuries caused by a guest who, having consumed alcohol on the host's premises does harm to himself or herself or to a third party. If the guest is under 21 and the host knew or reasonably should have known that he or she was furnishing alcohol to a minor, the host will be held responsible for injuries or damage to the minor or to third parties caused by the minor's alcohol-influenced actions. Further, even if the guest was not a minor, a social host will be liable for injuries to third parties if the host knew or should have known that the guest was intoxicated, but nevertheless gave him or her, or permitted him or her to take, an alcoholic drink.

Students are reminded that there are heavy penalties, including imprisonment, for possession or distribution of illicit drugs and for selling or delivering alcohol to, or procuring for, someone under the age of 21. In addition, the city of Cambridge prohibits consumption of alcohol on public property or on property open to the public. A summary of various substance abuse statutes is included later in this Handbook.

Disciplinary Actions

All students should become familiar with the statement on drugs and alcohol, which can be found within this Handbook and is also available in the Office of Student Affairs. The Dean's Office may take disciplinary action when cases of this type come to its attention. Officers of HGSE may initially respond to the use of illicit drugs, underage possession or consumption of alcohol, serving of alcohol to underage individuals and over-consumption of alcohol with a warning and/or referral to health counseling services. A pattern of behavior in violation of these rules may lead to censure, probation, separation, dismissal, or expulsion by the Dean's Office or the Committee on Rights and Responsibilities (CRR). The CRR will take serious action, in the censure-to-expulsion range, in any case involving the possession in quantity or the sale or distribution of drugs or in cases where the use of drugs and alcohol posed a danger to individuals or to the community at large. The Dean's Office or the appointed CRR will also take serious action when a student participates in the falsification of identification with the intent of obtaining alcohol; ordinarily, the response to the production and distribution of false identification cards or driver's licenses is probation or dismissal.

HGSE Events

Any event held on HGSE property at which alcohol will be served must also provide nonalcoholic beverages and food. Persons wishing to be served alcoholic beverages must demonstrate proof of minimum drinking age by showing valid identification bearing their date of birth to the designated person(s) serving alcoholic beverages. Individuals who are or appear to be intoxicated will not be served alcoholic beverages.

For HGSE events held outside the School, organizers must ensure that any outside organization or vendor (such as a hotel, cruise ship, or other facility) has a clear policy and practice of serving alcohol only to those of legal drinking age.

Student Resources

As stated above, Harvard **University Health Services** offers various medical and mental health services for students who are referred for drug- and/or alcohol-related problems.

Other ongoing programs and support organizations such as **Alcoholics Anonymous** and **Al-Anon** meet frequently in the Cambridge area. Meeting lists for the Harvard Square area are available in the Center for Wellness and Health Communication (617-495-9629.) The Center also has a variety of publications including: Alcohol: Self-Test; Thinking About Drinking; How to Help a Friend with a Drinking Problem; Alcohol and other Drugs: Risky Business; and many others (several are available at the Office of Student Affairs).

Hazing

Introduction

HGSE prohibits hazing, as defined by Massachusetts law. A student who has been charged with hazing will face disciplinary proceedings once criminal charges have been resolved. The procedure for investigating charges of hazing begins when the School receives a police report or when a written, signed complaint is filed with the Associate Dean for Enrollment and Student Services. Formal complaints will proceed through the Committee on Rights and Responsibilities.

Massachusetts General Laws, Chapter 269, 17-19

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing," as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping beating,

branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen; that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen; and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

The HGSE Committee on Rights and Responsibilities

Introduction

The HGSE Committee on Rights and Responsibilities (CRR) handles the resolution of alleged infractions of HGSE or University rules, breaches of community standards and/or other disciplinary matters involving students at the School. In connection with alleged violations of the University Policy on Sexual and Gender-Based Harassment, the CRR supplements the University Procedures and addresses sanctions (see further discussion below). The CRR is not intended to handle academic matters involving student progress, which are normally within the province of the Doctoral Program Steering Committees, the Committee on Degrees, and the Master's Student Review Committee. The five-member CRR committee is composed of two continuing

doctoral students and three faculty members. The Dean appoints the committee members and designates a faculty member to serve as Chair.

Non HGSE students who are enrolled in HGSE courses are expected to uphold the policies set forth in the HGSE Student Handbook, including without limitation those related to Academic Integrity and the Code of Conduct. Non HGSE students include, for example, TAP students, cross-registrants, and voucher holders⁶. HGSE may take any and all actions it deems necessary upon the discovery of a policy violation, including without limitation immediately requiring the non HGSE student to withdraw from the course and notifying the non HGSE student's home institution, if applicable. Additionally, HGSE may preclude a non HGSE student who has previously violated HGSE policy from registering in any future HGSE course.

HGSE Procedures for Handling Complaints Involving Students Pursuant to the Sexual and Gender-Based Harassment Policy

[NOTE: HGSE Procedures for handling all other complaints, including academic infractions, may be found on pages 84 - 87.]

The Office for Sexual and Gender-Based Dispute Resolution ("ODR") has been charged with implementing the following procedures for students pursuant to the Sexual and Gender-Based Harassment Policy ("Policy"). The ODR operates under the Office of the Assistant to the President for Institutional Diversity and Equity with oversight by the University's Title IX Officer, working in partnership with the School or unit Title IX Coordinators, and other School or unit leadership.

Harvard students, faculty, staff, other Harvard appointees, or third parties who believe they are directly affected by the conduct of a Harvard student (collectively "Initiating Parties") may: request information or advice, including whether certain conduct may violate the Policy; seek informal resolution; or file a formal complaint. These three options are described below. Initiating Parties are encouraged to bring their concerns to the relevant School or unit Title IX Coordinator, the Title IX Officer, or other staff in ODR, but may, if they choose, contact another School or University officer, who will refer the matter as appropriate.

As set forth below, interim measures designed to support and protect the Initiating Party or the University community may be considered or implemented at any time, including during a request for information or advice, informal resolution, or a formal complaint proceeding. Consistent with School or unit policy, interim measures might include, among others: restrictions on contact; course-schedule or work-schedule alteration; changes in housing; leaves of absence; or increased monitoring of certain areas of the campus. These interim measures are subject to review and revision throughout the processes described below.

I. Requests for Information or Advice

Initiating Parties seeking information or advice can expect to learn about resources available at the University and elsewhere that provide counseling and support. They also will be advised about the steps involved in pursuing an informal resolution or filing a formal complaint. In addition, the School or unit Title IX Coordinator or the Title IX Officer or other staff in ODR may discuss with Initiating Parties whether any interim measures are appropriate at this stage.

