

# HGSE Student Handbook 2020-21

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## \*\*PAGE 1: WELCOME TO HGSE!\*\*

### Welcome to HGSE!

Dear Student,

Welcome to the Harvard Graduate School of Education! We are thrilled that you have chosen to become part of our community. One of the first things you will discover is that all of us—faculty, staff, and students—are here for the same reason: we care deeply about education, and we believe in the importance of education for all. Regardless of background or identity, we believe in the worth of each person, and we know that the opportunities afforded by a good education are critical to creating thriving individuals and communities as well as addressing pressing challenges in the U.S. and across the world.

During your time at HGSE, we will help prepare you to become the future leaders who will expand educational opportunity, enhance academic achievement, improve student supports, and advance our understanding of how children and adults learn. You will be immersed in discussions of how to best to accomplish the goal of educating all students, and you will benefit from interacting with colleagues whose differing perspectives will help you to engage in rigorous debate. Including a diverse set of backgrounds and perspectives at HGSE is essential to our ability to engage in meaningful teaching and practice, conduct relevant and pioneering research, and have a positive impact on the larger field. With each step we take together, we move closer to the day when all people have access to an education that enables them to reach their full potential.

We know that transitioning to graduate school requires many adjustments that can make it both an exciting and stressful time— 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 can be hard, but it also offers opportunities. We are committed to supporting your transition and success at HGSE and beyond.

This Student Handbook is designed to provide you with information about HGSE and the University, including the policies and procedures that govern academic and student life, as well as the many resources and supports available to you, such as student support services that includes assessing accommodations due to a disability, 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 your graduate studies. We also point out that it is your responsibility as an HGSE student to be aware of and compliant with all the policies, procedures, deadlines, and expectations detailed in the Student Handbook.

You enrolled at HGSE with a passion to contribute to the world through education, and you will leave with the knowledge, skills, and relationships that will make that goal a reality. We look forward to meeting you and wish you a productive and rewarding experience.

Sincerely,

Bridget Long  
Dean  
Saris Professor of Education and Economics

Nonie Lesaux  
Academic Dean  
Juliana W. and William Foss Thompson Professor of Education and Society

Maritza S. Hernandez  
Associate Dean for Enrollment and Student Services

## **\*\*PAGE 2: HANDBOOK PREFACE\*\***

### Student Handbook Preface

This Handbook contains policies and procedures of the Harvard Graduate School of Education. Students should become familiar with the material pertaining to their degree program, and together with their advisors, make certain that their chosen program of study complies with all policies.

Although we have attempted to include most of the regulations governing graduate academic programs, some programs have additional requirements and regulations of their own. Students also should become familiar with the academic policies relative to their individual program.

At times, a mid-year 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 to the Student Handbook at any time. These changes may affect such matters as 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.

#### *Delivery of Educational Programs During the COVID-19 Pandemic*

The public health crisis occasioned by the COVID-19 pandemic has caused unprecedented social and economic disruption worldwide, in the United States, and in the Boston/Cambridge area. Anticipating that continued in-person, on-campus instruction would increase the risk of infections in our community, the University acted promptly in March 2020 to “de-densify” its campus and transition to online instruction. Harvard reached this decision after careful (but time-pressed) deliberation, drawing on insights and expertise from public health experts worldwide — including on the Harvard faculty.

In the academic year 2020-21 and beyond, we are planning for several contingency scenarios that would protect the health and safety of our community, preserve our ability to adapt to evolving circumstances, and ensure the continuity of our teaching and research mission. HGSE continues to retain the discretion to apply its considered judgment to the question of how best to pursue its educational programs during the COVID-19 crisis, which may include, among other things, making recourse to online instruction and instituting compulsory testing and tracing programs as required conditions for accessing the Harvard campus or Harvard facilities.

**It is every student’s responsibility to be aware of, and to comply with all regulations, policies, procedures, and deadlines.**

2020-2021 Edition  
Updated August 2020

## **\*\*PAGE 3: HGSE'S COMMITMENT TO DIVERSITY\*\***

### HGSE's Commitment to Diversity

#### The Importance of Diversity at HGSE

The Harvard Graduate School of Education (HGSE) is committed to recruiting, cultivating, engaging, and encouraging a diverse and vibrant community of faculty, staff, and students. Diversity can be multivariate, intersectional, and complex, and at HGSE, we define a diverse population to include a wide range of racial, ethnic, sexual, and gender identities; economic and geographic backgrounds; physical abilities; life, school, and career experiences; and political, religious, and personal beliefs. As part of our commitment to our common mission, we each share a responsibility to respect the rights, differences, and dignity of others, and to sustain an environment that is conducive to fostering the highest levels of learning for all.

There are four notable reasons—each critical to our School's mission—why fostering a diverse community is important to HGSE.

#### ***Providing the Highest Quality Educational Experience***

As the leading school of education in the United States, we are committed to providing the highest quality educational experience, and we continually seek to improve our pedagogical practices and curricular offerings. When students with differing backgrounds and perspectives are supported to engage in rigorous and shared inquiry, the results lead to deep learning, excellence, and innovation in the form of new ideas. Core to our approach is the pedagogical strategy of classroom discussion, which we use to broaden and enhance student thinking. The richness of these discussions relies on the differing viewpoints, perspectives, and insights that a diverse group of students and faculty brings.

#### ***Preparing Graduate Students for Careers in a Diverse World***

Changing demographics across the United States mean that HGSE graduates will most likely meet, work with, and serve a vast array of people with different backgrounds from their own. Even if the differences between our graduates and the students they will serve are not visible, the realities of our polarized and divergent society mean our graduates will certainly encounter a wide variety of views and opinions. The best way to prepare our students to succeed in an increasingly diverse society is to expose our students in meaningful ways to a diverse group of peers.

#### ***The Importance of Producing Diverse Leadership for Education***

The students that HGSE attracts and trains to be leaders are an important part of the contributions we make to the field of education. HGSE strives to meet the great demand for strong leadership and innovation in education, including highly educated and well-prepared teachers, principals, superintendents, faculty members, and leaders at all levels of the education system. Moreover, non-profit organizations, government agencies, foundations, and other related fields are also in need of highly qualified individuals. In order to prepare the talented, leadership-oriented individuals needed in education, we must reach out to as broad a pool as possible, recognizing the range of aptitudes and talents necessary to be an effective educator. This necessarily requires a diverse pool of students, including those from underserved communities, underrepresented minorities, and individuals from all socioeconomic backgrounds. In addition, research has shown that students from preschool through college benefit inside and outside the classroom from diverse classroom teaching and leadership.

#### ***Building a Knowledge Base that Reflects a Diverse World***

One of the most basic and important questions in education is how we can best help each and every child learn across his or her lifespan. As a School, we devote much of our time and attention to the rigorous study and evaluation of this issue and the implementation of promising practices. In the context of an increasingly diverse nation and world in terms of students' backgrounds and circumstances, we must approach our work using the broadest set of perspectives and insights into the challenges and opportunities facing the wide-ranging set of students, schools, and communities we serve. Our work must account for the diversity of those we seek to help so

that we can figure out what works best for whom and in what context. To do this work in a rigorous way, we utilize our diverse faculty, students, and staff. Their varied backgrounds and perspectives of our community members provides a unique window into the education system—prompting our faculty and students to ask new questions, utilize different methodologies, and foster a range of helpful insights.

Taken together, HGSE’s mission relies fundamentally on having a highly diverse community and fostering engagement across the School. Including a diverse set of backgrounds and perspectives at HGSE is essential to our ability to engage in meaningful teaching and practice, conduct relevant and pioneering research, and have a positive impact on the larger field.

## Diversity, Equity, Inclusion, and Belonging Competencies

Responsive to the expressed needs of students along with best practices in diversity, equity, inclusion, and belonging work across higher education, HGSE has adopted a set of Diversity, Equity, Inclusion, and Belonging Outcomes that are fostered in all students. The outcomes are broken into two broad categories: Universal Outcomes—those outcomes and goals we have for *all* of our students at HGSE and believe that we can/should ensure all of our students make progress toward—and Advanced Outcomes—those outcomes and goals we have for the subset of our students who may wish to seek careers focused on diversity, equity, inclusion and belonging work. Situated as needing to be advanced by the time of graduation, these outcomes are intended to shape students’ readiness both on campus and for their future work.

### *Definition of Outcome Domains*

#### **Knowledge**

This domain captures an individual’s foundational understanding of key concepts and terms related to diversity, equity, inclusion and belonging (e.g., "intersectionality" or “structural inequality”). This includes both broad concepts (e.g., systems of oppression and liberation, socialization, historic patterns of educational inequality) and more specific concepts and terms that fall within specific domains (e.g., gender, race, ethnicity, language). Knowledge refers to students’ abilities to define and identify key concepts and terms, rather than their ability to internalize, understand or act upon these ideas.

#### **Reflective and Developmental Self-Work**

This domain captures an individual’s ability to demonstrate awareness, comfort and skill at self-identifying and reflecting on their identity, positionality and power consistently over time. Reflective and developmental self-work includes some internalization of the knowledge described above, as well as an ability to apply these foundational concepts and terms to one’s own processes of socialization and development (e.g. Who am I, in relationship to others?). Finally, this domain captures an individual’s commitment to engaging in reflective and developmental self- work in the realm of diversity, equity, inclusion and belonging.

#### **Interpersonal and Group Work**

This domain captures an individual’s capacity to communicate, collaborate, dialogue, facilitate and intervene (in real time) with other people, across social identity differences. Interpersonal and group work includes interactions that are one-on-one and interactions in the context of groups, including work-based teams. Achieving interpersonal and group work outcomes necessitates that individuals internalize the key concepts and terms, as well as understand their own socialization process, such that they can effectively communicate across lines of difference. While such communication is likely to occur in the context of organizations, this domain is intended to capture everyday interactions rather than organizational structures or systems.

#### **Organizational and Systems Work**

This domain captures an individual’s capacity to identify and analyze systems (historical, organizational, political, global) of power and their influence on the everyday experiences of individuals in our society.

This type of analysis occurs in micro and macro organizational and systems settings, including classrooms, schools, districts, organizations, and broader policy contexts. To organizational and systems work outcomes, individuals will need to internalize the key concepts and terms such that they can identify their concrete manifestations. In addition, individuals will be able to build on their reflection and self-work to identify the skills and strategies that they have for influencing these systems of power in ways that promote equity and inclusion.

## *Universal Outcomes*

Universal outcomes refer to a set of diversity, equity, and inclusion outcomes that we believe all graduates of HGSE should make progress toward during their time on campus. **At HGSE, we believe that diversity, equity, inclusion and belonging work is a lifelong journey; while we expect individuals to make progress on this journey during their time at HGSE, we do not expect that the journey will ever be complete.** We expect that students will engage in experiences that help them along this journey through their entire master's student experience. For example, students might make progress on several outcomes through their foundational Equity & Opportunity class, develop further in a core programmatic class, engage in an OSA-based affinity groups, and participate in different extra-curricular opportunities. As stated, there are four domains for of universal outcomes: *Knowledge, Reflective and Developmental Self Work, Interpersonal and Group Work, and Organizational and Systems Work.*

### **Knowledge**

1. Students will understand key concepts and terms related to diversity, equity, and inclusion (e.g., intersectionality or structural inequality). *[knowing]*
2. Students will articulate a foundational understanding of key concepts related to equity, inclusion, oppression, privilege, and power within the context of education. *[knowing]*
3. Students will identify systems (historical, organizational, political, global) of power and describe influences of systems on the everyday experiences of individuals in education. *[knowing]*
4. Students will draw on theory and evidence to show that how people and institutions perceive, experience, and respond to difference as “advantage” or “disadvantage” is socially constructed, and thus also subject to change through social intervention. *[knowing]*

### **Reflective and Developmental Self-Work**

1. Students will make progress toward identifying their own prejudices, biases, and blind spots through critical reflection over time. *[being]*
2. Students will practice holding the discomfort and stress that can accompany awareness and risk-taking. *[being]*
3. Students will participate in inclusive and equity-based professional development. *[doing]*
4. Students will explain and engage in personal reflection about the ways in which all people (including themselves) have multiple social identities that are politically, historically, geographically, and socioculturally constructed. They will understand that social identities interact with one another in complex ways, change across our lifetimes, influence how we experience and act on the world, and affect how others experience and act with us. *[being]*
5. Students will articulate their responsibility, vision, and action plan for advancing equity and opportunity through their work as education professionals, with attention to how their positionality is implicated in this work. *[doing]*

### **Interpersonal and Group Work**

1. Students will build personal capacity to interact with individuals and groups whose frame of thinking is different from their own; take risks, demonstrate vulnerability, challenge others' ideas without invalidating their experiences. *[being]*
2. Students will connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and developmental differences people hold. *[being]*
3. Students will participate in dialogue that helps one to assess and complicate their understanding about issues of equity, inclusion, power, privilege and oppression in education. *[doing]*

4. Students will recognize when to speak up and when to step back, in the context of intergroup dialogues. *[being]*

### **Organizational and Systems Work**

1. Students will identify systemic and structural barriers to equity and inclusion. *[being]*
2. Students will analyze the influence of systems (historical, organizational, political, global) of power on the everyday experiences of individuals in our society. *[knowing]*
3. Students will be able to explain how educational equity and opportunity can be promoted or impeded by individuals, teams, and groups, and also by institutional, structural, and historical forces. *[knowing]*
4. Students will analyze the role of structural inequality, oppression, privilege, and power in education and the impact of oppression on educators and students. *[knowing]*
5. Students will identify, analyze and apply strategies used by educators, across varied roles and contexts, to disrupt privilege and marginalization, promote educational equity, and increase educational access and opportunity. *[knowing & doing]*
6. Students will be able to assess their own roles in systems of oppression, privilege, and power and identify the various ways in which they have used or may use their role to create, perpetuate, or dismantle, equitable educational policies and practices. *[doing]*

### **Advanced Outcomes**

Advanced outcomes refer to the set of additional skills and understandings that we believe students who want to undertake diversity, equity, and inclusion work **explicitly** will need to advance in their careers. These outcomes may not necessarily be achieved by the HGSE experience; however, these outcomes could be initiated through the HGSE experience. The same four categories for outcomes apply: *Knowledge, Reflective and Developmental Self Work, Interpersonal and Group Work*, and *Organizational and Systems Work*. Although some outcomes satisfy two categories, below they are listed by the primary category. These outcomes weigh heavily on the *Systems and Organizational Work* as we believe that this domain is critical for anyone who plans to lead individual, group, organizational or systemic change.