II. Requests for Informal Resolution

Initiating Parties may make a request, either orally or in writing, for informal resolution to the School or unit Title IX Coordinator or the Title IX Officer. The request should identify the alleged harasser (if known) and describe the allegations with specificity. The School or unit Title IX Coordinator or the Title IX Officer will assess the severity of the alleged harassment and the potential risk of a hostile environment for others in the community to determine whether informal resolution may be appropriate.

Upon determining that informal resolution is appropriate, and in instances when the Initiating Party makes the request to the ODR, the Title IX Officer will assign the informal resolution to an Investigator. The School or unit Title

⁶ Ph.D. in Education students will be held to GSAS policies and regulations regarding academic and behavioral integrity, though both GSAS and HGSE administrators will be notified of any claims or concerns. For more information on GSAS policy, please consult the GSAS Student Handbook.

IX Coordinator or the Investigator will consult further with the person initiating the request, inform the person who is the subject of the allegations, and gather additional relevant information as necessary from the parties and others, as indicated. The School or unit Title IX Coordinator or the Title IX Officer also may put in place any appropriate interim measures to protect the educational and work environment. The School or unit Title IX Coordinator or the Investigator will attempt to aid the parties in finding a mutually acceptable resolution.

When the allegations, if true, might constitute criminal conduct, the party against whom they are brought is hereby advised to seek legal counsel before making any written or oral statements. Those facing allegations may wish to obtain legal advice about how this process could affect any criminal case in which they are or may become involved.

A matter will be deemed satisfactorily resolved when both parties expressly agree to an outcome that is also acceptable to the School or unit Title IX Coordinator. At any point prior to such an express agreement, the Initiating Party may withdraw the request for informal resolution and initiate a formal complaint under these Procedures.

Ordinarily, the informal resolution process will be concluded within two to three weeks of the date of the request.

III. Procedures for Formal Complaints

o Initiating a Complaint

An Initiating Party may file a formal complaint alleging a violation of the Policy. A complaint of sexual or gender-based harassment should be filed directly with the ODR, regardless of the identity of the Respondent. (If the Respondent is not a student, see **Referral of Complaints Against Staff, Faculty, Other Harvard Appointees, or Third Parties** below). ODR will inform the School or unit Title IX Coordinator(s) for the Complainant and the Respondent that a complaint has been received, and, if indicated, the School or unit Title IX Coordinator will put in place any appropriate interim measures.

A formal complaint must be in writing and signed and dated by a Complainant or a third party filing on behalf of a potential Complainant (Reporter). It should state the name of the alleged harasser (if known) and describe with reasonable specificity the incident(s) of alleged harassment, including the date and place of such incident(s). The complaint must be in the Complainant or Reporter's own words, and may not be authored by others, including family members, advisors, or attorneys. Attached to the complaint should be a list of any sources of information (for example, witnesses, correspondence, records, and the like) that the Complainant or Reporter believes may be relevant to the investigation. However, a complaint should not be delayed if such sources of information are unknown or unavailable.

ODR will not investigate a new complaint if it has already adjudicated a formal complaint based on the same circumstances or if the parties and the School or unit Title IX Coordinator or the Title IX Officer already have agreed to an informal resolution based on the same circumstances. Whether or not a complaint is filed with ODR, any person may file a complaint of discrimination with Massachusetts Commission Against Discrimination, the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education Office of Civil Rights, or any other state or federal agency having jurisdiction.

B. Referral of Complaints Against Staff, Faculty, Other Harvard Appointees, or Third Parties

These Procedures cover complaints against students. When allegations are asserted against a staff member, faculty member, other Harvard appointee, or third party, ODR promptly will provide the appropriate Title IX Coordinator with a copy of the complaint. HGSE's Title IX Coordinator, in consultation with other Harvard officers, will determine whether some or all of the allegations will be handled at the School or unit level, or whether ODR will conduct all or part of any investigation, and will inform the Complainant or Reporter.

C. Timeframe for Filing a Complaint

The University does not limit the timeframe for filing a complaint. The University encourages complaints to be filed as soon as reasonably possible following an alleged Policy violation because the University's ability to gather adequate information may be limited where a significant length of time has elapsed between an incident and the filing of a complaint. Further, with respect to those cases that will be reviewed by disciplinary bodies at the conclusion of the investigation, the University's ability to complete its processes may be limited with respect to Respondents who have graduated from or are no longer employed by the University.

D. Initial Review

Once a complaint is received by the ODR, the Title IX Officer will assign the case to an Investigator for an initial review. The School with which the Respondent is affiliated may designate an additional individual to work jointly with the Investigator (collectively, the “Investigative Team”). Investigators and School designees will have appropriate training, so that they have the specialized skill and understanding to conduct prompt and effective sexual and gender-based harassment investigations.

The Investigative Team will contact the Complainant or Reporter in an attempt to gather a more complete understanding of the allegations, as well as any related conduct that may implicate the Policy. When a complaint is brought by a Reporter, the Investigative Team will endeavor to meet with the person identified as the potential Complainant both to gather information and to discuss his or her interest in participating in an investigation.

Based on the information gathered, the Investigative Team will determine whether the information, if true, would constitute a violation of the Policy such that an investigation is warranted or whether the information warrants an administrative closure. The Investigative Team will convey this determination to: the Complainant (and the Reporter, if there is one); the Title IX Officer; and the School Title IX Coordinator. The Investigative Team will work with the School Title IX Coordinator to implement any appropriate interim measures to be put in place by the School pending the completion of the case (or to revise as necessary any measures already in place).

Ordinarily, the initial review will be concluded within one week of the date the complaint was received.

E. Investigation

Following the decision to begin an investigation, the Investigative Team will notify the Respondent in writing of the allegations and will provide a copy of the Policy and these procedures. The Respondent will have one week in which to submit a written statement in response to the allegations. This statement must be in the Respondent’s own words; Respondents may not submit statements authored by others, including family members, advisors, or attorneys. Attached to the statement should be a list of all sources of information (for example, witnesses, correspondence, records, and the like) that the Respondent believes may be relevant to the investigation.

If the decision is made to begin an investigation in a case where a Reporter filed the complaint, and the Complainant is unwilling to participate but the School has assessed the severity of the harassment and the potential risk of a hostile environment for others in the community and has determined to proceed, then, for the purposes of these Procedures, the School Title IX Coordinator (or a designee) will be considered the Complainant.

The Investigative Team will request individual interviews with the Complainant and the Respondent, and, as appropriate, with other witnesses, which may include those identified by the parties as well as relevant officers of the School or University or others. When identifying potential witnesses, the parties should understand that the purpose of interviews is to gather and assess information about the incident(s) at issue in the complaint, not to solicit general information about a party’s character.

When a complaint involves allegations that, if true, also might constitute criminal conduct, Respondents are hereby advised to seek legal counsel before making any written or oral statements. The investigation process is not a legal proceeding, but Respondents might wish to obtain legal advice about how this process could affect any criminal case in which they are or may become involved.

After the collection of additional information is complete but prior to the conclusion of the investigation, the Investigative Team will request individual follow-up interviews with the Complainant and the Respondent to give each the opportunity to respond to the additional information.

F. Personal Advisors

Both the Complainant and the Respondent may bring a personal advisor to any interviews with the Investigative Team. A personal advisor should be an officer of the University who is affiliated with the School or unit in which the advisee is enrolled or employed, but may not be related to anyone involved in the complaint or have any other involvement in the process. In the case of students enrolled in interdisciplinary programs, their official academic advisor also may serve as their personal advisor.

Personal advisors may view a redacted version of the complaint or other documents provided to the parties, offer feedback on their advisee’s written statements, and provide general advice. During interviews, personal advisors may

not speak for their advisees, although they may ask to suspend the interviews briefly if they feel their advisees would benefit from a short break.

G. Confidentiality

The ODR, personal advisors, and others at the University involved in or aware of the complaint will take reasonable steps to protect the privacy of all involved. Once a complaint is filed, the Complainant or Reporter, the Respondent, and any witnesses will be notified of the potential for compromising the integrity of the investigation by disclosing information about the case and the expectation that they therefore keep such information – including any documents they may receive or review – confidential. They also will be notified that sharing such information might compromise the investigation or may be construed as retaliatory. Retaliation of any kind is a separate violation of the Policy and may lead to an additional complaint and consequences.

The parties remain free to share their own experiences, other than information that they have learned solely through the investigatory process, though to avoid the possibility of compromising the investigation, it is generally advisable to limit the number of people in whom they confide.

H. Coordination with Law Enforcement Authorities

In all cases, the Investigative Team will have completed the initial review without delay and, as appropriate, will have proposed interim measures to the School Title IX Coordinator. In the event that an allegation includes behavior or actions that are under review by law-enforcement authorities, the Investigative Team will, in light of status updates from law-enforcement authorities and the Title IX Officer, assess and reassess the timing of the investigation under the Policy, so that it does not compromise the criminal investigation.

I. Conclusion of the Investigation and Issuance of Final Report

At the conclusion of the investigation, the Investigative Team will make findings of fact, applying a preponderance of the evidence standard, and determine based on those findings of fact whether there was a violation of the Policy.

The Investigative Team will provide the Complainant and the Respondent with a written draft of the findings of fact and analysis and will give both parties one week to submit a written response to the draft. The Investigative Team will consider any written responses before finalizing these sections of the report and the final section of the report, which will outline any recommended measures to be taken by the School to eliminate any harassment, prevent its recurrence, and address its effects. The Title IX Officer and the School will work jointly to put in place such measures as they determine are appropriate. Consistent with School policies, measures imposed at this stage might include, among others: restrictions on contact; course-schedule or work-schedule alteration; changes in housing; leaves of absence; or increased monitoring of certain areas of the campus.

The investigation will be completed and the final report provided to the Complainant, the Respondent, the School Title IX Coordinator, and the appropriate officer in the School or unit, ordinarily within six weeks of receipt of the complaint. The administration of discipline in cases involving students is subject to the authority of the faculty; thus, as appropriate, having received the report, the School separately will consider the imposition of discipline through its own processes and notify the parties as appropriate. For cases involving faculty, staff, other Harvard appointees, or third parties that have been investigated by the ODR pursuant to Section III.B above, the imposition of sanctions will be considered separately by the appropriate officials at the School or unit through their relevant policies.

J. Special Circumstances

i. Request for Anonymity

If a potential Complainant asks to remain anonymous, then the Investigative Team, the School Title IX Coordinator, or the Title IX Officer, as appropriate, will consider how to proceed, taking into account the potential Complainant's wishes, the University's commitment to provide a non-discriminatory environment, and the potential Respondent's right to have specific notice of the allegations. The Investigative Team, the School Title IX Coordinator, or the Title IX Officer may conduct limited fact finding to better understand the context of the complaint. In some circumstances, a request for anonymity may mean an investigation cannot go forward, or the Investigative Team, the School Title IX Coordinator, or the Title IX Officer may determine that further investigation is necessary, in which case the potential Complainant will be informed that his or her identity will be disclosed as necessary for the investigatory process. In other circumstances, the Investigative Team, the School Title IX Coordinator, or the Title IX Officer may determine that the matter can be appropriately resolved without further investigation and without revealing the Complainant's identity.

ii. Administrative Closure

If, after conducting the initial review of a formal complaint, the Investigative Team finds that the allegation, if true, would not constitute a violation of the Policy, then the Title IX Officer will administratively close the case and notify the Complainant (and the Reporter, if there is one), as well as the School Title IX Coordinator.

Where the Complainant is unwilling to participate in further investigation, the Title IX Officer will assess the severity of the alleged harassment or the potential risk of a hostile environment for others in the community and will determine whether administrative closure is appropriate or whether the University should proceed with an investigation.

Within one week of the decision to close a case administratively, the Complainant or Reporter may request reconsideration on the grounds that there is substantive and relevant new information that was not available at the time of the decision and that may change the outcome of the decision. The Title IX Officer will consider requests for reconsideration and inform the Complainant or Reporter of the outcome, ordinarily within one week of the date of the request.

In cases where the Title IX Officer concludes that the alleged conduct, while not a violation of the Policy, might implicate other School or University conduct policies, the Title IX Officer may refer the complaint to the appropriate School or University official.

iii. Request to Withdraw the Complaint

While every effort will be made to respect the Complainant's wishes to withdraw a formal complaint, the University must be mindful of its overarching commitment to provide a non-discriminatory environment. Thus, in certain circumstances, the Title IX Officer may determine that investigation is appropriate despite a Complainant's request to withdraw the complaint or failure to cooperate. Other circumstances also may result in a request to withdraw the complaint being declined, where, for example, a request to withdraw is made after a significant portion of the investigation has been completed and terminating the investigation would be inequitable.

iv. Request for Informal Resolution After a Complaint has Been Filed

Once a complaint has been opened for investigation and before the final report has been provided to the parties, a party may request informal resolution as an alternative to formal resolution of the complaint, but that disposition requires agreement of the Complainant and the Respondent and the approval of the Title IX Officer in consultation with the relevant School or unit.