#### **Knowledge**

1. Students will engage others in both identifying key concepts related to diversity, equity, and inclusion with which they are familiar and fundamental domains in which they want to push their growth (e.g. race/racism, gender/misogyny/cisphobia, sexuality/homophobia). *[doing]*
2. Students will identify systemic barriers to equity and inclusion in their own organizations. *[being]*

#### **Reflective and Developmental Self-Work**

1. Students will practice strategies (e.g. critical friend groups, journaling) to create a deeper understanding of how identity, positionality, power, and privilege influences spaces for self and others. *[doing]*
2. Students will continue to participate in inclusive and equity-based professional development to further engage blind spots. *[doing]*
3. Students will provide consultation to other units, divisions or institutions on strategies to dismantle systems of oppression, privilege and power. *[doing]*

#### **Interpersonal and Group Work**

1. Students will understand and effectively communicate intersectionality and the ways which multiple experiences with marginalization are distinct, nuanced, and diverse within group; and, be able to use this understanding to build relationships across groups and dismantle inequitable systems. *[being]*
2. Students will be able to observe, diagnose, and shape group dynamics in order to effectively communicate, collaborate, facilitate and intervene (in real time) with folks across social identity differences. *[being]*
3. Students will facilitate dialogue and reflection about issues of equity, inclusion, power, privilege, oppression, and power without shaming them. *[doing]*
4. Students will foster and promote an institutional culture that supports the free and open expression of ideas, identities and beliefs, and where individuals have the capacity to safely negotiate different standpoints. *[being]*

5. Students will design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global and sociopolitical systems of oppression. *[doing]*
6. Students will link individual and departmental performance indicators with demonstrated commitment to equity and inclusion. *[doing]*

#### **Organizational and Systems Work**

1. Students will advocate for equity values in institutional mission, goals and programs. *[doing]*
2. Students will provide opportunities for inclusive and equity-based educational professional development. *[doing]*
3. Students will lead or participate in hiring and promotion practices that are non-discriminatory and work toward building inclusive teams. *[doing]*
4. Students will promote for the development of a more inclusive and socially conscious department, school or profession. *[doing]*
  - a. Students will effectively address bias incidents that impact one's school community. *[doing]*
5. Students will assess the effectiveness of the institution in removing barriers to addressing issues of equity and inclusion. *[doing]*
6. Students will implement appropriate measures to assess the campus climate for students, faculty and staff. *[doing]*
7. Students will ensure institutional policies, practices, facilities structures, systems and technological respect and represent the needs of all people. *[doing]*
8. Students will ensure campus resources are distributed equitably in order to meet the needs of all campus communities. *[doing]*
9. Students will create ongoing strategic plans for the continued development of inclusive initiatives and practices through the institution. *[doing]*
10. Students will collect data that illustrates institutional effectiveness and growth areas in addressing critical incidents of discrimination that impact the institution. *[doing]*

## **\*\*PAGE 4: ACADEMIC PROGRAMS AND AFFILIATIONS\*\***

### **Academic Programs and Affiliations**

#### **Doctor of Education (Ed.D.)**

The Doctor of Education (Ed.D.) degree is HGSE's initial research-based doctoral offering. 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 that culminates in a dissertation. The final Ed.D. cohort enrolled in fall 2013; HGSE now offers a Doctor of Philosophy in Education, as described below. 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 offering a Doctor of Education (Ed.D.) degree to offering a Doctor of Philosophy (Ph.D.) in Education degree. The Ph.D. in Education is an interdisciplinary, joint degree offered in collaboration with Harvard's Graduate School of Arts and Sciences (GSAS) and replaced the Ed.D. to better signal our program's research emphasis and to strengthen ties with academic departments across the University. The Ph.D. also culminates with a dissertation rooted in original research. Further detail about program-specific requirements and policies can be found on the program website, in relevant sections of this handbook, and in the GSAS Student Handbook.

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

The Doctor of Education Leadership (Ed.L.D.) is a three year, full-time, practice-based program including core coursework, elective coursework, and a third-year residency with one of the program's partner organizations. The degree culminates with 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. A thesis or comprehensive exam is not required. Further detail about program-specific requirements and policies can be found on individual program websites and in relevant sections of this handbook.

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

#### **Harvard Teacher 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 licensure-granting program was established in response to the urgent need for exemplary teachers and the high 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. Further detail about program-specific requirements and policies can be found on the program website and in relevant sections of this handbook.

## 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 below. Some of these categories allow students to enroll in courses and receive academic credit; others allow students to do research or audit 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.

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.” HGSE also 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: <https://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 (PPE)

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. For information about these professional development opportunities, please visit the [PPE website](#).

## Visiting Fellows

A select number of visiting fellows may be admitted for a period of enrollment of three months 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). Each visiting fellow must be sponsored by an HGSE faculty member and must be approved by the Associate Dean for Faculty Affairs.

## **\*\*PAGE 5: REGISTRATION POLICIES\*\***

### **Registration Policies**

All HGSE degree and certificate candidates are required to register until the degree or certificate is awarded or until their candidacy is terminated. It is the responsibility of all students to meet registration deadlines (see the *Academic Calendar* section for more information).

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 semester(s) prior to graduation.
- Ed.D. students who have submitted an approved thesis prior to the fall course registration deadline are not required to register for the fall semester.
- Ed.L.D. students who have completed their third-year residency and have submitted an approved Capstone prior to the fall course registration deadline are not required to register for the fall semester.
- Ed.D. students who have submitted an approved thesis prior to the spring course registration deadline, and Ed.L.D. students who have completed their third-year residency and have submitted an approved Capstone prior to the spring course registration deadline in anticipation of a March degree, are not required to register for the spring semester.

### **Check-In and Course Registration**

In order to be officially registered for a given semester, students are expected to complete the HGSE Check-In process AND submit their course selections by the appropriate deadlines. Students are required to obtain the approval of the instructor for each “limited enrollment” course chosen. See the *Academic Calendar* for all relevant dates and deadlines.

## **\*\*SECTION 5A: TIME STATUS DEFINITIONS\*\***

### Time Status Definitions

#### Full-time

- Full-time Ed.M. and C.A.S. candidates must register for a minimum of 12 credits and a maximum of 20 credits per semester and a maximum of 40 credits for the academic year (excluding the summer *How People Learn* course). In 2021, January Term courses will not count toward the spring 2021 credit maximum. Students are expected to meet all academic and financial degree requirements within one academic year (two semesters) and may take up to three years if circumstances require a leave of absence or a transition to part-time study. Full time tuition is assessed. Exceptions may be granted for those who are approved to take a semester-long leave of absence or other rare circumstances.
- 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 following 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 to 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: one year of core coursework; one year of additional coursework, including the L-200 course series and elective courses drawn from across the University, to complete at least 32 credits; one year of full-time residency and Capstone work, including the L-300 course series.
  - 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 of \$250 for each additional semester in which they are enrolled.