If such a request is approved, the timeframes will be stayed, and the Investigator or a designee will take such steps as he or she deems appropriate to assist in reaching a resolution. If the parties cannot reach an informal resolution within two weeks from receipt of the request, then the Investigative Team will resume the investigation of the complaint in accordance with the formal complaint procedures.

v. Appeal

Both the Respondent and the Complainant may appeal the decision of the Investigative Team to the Title IX Officer or designee based on the following grounds:

- A procedural error occurred, which may change the outcome of the decision; or
- The appellant has substantive and relevant new information that was not available at the time of investigation and that may change the outcome of the decision.

Disagreement with the Investigative Team's findings or determination is not, by itself, a ground for appeal.

Appeals of the Investigative Team's decision must be received by the Title IX Officer or designee within one week of the date of the final report. Likewise, appeals of decisions to administratively close a case or to deny a request to withdraw the complaint must be received by the Assistant to the President for Institutional Diversity and Equity or designee within one week of the date of the decision under appeal. Ordinarily, appeals will be decided within two weeks and the parties and the School Title IX Coordinator promptly will be informed of the outcome in writing.

CRR Process in Cases Involving the Discipline of HGSE Students

When a violation of the University Policy is referred to the CRR for consideration of discipline, the Complainant and the Respondent will be notified. Within 3 days of this notification, the Complainant and Respondent may each submit a written statement to the CRR. Neither is required to do so. The statements will be provided to the other

party as well as other officers of Harvard as the CRR deems appropriate. The statements may not challenge the validity of the findings and conclusions contained in the final report, and also may not introduce facts that could have been presented to the Investigative Team or that conflict with any of the findings in the final report.

Whenever a formal complaint of harassment against an HGSE student results in the issuance of a final report, the CRR must accept as final and non-reviewable the report's findings of fact and its conclusions as to whether a violation of the University Policy has occurred.

Sanctions

The CRR may recommend any of the following sanctions:

- Censure: a written or oral rebuke without further conditions.
- Probation: conditional permission to remain in the University. The Committee would be responsible for specifying those conditions. Any involvement in further violations would be grounds for separation from the University.
- Separation: temporary separation from the University for a specified period of time, after which the person is ordinarily reinstated, sometimes under probation.
- Dismissal: separation from the University for a specified period of time, after which the person may petition for reinstatement. Reinstatement ordinarily is contingent on the person's demonstrating that: he or she maintained a satisfactory standard of conduct during the time away; and that he or she understands the reasons for his or her previous difficulties and has taken steps to address these difficulties successfully.
- Expulsion: permanent separation from the University. The person may not return under any conditions.

For students in cases when expulsion from the University is recommended by the CRR, the implementation of that decision must be voted on by a quorum (at least two-thirds of the members) of the full HGSE faculty. In such cases, students will be separated from the University until the faculty vote takes place.

Students will be permitted to appear before the full HGSE faculty at the meeting when the vote on their case will be taken so that they may make a statement and/or answer questions. Students are reminded, however, that they may not in that statement challenge the validity of the findings and conclusions contained in the final report, and also may not introduce facts that could have been presented to the Investigative Team or that conflict with any of the findings in the final report. The faculty's deliberations will be conducted in closed session and a majority vote is required.

Disciplinary findings will be reflected on a student's transcript.

Appeals of Sanctions

Any Complainant or Respondent who wishes to appeal sanctions imposed under this section must file a written appeal with the Dean within one week after being notified of the decision. If the Dean determines that the appeal has sufficient merit to warrant further consideration of the case, he may alter the sanctions, request a rehearing by the CRR, or refer the matter to the full faculty for review. Ordinarily, the Dean's review of an appeal will be completed within 30 days.

The Committee on Rights and Responsibilities keeps a record of all cases that it hears. The record specifies the Committee's recommendation and the rationale for this recommendation, and the final decision and disposition of the case. This record becomes part of an individual's educational record or personnel record, depending on the respondent's status at the University.

Both the student making the complaint and the student(s) charged will be informed of the final sanctions decision.

Cases Involving HGSE Faculty, Staff, or Other HGSE Parties

Cases involving HGSE Faculty, Staff or other HGSE parties will be addressed in accordance with the Faculty Handbook and the Personnel Manual, as appropriate.

Resources

University Resources:

[Office of Sexual Assault Prevention & Response](#)

[Bureau of Study Counsel](#)

[Harvard University Health Services \(HUHS\)](#)

[HUHS Behavioral Health Services](#)

[Harvard Chaplains](#)

[Harvard University Police Department](#)

[Harvard University Office of Dispute Resolution for Sexual and Gender-Based Dispute Resolution \(ODR\)](#)

HGSE Title IX Coordinators for Students:

Maritza S. Hernandez, Associate Dean for Enrollment & Student Services

Kevin Boehm, Associate Director of Student Affairs

Liz Thurston, Director of Student Affairs

University Title IX Officer:

[Mia Karvonides](#)

Outside Agencies:

[U.S. Department of Education, Office for Civil Rights \(OCR\)](#)

[U.S. Equal Employment Opportunity Commission \(EEOC\)](#)

[Massachusetts Commission Against Discrimination \(MCAD\)](#)

HGSE Procedures for Handling All Other Complaints, Including Academic Infractions

It is important to recognize that the CRR's disciplinary system is not a legal system, and that the procedures of the CRR are designed to achieve ends different from those of criminal or civil litigation. While a court of law may only be interested in establishing innocence or guilt, the CRR is interested in the larger educational, developmental, and community implications of conduct.

All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of all parties involved. It is expected that complaints and other activities under these procedures will be confidential, and that the parties will likewise observe this expectation. However, disclosure of otherwise confidential information may be made where necessary to protect the health, safety or well-being of the complainant or others in the HGSE community, to comply with legal obligations of the University, or where, in the judgment of HGSE, certain disclosure would be in the best interest of the parties or the University.

Initial Complaint

Every disciplinary case begins with an allegation in the form of a complaint or report. While virtually anyone could bring a complaint, any formal charges that may ensue are made by, and on behalf of, HGSE. The initial complaint is submitted to the relevant Assistant Dean (for complaints concerning academic integrity), or the Associate Dean for Enrollment and Student Services (for complaints concerning personal behavior). The complaint should include the name(s) of the party or parties involved; the time, place, and date of the incident(s); and the identities of any witnesses, as well as a detailed description of what occurred.

In all situations where academic dishonesty is suspected, course instructors are required to provide a report to the appropriate Program Dean. This report should include: a confidential memorandum that details the charge; the work in question as submitted by the student, marked/highlighted to indicate all suspicious text; marked/highlighted copies of all corresponding sources from which the student is suspected of plagiarizing; the course syllabus, including all information provided to student regarding appropriate citation process, collaboration, use of sources, etc.; and the course assignment as presented to the student, including copies of all handouts, emails, power point slides, etc., that relate to the assignment in question.

As a first step in the disciplinary process, the Academic Dean will ordinarily appoint a fact finder to investigate the charge, which ordinarily includes, for example, notifying the respondent of the charge, collecting written statements from the respondent and others involved in the incident(s), conducting interviews with those involved (and others at the fact-finder's discretion), and consulting or collecting other sources of information, if available. At the conclusion of the investigation, the fact finder will issue a confidential written report summarizing the facts and circumstances of the case. After reviewing the matter, the Academic Dean may: find no basis to the charge, suggest an informal resolution between the parties involved, or immediately assign the case to the Committee on Rights and Responsibilities (CRR). The CRR will only consider cases referred by the Academic Dean; the Academic Dean ordinarily will refer all cases to the CRR that are not resolved through informal means within 30 days.

In cases of alleged academic misconduct, informal resolutions are negotiated by the Academic Dean with the student and faculty member and could include sanctions such as failing the assignment without makeup, failing the course, or having to redo the assignment. Usually, these settlements are made in cases where it is apparent that the student did not fully understand his or her obligations. If the student does agree to the informal settlement, a written record describing the offense and the settlement is signed by both the faculty member and the student, and is filed with the appropriate degree program office. The student is then informed that if another problem were to arise during his or her career at the School, the current incident would be taken into account, and the subsequent case likely would move directly to the CRR.

With respect to personal behavior, it is the expectation of the Harvard Graduate School of Education that its students, will behave in accordance with HGSE's standards of personal and professional conduct and accountability. For more information concerning these expectations, refer to the "Standards of Conduct in the Harvard Community" statement on page 56 of the HGSE Student Handbook.

Referral to the CRR

Upon referral of a case, the CRR will send written notification to the respondent, providing the time and place of the CRR hearing and inviting the respondent to attend. The notice shall provide sufficient specificity about the charges and the basis for the referral to permit the respondent to prepare a response. When a case has been referred to the CRR, the student's transcript may be marked in the interim "disciplinary proceedings pending."

Cases and Court Action

HGSE may defer consideration of a case for as long as it considers appropriate if a criminal investigation or court process is pending and if the underlying allegations involve serious criminal misconduct. If, however, both the complainant and respondent (or all parties involved) prefer to have HGSE take up the case immediately, regardless of the status of legal matters, the CRR may proceed at its discretion. In all cases involving the potential for serious criminal sanctions as well as CRR review, respondents are advised to seek legal counsel.

Possible Involuntary Leave of Absence or Restrictions

The Associate Dean for Enrollment and Student Services, in consultation with the Academic Dean, the Director of Student Affairs, and other officers of the University, as appropriate, may place a student on involuntary leave of absence when the student has been arrested on allegations of serious criminal behavior, or when the student allegedly has violated a disciplinary rule of HGSE and the Associate Dean concludes that the student poses a significant risk to the safety or educational environment of the community. The Associate Dean may also place restrictions on a student's activities or living arrangements while enrolled.

Conduct of Hearings

The hearings of the Committee on Rights and Responsibilities will be conducted under the following conditions:

- The Chair will be responsible for initiating, moderating, and ending the hearing.
- Members of the committee who have a direct or personal interest in the hearing may submit a request to the Chair to be excused from that particular hearing. This request must be submitted prior to the hearing; the Dean or Dean's designee will be responsible for appointing a substitute.

- If two or more people have been accused of the same violation, each person may request a separate hearing.
- During the hearing, only those directly involved in the case, that is, the members of the CRR, the complainant, the respondent, witnesses, faculty advisors or other personal advisors (officers of the University affiliated with HGSE), and a recording secretary, can be present.
- Either the complainant or respondent may request that particular witnesses appear before the CRR; however, the CRR retains final discretion over which witnesses are asked to appear, and may limit the number of witnesses if it so elects. Witnesses who appear before the CRR will be expected to answer questions from members of the committee. Witnesses are not to discuss the case with one another throughout the duration of the hearing.
- The respondent has the option of appearing at the CRR hearing, but is not obliged to accept this opportunity. He or she may submit a written statement instead of making a personal appearance.
- Respondents who choose to appear before the Committee may participate to whatever extent they feel comfortable, within the bounds of standard CRR procedures. A faculty advisor or other advisor (an officer of the University affiliated with HGSE) may accompany the student. Such an advisor does not participate in the questioning or discussion with the Committee, but is there as a resource for and support to the student. Members of student's family may not serve as personal advisers for these purposes, even if affiliated with HGSE. Respondents who appear are entitled to rebut any information presented and to present his or her own information on pertinent matters. The respondent must indicate in writing to the Committee the name of his or her faculty or personal advisor at least 24 hours prior to the hearing.
- The Committee shall compose a written report of its findings and sanctions.
- The Assistant Dean or Associate Dean for Enrollment and Student Services will notify the respondent. A written copy of the Committee's report shall be provided to the respondent.
- In student discipline cases involving allegations of physical violence, both the student making the complaint and the student(s) charged will be informed of the Committee's decision. In cases other than those involving allegations of physical violence, it is only the student charged who is informed of the Committee's decision.

Sanctions

The Committee on Rights and Responsibilities may recommend any of the following sanctions:

- Censure: a written or oral rebuke without further conditions.
- Probation: conditional permission to remain in the University. The committee would be responsible for specifying those conditions. Any involvement in further violations would be grounds for separation from the University.
- Failure of the Assignment and/or Course: failing the assignment without makeup, having to redo the assignment, or failing the course. Usually, these settlements are made in cases where it is apparent that the student did not fully understand his or her obligations.
- Separation: temporary separation from the University for a specified period of time, after which the person is ordinarily reinstated, sometimes under probation.
- Dismissal: separation from the University for a specified period of time, after which the person may petition for reinstatement. Reinstatement ordinarily is contingent on the person's demonstrating that he or she maintained a satisfactory standard of conduct during the time away; and that he or she understands the reasons for his or her previous difficulties and has taken steps to address these difficulties successfully.
- Expulsion: permanent separation from the University. The person may not return under any conditions.