#### Part-time

Part-time Ed.M. and C.A.S. students are those who are expected to take more than one academic year to complete their academic and financial degree requirements.

- Students entering in fall 2020 must register for a minimum of 8 credits per semester in fall 2020 (6 credits in the ensuing semesters based on a policy change in October 2020) and may register for up to 10 credits per semester in order to maintain “half time” status. In 2021, January term courses will not count toward the spring 2021 credit maximum. Credits for courses taken during May, June, or July do not count toward the fall or spring minimums. However, students enrolled under the flat tuition rate may enroll in January, May, June, or July courses at no extra charge. All part-time students must meet the minimum requirement of 32 credits overall and not exceed the 40-credit maximum excluding the summer course, *How People Learn*.
- Part-time students are expected to meet all academic requirements (i.e., completion of minimum of 32 credits and all Program requirements) in two academic years. Students may take up to three years to complete the degree if extenuating circumstances result in either a leave of absence or a reduced course load. Regardless of

the number of semesters taken to complete the degree, the HGSE tuition requirement remains the same for all students.

- For part-time students, tuition is assessed at a half-time rate<sup>1</sup>. For those who enrolled prior to fall 2020, tuition is assessed on a per credit basis. Unless on Financial Aid, continuing students and any students using TAP or transferring prior HGSE coursework have the option of being billed per credit.
- In cases of exceptional circumstances (such as 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 (such as 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.

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 *my.harvard*; informing the instructor of the course is not considered an official notification.

## Petitioning to Switch to Part-time Status

Ed.M. and CAS students may petition to switch from full-time to part-time status by completing the "Petition for Part-Time Study Ed.M. & CAS" form available on the [HGSE Office of the Registrar's website](#). Please note that petitions are not automatically granted. Prior to completing the form, students should meet with the Associate Director of Master's Studies and other trusted program representatives (e.g., the Master's Program Administrator) or advisors to discuss their enrollment options. We also encourage students to seek support from the Office of Student Affairs.

Students considering switching from full-time to part-time study who are currently receiving financial aid should also contact the [HGSE Financial Aid Office](#) to discuss their current package and how changing to part-time enrollment would affect their award.

Of note, **students who switch to part-time status in academic year 2020-21 should plan to complete their entire degree online**. For academic year 2021-22, we have concerns about how public health mandates may continue to impact on-campus activities, and we are also mindful of the limited capacity we have on campus and in our classrooms.

We strongly encourage students who are part-time for academic year 2020-21 and academic year 2021-22 to complete required courses during the 2020-21 year. This will ensure degree requirements are fulfilled without concern of a required course being unavailable—or unavailable virtually—in academic year 2021-22.

## **\*\*SECTION 5B: DEGREE PROGRAM DURATION LIMITS\*\***

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<sup>1</sup> Part-time students who are approved to graduate under the 3 Semester Plan will have their tuition costs adjusted to fulfill the tuition requirement in three semesters versus four. See the [online petition form](#) and [Frequently Asked Questions](#) for specific tuition amounts per semester. The total amount of tuition paid remains the same for all students regardless of time to degree.

## Degree Program Duration Limits

Ed.D. and Ph.D. students 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 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 an approved dissertation proposal are unlikely to be granted an extension of the seven-year limit. Decisions on petition requests will be communicated by the Degree 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 Degree Programs for an extension.

Ed.M. students admitted for academic year 2020-2021 during the summer admissions cycle or who switched to part-time enrollment after June 3, 2020 are expected to complete degree requirements in two years of online courses (academic years 2020-21 and 2021-22) and must make adequate academic progress (a minimum of completing 8 credits in fall 2020 and 6 credits in all ensuing semesters).

Continuing Ed.M. students have the option of being billed per credit and may take up to three years to complete the degree. Like continuing students, students admitted in spring 2020 as part-time students or switching to part-time prior to June 3, 2020, as well as any students using TAP or transferring prior HGSE coursework, also have the option of being billed per credit and taking up to three years to complete the degree. Only courses taken within three years of matriculation as a degree candidate are eligible.

Ed.M. degree candidates who reach the program duration limit without completing the degree requirements must petition the Degree Programs Office for an extension on the time to degree limit.

### **\*\*SECTION 5C: ADJUSTMENT TO THE ACADEMIC CLOCK\*\***

## Adjustment to the Academic Clock

An adjustment of one semester of the academic clock may be made for medically documented severe illness, childbirth, or other major family-related interruptions. However, please note that international students considering such an adjustment must first consult with the Harvard International Office to make sure they are eligible.

### **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 Assistant Director for Ed.D. and Ph.D. Programs or the Assistant Director for the Ed.L.D. Program respectively via email, with a copy to the student's academic advisor.

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. For information about requesting a leave of absence, please see the *Leave of Absence* section below.

### 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. Please note that when a student is on leave from Harvard University, the applicable student health insurance coverage will end the last day of the month of the official last date of attendance as recorded by the Office of the Registrar. See the *Health Insurance Coverage While on Leave of Absence* section below for additional details.

## **\*\*SECTION 5D: CREDIT LIMITS AND COURSE OPTIONS\*\***

### Credit Limits and Course Options

#### Credit Limit

Full-time students may take no more than 20 credits per semester. The limit for January Term is 4 credits.

#### 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. Students should consult with their advisors and the faculty instructors when considering such an option.

#### Independent Studies and Field Experiences

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 to augment HGSE course offerings. Independent Studies (S-999) and Field Experiences (S-997) may be designed to carry either two credits or four credits, based on the scope of the work involved.

The following policies apply to Independent Studies and Field Experiences:

- Students enrolling in an Independent Study (S-999) are required to file an Independent Study Contract, which must be signed by both the faculty member agreeing to supervise the course and the relevant staff member from the Office for Degree Programs. Ed.M. students must obtain a signature from the Associate Director for Master's Studies. Ed.L.D. students must obtain a signature from the Assistant Director for the Ed.L.D. Program. This requirement is not designed to increase paperwork, but rather to ensure an added level of scrutiny. (*Note that the S-999 Independent Study course is not available to Ph.D. students; instead, they can utilize EDU302 for independent study, up to 8 credits of which may count toward degree requirements.*)

- A full-time student is limited to a maximum of four credits of independent study or field experience per semester. A part-time student is limited to a maximum of four credits of independent study or field experience per year.
- No more than eight credits of independent study, field experience, or combination thereof may count towards each degree (Ed.M., C.A.S., Ed.D. or Ed.L.D.). Independent studies and field experiences cannot be used to satisfy substantive degree requirements.
- If a student chooses to take more than one independent study, field experience, or a combination, a maximum of four credits may be supervised by the same HGSE faculty member.
- The supervisor of an independent study or field experience must be an HGSE faculty member with the title “Adjunct Lecturer,” “Lecturer,” “Senior Lecturer,” “Member of the Faculty,” or any level of “Professor.”