For students in cases when expulsion from the University is recommended by the CRR, the implementation of that decision must be voted on by a quorum (at least two-thirds of the members) of the HGSE faculty. In such cases,

students will be separated from the University until the faculty vote takes place. The one exception for when expulsion is not voted on by a quorum of HGSE faculty may be for Title IX cases

Students will be permitted to appear before the HGSE faculty at the meeting when the vote on their case will be taken so that they may make a statement and/or answer questions. The faculty's deliberations will be conducted in closed session and a majority vote is required.

Disciplinary findings will be reflected on a student's transcript.

Appeals

A respondent who wishes to appeal a disciplinary decision must file a written appeal with the Dean within one week after being notified of the decision.

Decisions by the CRR, given their familiarity with the case, will be given deference and reviewed by the Dean for clear error only. If there is new and compelling information material to the outcome, that information must be included with the appeal and will be only considered if the student can show that the new information could not have been presented to the CRR at or before the hearing.

If the Dean determines that the appeal has sufficient merit to warrant further consideration of the case, he may alter the sanctions, request a rehearing by the CRR, or refer the matter to the full faculty for review. Ordinarily, the Dean's review of an appeal will be completed within 30 days.

The Committee on Rights and Responsibilities keeps a record of all cases that it hears. The record specifies the Committee's recommendation and the rationale for this recommendation, and the final decision and disposition of the case. This record becomes part of an individual's educational record or personnel record, depending on the respondent's status at the University.

The HGSE Financial and Registration Committee

Guidelines and Procedures

STATEMENT OF PURPOSE

The Financial and Registration Committee is the administrative body of the Harvard Graduate School of Education (HGSE) responsible for reviewing requests for exceptions to the School's financial and registration policies. The Financial and Registration Committee is empowered to review requests for exceptions to policies and procedures pertaining (but not limited) to the following:

- late registration
- tuition refunds
- adding courses beyond the School deadline in cases in which the instructor approves of the change
- dropping courses beyond the School deadline
- grade option changes beyond the School deadline in cases in which the instructor approves of the change
- waiver of processing fees and fines

MEMBERSHIP

The Financial and Registration Committee consists of the Associate Dean for Enrollment and Student Services, the Director of Financial Aid, the Registrar, the Director of Student Affairs, and the Associate Deans for the Degree Programs. The Assistant Director for Access and Disability Services serves as an advisor to the Financial and Registration Committee with respect to student appeals based on a disability.

STUDENT RESPONSIBILITIES AND THE APPEAL PROCESS

A student who wishes to request an exception to a specific policy, procedure, or deadline must submit a **Student Appeal Form** to the Financial and Registration Committee, Harvard Graduate School of Education, Longfellow Hall 009, Appian Way, Cambridge,

MA 02138, or fax to (617) 495-7626. Appeal forms are also available online, and may be submitted electronically. Appeals must meet the following standards.

- The circumstances of the request are compelling, as determined by the Financial and Registration Committee.
- The student provides documentation of the circumstances.

DECISION GUIDELINES

Committee members understand and work to preserve and maintain the standards and the integrity of HGSE. The Committee's decisions are guided by several considerations:

- All students are expected to review and agree to abide by the **HGSE Standards of Conduct**, as well as all HGSE rules and regulations, which are described in the [HGSE Student Handbook](#).
- Issues of equity and consistency will be taken into account whenever a student is requesting an exception to a policy or procedure to which other students remain accountable. The Committee will strive to have consistency in decision making based on previous cases and fairness so that students are treated equitably.
- There is compliance with government regulations and legal statutes.
- The strength of the appeal and degree to which special circumstances are relevant. There must be appropriate documentation depending on the circumstances (e.g., an official letter if there is a relevant medical issue).

As part of the process, the Committee may also contact course instructors or other school officials as appropriate for additional relevant information.

Committee members understand and respect the rights and responsibilities of all individuals while supporting and protecting the principles of due process and confidentiality. The Committee accepts responsibility for administering fair, thoughtful, and equal consideration of all financial and registration appeals. Students' requests, supporting documentation, Committee deliberations, and correspondence are considered confidential and shared only with Committee members who review the case. Students will be notified in writing of the final decision.

Students who wish to appeal a decision of the Committee will be referred to the Academic Dean.

Student Health Insurance

Health Insurance

Required Student Health Insurance

Massachusetts law requires that students enrolled in an institution of higher learning in Massachusetts participate in a student health insurance program or in a health benefit plan with comparable coverage. All Harvard students are automatically enrolled in the Harvard University Student Health Program (HUSHP) and the cost of the program is applied to their student bill.

The Harvard University Student Health Program (HUSHP) is comprised of two parts:

Student Health Fee

Required of all students who are more than half time and studying in Massachusetts. This fee covers most services at Harvard University Health Services (HUHS), including primary care, medical/surgical specialty care, mental health/counseling services, physical therapy, radiology, Stillman Infirmary, and 24-hour urgent care.

Student Health Insurance Plan

Provides hospital/specialty care through Blue Cross Blue Shield of Massachusetts and prescription drug coverage through Catamaran. Coverage includes emergency room visits, hospitalizations, diagnostic lab/radiology services, ambulatory surgery, specialty care outside HUHS (limited), and prescription drug coverage. Benefit limits and cost-sharing may apply—visit hushp.harvard.edu for more details.

Health Insurance Coverage for Graduating Students

Ed.M. students who graduate in November 2016 are **not** eligible for fall HUSHP coverage. Ed.D. students who obtain all readers' approvals of their dissertations and pass their oral defense* on or before September 9, 2016 are **not** eligible for fall HUSHP coverage. Ed.D. students who obtain all readers' approvals of their dissertations and pass their oral defense after September 10, 2016 will be charged for fall HUSHP and will be covered for the period starting on August 1, 2016 and ending on January 31, 2017, unless a waiver has been filed and approved.

March degree candidates are required to be registered for the fall semester and, if enrolled in HUSHP, will have student health insurance coverage through January 31, 2017. March degree candidates are not eligible for spring HUSHP coverage.