## Summer Courses and Institutes

### HGSE Summer Courses

Continuing students who wish to take summer independent studies are expected to register and enroll on or before July 1. Students in programs requiring or offering enrollment in summer courses 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 spring bill clearance and completion of spring course evaluations.

Part-time students enrolling in summer 2020 courses are assessed tuition at the 2020-21 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 Associate Dean for Degree Programs. 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 the Associate Dean’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 Associate Dean for Degree Programs, obtain *academic credit only* (not financial credit) toward the degree for selected courses taken within three years of matriculation.

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 through cross-registration as long as they were taken while an HGSE non-degree student. Students may obtain *academic credit only* (not financial credit) for courses taken while 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 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 may receive credit only 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 may petition to have up to 8 credits of course work count towards their degree. Only courses that meet the current program requirements and have been taken within three years of enrolling as a degree candidate will be considered. Students will still be subject to all program requirements and so prior coursework will not replace other necessary courses.

If a continuing 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. All Ed.M. candidates who matriculate in fall 2020 will be expected to complete the degree within two years regardless of whether a petition to include prior coursework is approved.

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 may, with the approval of the Program Director take a suitable replacement or more advanced course.

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

## **\*\*SECTION 5Di: COURSE ADD/DROP\*\***

### **Course Add/Drop**

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 day of the examination period for each semester but the transcript will carry a permanent "DRP" notation for any courses dropped after the add/drop deadline. Similarly, 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 Assistant Director for the Ed.L.D. Program 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 *my.harvard*. Students who wish to add a course (or drop a course without incurring the "DRP" notation) after the add/drop deadline must submit a petition with the Office of the Registrar. Ordinarily, such petitions are approved only in cases of serious illness, emergency, or other exceptional circumstances. There is a \$50 fee for petitions submitted after the deadlines.

Although students may add or drop January Term courses and modules through the respective add/drop deadlines in January, the deadline for doing so without penalty is early December (please refer to the *Academic Calendar* for the specific date). After December, students will be charged a \$50 add/drop fee.

Courses taken at other schools through cross-registration may be added or dropped only 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.

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.

## \*\*SECTION 5Dii: CROSS-REGISTRATION\*\*

### 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, 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 earned credits toward an HGSE degree must be taken at the Graduate School of Education (please refer to program-specific course requirements). Any additional earned credits beyond the required number to satisfy degree requirements, are not subject to the 50% policy. Students are advised to visit *my.harvard* 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. Grades issued through cross-registration are recorded as such and are not converted by HGSE.

**Special Note:** Due to differences in the academic calendars of Harvard University and the Massachusetts Institute of Technology, students are cautioned that **spring 2021 grades for MIT courses may not be received in time to count towards May 2021 graduation requirements.**

## \*\*SECTION 5Diii: COURSE EVALUATIONS\*\*

### 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 course evaluations for each class in which they are enrolled. (Note: some courses, such as independent studies, are not evaluated via the course evaluation process.) A student may view final grades for the semester only after submitting all course evaluations.

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. Diplomas will be withheld for graduating students who do not fill out all course evaluations.

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. New instructors as well as instructors teaching a course for the first time 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 *my.harvard*. For additional information, students may contact the Office of the Registrar.

## **\*\*SECTION 5Div: COURSE CATALOG AND CONTRACTS\*\***

### Course Catalog and Contracts

#### Changes and Exceptions to Course Catalog

In certain courses, faculty may supplement the rules and regulations set forth in this handbook and information contained in the *HGSE Course Catalog* (available on *my.harvard*), by disseminating course outlines, notices, and announcements that deal with course-specific grading policies, examinations, or other academic matters. It is the student's responsibility to be informed of any such supplementary information.

#### Contracts for Enrollment

The School may condition a student's enrollment on certain terms, 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.

Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

## **\*\*SECTION 5Dv: ATTENDANCE\*\***

### Attendance

Regarding attendance in class and for examinations, Massachusetts law provides: "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 the student 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 availing themselves of the provisions of this section." (Massachusetts General Laws, Chapter 151C: Section 2B.) Please note that class attendance policies are determined at the individual course level.

## **\*\*SECTION 5E: THE HGSE POLICY EXCEPTIONS COMMITTEE\*\***

## The HGSE Policy Exceptions Committee

The HGSE Policy Exceptions 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 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 HGSE Policy Exceptions Committee consists of the Associate Dean for Enrollment and Student Services, the Associate Dean for Degree Programs, the Director of Financial Aid, the Registrar, the Associate Registrar, the Senior Associate Director of Student Affairs, the Associate Director of Master's Studies, and the Associate Director of Student Support Services.

### 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 HGSE Policy Exceptions Committee, c/o the Office of the Registrar. Appeal forms are available on the Forms page of the HGSE [Office of the Registrar website](#). Appeals must meet the following standards:

- The circumstances of the request are compelling, as determined by the 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:

- Students' agreement to abide by the HGSE Standards of Conduct, as well as all HGSE rules and regulations as described in this handbook;
- Issues of equity and consistency, which are 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);
- The School's requirement to comply with governmental statutes and regulations;
- The strength of the appeal and degree to which special circumstances are relevant (including appropriate documentation, e.g., an official letter if there is a relevant medical issue).

As part of the process, the Committee also may 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 treated confidentially. 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.

## **\*\*SECTION 5F: DEGREE APPLICATION\*\***

### Degree Application

All HGSE students are expected to apply for a degree via *my.harvard* by the designated deadline. Ph.D. students who complete the requirements for the Ed.M. degree while they are enrolled in a doctoral program are eligible to submit a degree application by the date indicated in the *Academic Calendar* for whichever degree award date applies (November, March or May).

## **\*\*SECTION 5G: LEAVES OF ABSENCE\*\***

### Leaves of Absence

#### Voluntary Leaves of Absence

Students who need to interrupt their studies before completing degree requirements may request a leave of absence. Requests for a leave of absence may be granted by the Degree Programs Office in consultation with other officers of the School/University, as appropriate. Please note that leaves of absence are granted only in cases of extenuating circumstances.

Students facing extenuating circumstances should meet with the Associate Director of Master's Studies and other trusted program representatives (e.g., the Master's Program Administrator) or advisors to discuss their enrollment options. We also encourage students to seek support from the Office of Student Affairs. Leaves of absence are not permissible during a student's first summer or fall term; in those instances, the student could instead consider shifting enrollment status or withdrawing from HGSE. Students who withdraw from HGSE may apply for reinstatement. Please see the *Withdrawals* section for more information.

With respect to a voluntary leave of absence for medical reasons, the Associate Director for Student Support Services 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. Please note that Ph.D. in Education students considering a Leave of Absence should consult the GSAS Student Handbook.

#### Requesting a Voluntary Leave of Absence

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

1. Obtain the Request for Leave of Absence Form, available electronically on [the HGSE Office of the Registrar website](#).
2. Financial aid recipients: Consult with the Financial Aid Office to determine the impact of the proposed leave on financial aid status.
3. Complete the form and obtain the signatures of relevant program staff member.
  - Ed.M. students must obtain the signature of the Associate Director for Master's Studies.
  - Ed.D. and Ph.D. students must obtain the signature of the Assistant Director for Ed.D and Ph.D. Programs.