May degree candidates are required to be registered for the spring semester and, if enrolled in HUSHP, will have student health insurance coverage through July 31, 2017.

*if required. *Please see page 41 of this Handbook for guidelines on the Oral Defense requirement.

Waiving the Student Health Insurance Plan

Students enrolled in a comparable health insurance plan may be eligible to waive the Student Health Insurance Plan. Waivers must be completed by the appropriate deadline or the charges will remain on your term bill. **The deadline to waive is July 31, 2015 for the fall term (or full academic year), and by January 31, 2016 for the spring term.**

- Before waiving, carefully evaluate whether your existing health plan will provide adequate, comprehensive coverage in the Boston area. View the website to review a [waiver checklist](#) for guidance. You will be fully responsible for all medical claims and prescription drug costs if you waive the insurance plan.
- International students studying on campus at Harvard are not eligible to waive the insurance plan with foreign insurance, including those with a U.S.-based administrator. This is a requirement pursuant to the Massachusetts student health program regulations.

For detailed information on the Harvard University Student Health Program policies, benefits, limitations, and exclusions, visit hushp.harvard.edu.

Student Dependent Coverage

Students may enroll their spouse/same sex domestic partner and/or unmarried dependent children (under age 19) in HUSHP. Enrollment and renewal for dependents is not automatic. **You must enroll dependents by September 30, 2015 for the fall term, and February 28, 2016 for the spring term.** Rates, enrollment forms, and deadlines are available at hushp.harvard.edu.

Personal Counseling

Counseling and Mental Health Services

HUHS Smith Campus Center, Fourth Floor
617-495-2042

HUHS Counseling and Mental Health Services (CAMHS) provides coverage to students year round. Counseling is available for a wide variety of concerns, including:

Bereavement
Transitional issues and adjustment difficulties
Depression, anxiety, or stress
Concerns interfering with work or relationships
Sexual concerns
High-risk behaviors around food, alcohol, and/or other substances

Treatment options include individual psychotherapy, medication management, and group therapy. All visits are confidential and mental health records are held separately from the rest of the medical record, except for information on medications and hospitalizations.

Rape Crisis Resources and Counseling Services

Office of Sexual Assault Prevention & Response (OSAPR)

24-hour response line: 617-495-9100
Osapr.harvard.edu

The Office of Sexual Assault Prevention & Response (OSAPR) provides confidential, 24-hour information, assistance, and support for those who have experienced sexual assault and related forms of interpersonal violence, including sexual harassment and relationship abuse. Services provided by HUHS and OSAPR include:

- 24-hour response line (617-495-9100) for those in immediate need of services
- Transportation to Harvard-affiliated hospitals and coordination of follow-up care as appropriate
- Assistance with resource referrals
- Explanation of options for medical and mental health care, reporting, and adjudication
- Consultation and support for friends, partners, and other relations of sexual assault survivors
- Educating the Harvard community about sexual assault, its prevention, and its impact

Students may access these services by calling or visiting the Office of Sexual Assault Prevention & Response. All communications and services are completely confidential and no information about the victim will be reported to the police unless the victim requests it.

[Boston Area Rape Crisis Center](#)
 617-492-RAPE
barcc.org

Other Support Services

Harvard International Office

864 Holyoke Center
 617-495-2789
www.hio.harvard.edu

The Harvard International Office (HIO) seeks to enhance and support the international dimensions of Harvard University and to assist persons involved in international educational exchange. HIO offers services to international students and scholars at Harvard College, the graduate and professional schools, as well as the numerous research centers and affiliated teaching hospitals, to minimize the difficulties they may experience both upon arrival and later during their stay at Harvard. HIO provides information on a wide range of topics, including immigration issues (work permits, travel), financial questions, social and cultural differences, and resources at Harvard and in the community. HIO also acts as a liaison between international students and scholars and the US government agencies that have jurisdiction over their stay here.

Office of Work Life

124 Mt. Auburn Street, 3rd Floor North
 617-495-4100
<http://harvie.harvard.edu/>

The office provides information on work/family programs, services, and policies at Harvard and acts as a clearinghouse for family resources in Cambridge, Boston, and the surrounding areas. It provides information and referral for childcare, schools, elder care, adoption, educational programs and seminars, support/conversation groups, individual assistance on work/family concerns, and consultations to departments on work/family options. The Office of Work and Family distributes the *Harvard University and affiliates Family Resource Handbook* and coordinates childcare on campus.

The office has information about six independently run child-care centers located on University property, each listed below. For more information, visit <http://childcare.harvard.edu/childcare/centers.shtml>

Botanic Gardens Children's Center

26 Robinson Street
617-496-0595

Harvard Yard Child Care Center

25 Francis Avenue
617-547-3432

Oxford Street Day Care Coop

25 Francis Avenue
617-547-3175

Peabody Terrace Children's Centers

900 Memorial Drive
617-868-5573

Radcliffe Child Care Center

10 DeWolfe Street
617-495-3504

Soldiers Field Park Children's Center

1 Soldiers Field Park, Boston
617-495-2680

Harvard Chaplains

www.chaplains.harvard.edu

Harvard Chaplains is the umbrella organization of over 35 chaplains representing 25 of the world's traditions, united in their commitment to supporting Harvard students, faculty, and staff.

Harvard Chaplains nurture the spiritual/ethical lives of the Harvard community and help them learn to listen to those who believe differently. The Chaplains agree to honor the religious freedom, human dignity, conscience, personal spiritual welfare and the religious tradition of every person to whom they minister.

HGSE Academic Writing Services

Academic Writing

Location: Gutman Library 234
617-496-3894

Academic Writing Services, supported by the Research and Instruction Department at Gutman Library, is designed to assist HGSE students in the acquisition of clear and cogent writing skills. Consultation is provided by HGSE Teaching Fellows with solid backgrounds in academic writing. These TFs provide students with the tools necessary to respond effectively to assignments, organize short papers and lengthy research projects, and develop working drafts into publishable products.

Academic Writing Services are available by appointment at: www.appointmentquest.com/scheduler/2030159020
offices can provide assistance and information on the many resources the University has to offer.

Campus Security and Safety

Evening Shuttle Van/Escort Service

617-495-0400

The Evening Shuttle Van Service is designed to provide transportation throughout the Cambridge and Allston campuses as a supplement to the Shuttle Bus. Rides are free and available on request between 7:00 p.m. and 3:00 a.m. Calls are taken until 2:40 a.m. Please call ahead as you may have to wait as long as a half-hour.

Harvard University Campus Escort Program (HUCEP)

617-384-8237

HUCEP teams who are trained and supervised by the HUPD, provide walking escorts to students, faculty and staff seven nights a week during the academic year and cover the Yard, River, and Quad areas. Teams are identified by their brightly colored vests labeled HUCEP. Escorts respond to calls for service through the HUCEP hotline (617-384-8237) or (617-38HUCEP), and can be flagged down by students, faculty and staff in need of an escort. Escort teams also are encouraged to ask solo walkers if they would like an escort to their destination.

Missing Persons Policy

As required under federal law, the Harvard Graduate School of Education immediately will refer to the Harvard University Police Department (HUPD), any missing persons report involving a student who lives in on-campus housing. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School, working with HUPD as necessary, will: (1) attempt to contact the student using any confidential contact information that the student may have provided to the School; (2) notify an appropriate external law enforcement agency; (3) contact any person the student has identified to the Registrar as an emergency contact; and (4) notify others at the University, as appropriate, about the student's disappearance.

In addition, HGSE will contact a custodial parent or guardian of any student who is under 18 years of age and reported missing from on-campus housing. Students are reminded that they may provide the Registrar with emergency contact information and/or confidential personal contact information if they have not already done so.

Students are reminded to provide the Registrar with emergency contact information and/or confidential personal contact information if they have not already done so.

Police Escort

617-495-1213

The Harvard University Police Department provides rides (only if a student feels at risk/unsafe) within the campus environs when the Escort Service is not operating.

Playing It Safe

Annually, the Harvard University Police Department produces a report that outlines the University's campus safety and security policies, procedures, and practices. This publication, "Playing it Safe," describes programs and services designed to promote safety and security and to help members of the Harvard community prevent and report crime. It also includes crime statistics for the campus area, as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). A copy of "Playing it Safe" can be found online at www.hupd.harvard.edu. In addition, the HUPD disseminates community advisories and crime alerts after a serious or violent crime that may pose a continuing public safety threat is reported to the HUPD or local police departments.

Harvard University Police Department (HUPD)

1033 Massachusetts Avenue, 6th Floor
www.hupd.harvard.edu
Urgent: 617-495-1212
Business: 617-495-1215
TDD: 617-495-1211

Blue-light emergency phones on the Harvard campus connect directly to the Harvard Police. These phones should be used to report suspicious activity, crimes in progress or any emergency situation. In addition, University Centrex phones (gray) placed at Harvard locations can be used to contact the HUPD at 617-495-1212.

Visit the HUPD web site for important safety tips.

HUPD Crime Prevention Unit

617-495-1795

Personal protection and Rape Aggression Defense (RAD) workshops are offered. Contact the Office of Student Affairs if you want to arrange or schedule a workshop mentioned above or any other safety/crime issues you would like to be addressed.

HUPD Laptop Registration

Harvard University Police Department
1033 Massachusetts Avenue, 6th Floor
617-495-1795
www.hupd.harvard.edu/laptop.php

The HUPD offers you two ways to register your laptop: online on the HUPD website, a free service provided by the HUPD or through Absolute Software's LoJack for Laptops. The HUPD maintains a database that stores the make, model, and serial number of your laptop. In the event of the loss or theft of the laptop, the HUPD will be able to provide you with that information, which could help facilitate the recovery of the laptop. To register your laptop online, please visit www.hupd.harvard.edu/laptop-theft-prevention.

If you choose to use LoJack for Laptops, the company will work with HUPD and local police to try to recover your laptop if it is stolen. The technology they use is embedded in most PCs, making it very difficult to detect and remove. It allows you to remotely display a message and lock your device so that no one else can log on and search your files, photos or passwords. You can also remotely delete files, photos, passwords, emails, financial data and records, and can use GPS, WiFi or IP to display your device's general location on a map. A four year (4) subscription costs \$30.

HGSE Bike Policy

HGSE is committed to being a bike friendly campus. As such, we try to make biking as convenient as possible for the members of our community. In return, we ask our bikers to be good citizens and also follow a few simple rules designed to help keep everyone safe:

- Do not ride your bicycle on the sidewalk
- Lock your bike to one of the many bike racks around campus (not to hand railings, benches, trees, trash receptacles, or parking meters)
- Bikes parked illegally will be issued a warning; bikes will be removed and stored after a second warning; bikes not claimed after two weeks will be donated to charity
- For security, lock bike frame and one wheel to a bike rack
- Register your bike with the University Policy Department to aid in the recovery of stolen or lost bikes (www.hupd.harvard.edu/bicycle-registration)

City of Cambridge Municipal Parking & Non-Resident Nonresident Student Driver Statements and Decals

State law requires Harvard to post the following notice to all students who are not Massachusetts residents: "IT IS UNLAWFUL FOR A NONRESIDENT STUDENT TO FAIL TO FILE A NONRESIDENT DRIVER STATEMENT WITH THE POLICE DEPARTMENT LOCATED IN THE SAME CITY OR TOWN AS THE SCHOOL OF COLLEGE ATTENDED, IN ACCORDANCE WITH [SECTION 3 OF CHAPTER 90](#) OF THE MASSACHUSETTS GENERAL LAWS. FAILURE TO FILE SUCH STATEMENT IS PUNISHABLE BY A FINE NOT TO EXCEED \$200." Under Massachusetts law, if out-of-state students bring cars to campus but elect not to register them with the Massachusetts Registry of Motor Vehicles, then they must file a nonresident driver statement with the local police department, whether or not they apply for on-campus parking. Shortly after filing the nonresident driver statement with the Cambridge/Boston [as applicable] Police Department, students will receive a nonresident student driver decal from the University Parking Office. This decal must be prominently displayed in the "uppermost center portion" of the vehicle's windshield.

If you bring a vehicle registered in a state other than Massachusetts, you will be required to obtain Massachusetts registration within 90 days. If you live in Cambridge, you will need a resident parking permit in order to park on the street. To obtain a permit, you must show proof that your car is registered and insured in Massachusetts and that you are a Cambridge resident. Parking permits are available at the Department of Traffic, Parking, and Transportation, 238 Broadway (617-349-4700).

Note: Most metered parking spaces in the HGSE vicinity restrict the user to one-time use and do not allow parking past the initial time limit. If a meter is marked "one hour," the car in that space must be moved after one hour or be subject to be ticketing, even if more money is put into the meter for a second hour.