- Ed.L.D. students must obtain the signature of the Assistant Director for the Ed.L.D. Program.

The Office of the Registrar will 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 staff member.

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 Voluntary Leave of Absence

Students who are not actively working toward their degree and who need to be away from the University for more than two consecutive semesters are required to request an extended voluntary leave of absence. The maximum length of an extended leave of absence is four consecutive semesters. An extended leave requires approval of the Faculty Director of the student's program and the Associate Dean for Degree Programs. The Office of Student Affairs, the Financial Aid Office and the Office of the Registrar are notified of an approved leave.

To request an extended voluntary leave of absence:

1. A student must first submit a written petition to the Associate Dean for Degree Programs. In the petition, students must explain the reasons for the extended leave along with how, and in what time frame, they expect to complete their degree.
2. The request is then forwarded to the student's academic program Faculty Director and the appropriate Office of Degree Programs staff member 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 Degree Programs 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. Immunizations: The student has failed 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 Associate Dean for Degree Programs 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 they have 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.

## **\*\*SECTION 5Gi: POLICIES DURING A LEAVE OF ABSENCE\*\***

### Policies During a Leave of Absence

#### Academic Progress While on Leave of Absence

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 Associate Director, Student Support 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 advising time, or other HGSE or Harvard University services and facilities. While on leave, Ed.D. and Ph.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 and Expectations for Conduct While on Leave of Absence

Students on leave may not participate in HGSE co-curricular activities. Exceptions to this rule must be specifically approved in advance by the School. Virtual 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). Ordinarily, students on leave are ineligible to reside in Harvard housing. Students on F-1 and J-1 visas should consult the Harvard 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 of Absence

When a student is on leave from Harvard University, the applicable student health insurance 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 six months of additional coverage (in three-month increments), effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUSHP Member Services (617-495-2008, [msservices@huhs.harvard.edu](mailto:msservices@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).

The six-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 <https://hushp.harvard.edu> or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or [msservices@huhs.harvard.edu](mailto:msservices@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 they leave. The HGSE tuition refund policy is outlined below:

Fall Term	Spring Term	Rate	Amount Per Course
September 18, 2020	February 12, 2021	Full refund	\$6,488
October 6, 2020	March 3, 2021	$\frac{3}{4}$ refund	\$4,866
October 23, 2020	March 26, 2021	$\frac{1}{2}$ refund	\$3,244
November 10, 2020	April 13, 2021	$\frac{1}{4}$ refund	\$1,622
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.

## **\*\*SECTION 5Gii: RETURNING TO HGSE AFTER A LEAVE OF ABSENCE\*\***

### Returning to HGSE after a Leave of Absence

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 they have 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 Associate Dean for Degree Programs, 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 Associate Dean for Degree Programs, 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.

## **\*\*SECTION 5H: WITHDRAWALS\*\***

### Withdrawals

HGSE students<sup>2</sup> who decide to discontinue their degree or non-degree program must file an official *Withdrawal Notification*. This form is available online from the [Office of the Registrar website](#). 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, or phone) a staff member of the Office of the Registrar, Office of Student Affairs, Financial Aid Office, Degree Programs Office, or advisor that they are withdrawing before submitting the Withdrawal Notification, then the official withdrawal date is the date 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.

## **\*\*SECTION 5Hi: INSURANCE AND BILLING POST-WITHDRAWAL\*\***

### Insurance and Billing Post-Withdrawal

#### Health Insurance Coverage after Withdrawal

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 six months of additional coverage (in three-month increments), effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUSHP Member Services (617-495-2008, [msservices@huhs.harvard.edu](mailto:msservices@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 six-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 after Withdrawal

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:

Fall Term	Spring Term	Rate	Amount Per Course
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<sup>2</sup> Ph.D. in Education students considering a Withdrawal should consult the GSAS Student Handbook.

September 18, 2020	February 12, 2021	Full refund	\$6,488
October 6, 2020	March 3, 2021	¾ refund	\$4,866
October 23, 2020	March 26, 2021	½ refund	\$3,244
November 10, 2020	April 13, 2021	¼ refund	\$1,622
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.

## **\*\*SECTION 5Hii: REINSTATEMENT: ED.D. CANDIDATES\*\***

### Reinstatement: Ed.D. Candidates

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; and
5. A current HGSE faculty member is willing to serve as the applicant's advisor. (This criterion only applies if the first four 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 Assistant Director for Ed.D. and Ph.D. Programs for consideration. The applicant must present evidence that they have the ability to successfully complete the Ed.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.D. Steering Committee for review.

#### **Ed.D. Reinstatement Petition Procedure**

1. Applicant contacts the Assistant Director for Ed.D. and Ph.D. Programs to ascertain reinstatement eligibility. As part of this initial request, applicants must include a letter with all of 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; and
  - A reasonable timeline and plan for completing the dissertation proposal (if applicable) and dissertation.

The letter should be submitted to the Assistant Director at least three months prior to the semester in which the applicant hopes to register. Petitioners will be notified in writing of the decision.
2. In consultation with the program Faculty Director, the Assistant Director reviews the request, along with the applicant's file and transcript, to determine if the petition should go forward to the Ed.D. Steering Committee for review.
3. If the applicant does NOT meet the eligibility criteria set forth above or does not present a compelling case for reinstatement, the Assistant Director 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 Assistant Director for Ed.D. Steering Committee review.

5. The Ed.D. Steering Committee reviews the petition, and approves or denies reinstatement. The Ed.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. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee (\$125) for each semester since the termination of degree candidacy (maximum charge of \$500). 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.

## **\*\* PAGE 5Hiii: REINSTATEMENT: PH.D. CANDIDATES\*\***

### Reinstatement: Ph.D. Candidates

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; and
5. A current HGSE faculty member is willing to serve as the applicant's advisor. (This criterion only applies if the first four 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 Assistant Director for Ed.D. and Ph.D. Programs for consideration. The applicant must present evidence that they have the ability to successfully complete 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 Ph.D. Steering Committee for review.

#### **Ph.D. Reinstatement Petition Procedure**

1. Applicant contacts the Assistant Director for Ed.D. and Ph.D. Programs to ascertain reinstatement eligibility. As part of this initial request, applicants must include a letter with all of 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; and
  - A reasonable timeline and plan for completing all remaining academic milestones.The letter should be submitted to the Assistant Director at least three months prior to the semester in which the applicant hopes to register. Petitioners will be notified in writing of the decision.
2. In consultation with the the program Faculty Director, the Assistant Director reviews the request, along with the applicant's file and transcript, to determine if the petition should go forward to the Ph.D. Steering Committee for review.
3. If the applicant does NOT meet the eligibility criteria set forth above or does not present a compelling case for reinstatement, the Assistant Director 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 Assistant Director for Ph.D. Steering Committee review.
5. The Ph.D. Steering Committee reviews the petition, and approves or denies reinstatement. The 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 Ph.D. Steering Committee denied the petition, no further petitions will be considered.
7. If reinstated, the student is charged an Active File Fee (\$150 charged by GSAS) for each semester since the termination of degree candidacy (maximum charge of \$1000). 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. 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.

## **\*\*SECTION 5Hiv: REINSTATEMENT: ED.L.D. CANDIDATES\*\***

### Reinstatement: Ed.L.D. Candidates

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 their responsibility to present a compelling case in writing to the Assistant Director for the Ed.L.D. Program for consideration. The applicant must present evidence that they have 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 Assistant Director for the Ed.L.D. Program 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 Assistant Director 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. Assistant Director 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 for review.
3. If the applicant does NOT meet eligibility criteria or does not present a compelling case for reinstatement, the Assistant Director informs the applicant that the petition will not move forward to the Ed.L.D. Steering Committee.
4. If eligibility criteria are met and the Assistant Director 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) for each semester since the termination of degree candidacy (maximum charge of \$500). 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.

## **\*\*SECTION 5Hv: REINSTATEMENT: ED.M. CANDIDATES\*\***

### Reinstatement: Ed.M. Candidates

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; and
- Applicant must be able to 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 Director for Master's Studies at least three months prior to the semester in which the applicant hopes 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) for each semester since the termination of degree candidacy (maximum charge of \$500). 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.

## **\*\*SECTION 5I: CANDIDACY TERMINATION\*\***

### Candidacy Termination

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

In addition to the reasons described above in the Annual Satisfactory Academic Progress Review section, a student's degree candidacy may be terminated if the student 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 also may be departmentally withdrawn (equivalent of HGSE candidacy termination) if students do not pass the written or oral

comprehensive examinations. *(Please note: for Ph.D. students sitting the written comprehensive examination during summer 2020 through spring 2021, this policy was amended in light of COVID-19. The amendment noted that students who do not pass the written comprehensive examination will not face department withdrawal from GSAS.)* 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

Students may request review of the Ed.D. Steering Committee, the Ed.L.D. Steering Committee, or the Master's Student Review Committee's decision to terminate their candidacy by submitting a written appeal to the Associate Dean for Degree Programs 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.

## **\*\*SECTION 5J: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)\*\***

### 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, 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 they wish 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, anticipated or actual date of graduation, degree and field of study, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission), and prior colleges and universities attended. For student employees, directory information also includes job title, teaching appointment (if applicable), employing department, and dates of employment.

Please note that Harvard University's definition of “directory information,” found here ([https://security.harvard.edu/files/it-security-new/files/ferpa\\_directory\\_information\\_advisory.pdf](https://security.harvard.edu/files/it-security-new/files/ferpa_directory_information_advisory.pdf)), 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 writing, and sign a form requesting that the information be blocked. A student who is cross-registered at more than one Harvard School must submit separate FERPA Block forms to each School. 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 a Harvard School or the University; members of Harvard's governing boards; and students serving on an official School 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.

**\*\*PAGE 6: TUITION AND FEES\*\***

## Tuition and Fees

The following tuition charges are in effect for the 2020-2021 academic year (subject to change in future years).

<b>Full-Time Students Tuition Rate</b>	
Per academic year	\$51,904
Per semester	\$25,952
<b>Part-Time Students: Per Credit Tuition Rate</b>	
1 credit	\$1,622
2 credits	\$3,244
4 credits	\$6,488
6 credits	\$9,732
8 credits	\$12,976
10 credits	\$16,220
12 credits	\$19,464
<b>Part-Time Students: Flat Tuition Rate (4 Semester Plan)</b>	
Per semester	\$12,976
<b>Part-Time Students: Flat Tuition Rate (3 Semester Plan)</b>	
Fall 2020	\$12,976
Spring 2021, Fall 2021, and Spring 2022	\$19,464
<b>Other Students</b>	
Advanced Doctoral Fee for doctoral students who have fulfilled the tuition requirements per semester	\$2,595
Active File Fee per semester	\$125
Facilities Fee per semester	\$250
Visiting Fellow per semester	\$500
<b>Other Fees</b>	
Harvard University Student Health Fee per year	\$1,240*
Harvard University Student Health Insurance Plan	\$3,922
Document Fee per year	\$220**
<del>Student Activity Fee per year (removed for 2020-21)</del>	<del>\$50**</del>

\* Students outside of Massachusetts (whether elsewhere in the United States or internationally) will receive a 50% discount for the semester(s) they are remote.

\*\*The document fee is a mandatory lifetime fee charged to students upon matriculation. The fee covers digital content created specifically for HGSE courses during the academic year, as well as official HGSE transcripts and enrollment and verification letters, etc. issued to the student.

Degree requirements stipulate that all Ed.M. and C.A.S. students are to be charged for at least eight courses (32 credits). Both full-time and part-time students may take a maximum of 40 credits during their degree (*please note that How People Learn does not count toward the credit maximum; for those who complete How People Learn, their credit total cannot exceed 44*). There is no charge for audited courses.

Full-time students are not assessed additional tuition for courses taken during January Term or May Term. Part-time students paying by the credit will have any January Term or May Term courses added to their spring tuition bill; *How People Learn* would be added to the fall tuition bill. Part-time students on the flat tuition rate have January Term and May Term courses included in their spring tuition, and *How People Learn* included in their fall tuition.

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:

1. Enrolled half time or less (must also waive the Student Health Insurance Plan)
2. Enrolled in Harvard University Group Health Plan (HUGHP)
3. On active military duty and prohibited from receiving health care from any facility other than Hanscom Air Force Base (requires an attestation form)

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 [Student Health Insurance website](#). Students living outside of Massachusetts and studying full time may request a 50% discounted rate for the Student Health fee while completing the degree program online.

### **\*\*SECTION 6A: TUITION REQUIREMENTS FOR ED.D.\*\*\***

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

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 the degree. Ed.D. students paying the Advanced Doctoral Fee (\$2,341) each semester are entitled to all the privileges of registered HGSE students.

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.

### **\*\*SECTION 6B: TUITION REQUIREMENTS FOR ED.L.D.\*\*\***

#### 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.

### **\*\*SECTION 6C: TUITION REQUIREMENTS FOR ED.M. AND C.A.S.\*\***

## 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 for academic credit do not reduce tuition requirements. Students enrolled half-time must pay tuition at the half-rate for two years (four semesters). 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 [Office of the Registrar](#).

## **\*\*SECTION 6D: TUITION REQUIREMENTS FOR NOVEMBER/MARCH DOCTORAL GRADUATES\*\***

### Tuition Requirements for Ed.D. and Ed.L.D. Students Graduating in November and March

Doctoral students who graduate in November 2020 or March 2021 are subject to the following deadlines affecting tuition and health insurance charges:

<b>November 2020 Doctoral Candidates - Deadlines that affect fall 2020 Tuition and Health Insurance Charges</b>		
<b>Ed.D.: Date by which student submits dissertation PDF to Programs Office and Electronic Dissertation Submission site*</b>	<b>On or before September 9, 2020</b>	<b>September 10, 2020 – October 19, 2020*</b>
<b>Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone</b>		
<b>Must register for fall semester?</b>	No	Yes
<b>Charged fall tuition?</b>	Yes, but tuition charges will be reversed.	Yes, but tuition charges will be reversed.
<b>Covered by fall Harvard University Student Health Insurance?</b>	<b>No.</b> If already charged for/ enrolled in fall insurance, it will be retroactively cancelled back to July 31, 2020 and student will be charged for any medical costs incurred on or after August 1, 2020.	<b>Yes.</b> Will be charged for the period 8/1/20 - 1/31/21 (unless waiver is approved).
<b>Last Date of Attendance</b>	September 9, 2020	October 19, 2020

\*In order to receive a November 2020 degree, the E.D. Program Office must receive all reader approvals no later than Friday, October 16, 2020, 4:30 p.m. Eastern Time.

<b>March 2021 Doctoral Candidates - Deadlines that affect spring 2021 Tuition and Health Insurance Charges</b>
----------------------------------------------------------------------------------------------------------------

<b>Ed.D.: Date by which student submits dissertation PDF to Programs Office and Electronic Dissertation Submission site**</b>	On or before February 3, 2021	February 4 – February 15, 2021
<b>Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone</b>		
<b>Must register for spring semester?</b>	No	Yes
<b>Charged spring tuition?</b>	Yes, but tuition charges will be reversed	Yes, but tuition charges will be reversed
<b>Covered by spring Harvard University Student Health Insurance?</b>	<b>No.</b> If already charged for spring insurance, it will be retroactively cancelled back to January 31, 2021 and students will be charged for any medical costs incurred on or after February 1, 2021.	<b>No.</b> If already charged for spring insurance, it will be retroactively cancelled back to January 31, 2020 and students will be charged for any medical costs incurred on or after February 1, 2020.
<b>Last Date of Attendance</b>	February 3, 2021	February 15, 2021

\*\* In order to receive a March 2021 degree, the E.D. Program Office must receive all reader approvals no later than Friday, February 12, 2021, 4:30 p.m. Eastern Time.

Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May 2021 degree.

## **\*\*SECTION 6E: SCHEDULE OF TUITION PAYMENTS\*\***

### Schedule of Tuition Payments

Current tuition is due in advance of each semester for which the student registers. Before being allowed to register, a student is expected to pay the semester's tuition in full by the stated deadline, unless they are on the Monthly Payment Plan. The Monthly Payment Plan, which carries a 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. No student will be permitted to register in any term until all money due from prior term bills is paid in full. Financial Aid in one academic year may not be used to cover a balance due from a prior year.

In accordance with the Veterans Benefits and Transition Act of 2018, HGSE will not: impose a late fee, prevent a student from attending classes, or demand payment for funds expected to be covered by the Department of Veterans Affairs (VA) until 90 days after the beginning of the term. Students are responsible for all charges posted to their student accounts beyond the amount of tuition and fee payment from the VA. HGSE may require students to provide documentation to ensure that they are entitled to GI Bill benefits.

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 online 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.

If an e-payment or check is returned by the bank, the student's account will be charged a \$25 returned check fee. Multiple returned payments may result in the University requiring future payments to be made by certified or bank check. Please note that it can take a week or more before a bank notifies the University that a payment has been returned. Student accounts will not reflect a returned payment until information is received from the bank

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.

## **\*\*PAGE 7: FINANCIAL AID\*\***

### Financial Aid

Financing the high cost of a graduate education can be 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 the HGSE Financial Aid website and through email.

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 website for a list of sites with information about funding.

The HGSE Financial Aid Office provides information on sources of outside funding for both U.S. and international students. Information on fellowships is available on the [HGSE Financial Aid Office website](#).

## **\*\*SECTION 7A: SOURCES OF AID\*\***

### Sources of Aid

#### 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 \$19,000 in need-based grant assistance.

##### **Harvard University Restricted Scholarships**

Students across Harvard University are eligible to apply for restricted scholarships administered by the Committee on General Scholarships, most of which are based on need with some additional criteria. These scholarships are listed on the HGSE Financial Aid Application. Students who believe they qualify for a restricted scholarship should complete the form by the stated deadline. Documentation of eligibility may be required. The scholarships are relatively small, generally less than \$10,000.

#### Merit-Based Grant Awards

There are a variety of merit-based scholarships that are awarded, typically shortly after the time of admissions decisions. Information about the various scholarships may be found on the [HGSE Financial Aid website](#).

#### 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 2019-2020 ranged from \$12.75 and up/hour for on campus work, including work done remotely. We expect the 2020-21 hourly rates to be released by September 2020. 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 website](#). Students generally seek work-study positions after the beginning of the academic year. 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, HGSE doctoral students during the term of the appointment. A Teaching Fellow who is awarded a degree in November is not eligible to hold the appointment during the spring semester.

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 Degree Programs.

Year 2 Ed.L.D. students may work up to 20 hours per week in Teaching Fellowships and other co-curricular engagements.

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 in which they receive their dissertation completion funding. However, 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 Director for Master’s Studies. 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 <https://tf.gse.harvard.edu/>.

### **Federal Direct Unsubsidized Loan**

This is a Federal Loan not based on need that is available to U.S. citizens and permanent residents of the U.S. only. This loan has a fixed interest rate of 4.3%. 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. 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. An approximate 1.05% origination fee is deducted from the total proceeds of the loan (note that this amount is 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 5.3% on the loan and an origination fee of 4.236% (note that this amount is subject to change mid-year due to Congressional sequestration).

Interest starts to accrue once the loan has been disbursed. Students may borrow up to the cost of education minus financial aid received, but must first maximize federal aid program loans up to 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. Students interested in applying for this loan should contact the HGSE Financial Aid Office.

### **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 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 the United States. 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 website](#) for a list of sites with additional information.

## **\*\*SECTION 7B: REGISTRATION AND ACADEMIC PROGRESS WHILE RECEIVING AID\*\***

### Registration and Academic Progress While Receiving Financial Aid

#### Importance of Registration Status for Financial Aid

Students must be registered at least half-time and maintain 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 for additional requirements.*

To receive Federal/Title IV financial aid, a student must 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 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 after the term in which a student failed to meet the conditions for Satisfactory Academic Progress. Once the Financial Aid Warning period has expired, students who are still failing to make Satisfactory Academic Progress will lose financial aid eligibility, while students who have made Satisfactory Academic Progress are no longer 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. Once that semester has concluded, they may request another review to determine if they meet the standards at that point. If so, they will regain eligibility for the following semester. If not, then until a review is conducted demonstrating that they have been able to meet the Satisfactory Academic Progress standards, then 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 for financial aid eligibility determinations.

#### **Treatment of Withdrawals, Incompletes, SAT/NCR**

- 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, then academic progress will be re-evaluated.
- Failing grades are treated as attempted courses and are included in the average grade calculation. NCR 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.

## **\*\*SECTION 7C: REFUNDS AND EMPLOYEE TAP\*\***

### Refunds and Employee Tuition Assistance Plan (TAP)

#### 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, must 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 the HGSE website.

#### 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 must 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.

## **\*\*SECTION 7D: FINANCIAL AID FRAUD\*\***

### Financial Aid Fraud

Students who are deliberately deceptive in their financial aid applications are subject to disciplinary action. If you purposely give false information in the aid application process and receive aid from federal programs, you may be subject to fine, or imprisonment, or both. If, after reviewing an application for financial aid, the School has reason to suspect that an aid applicant may have deliberately misrepresented information resulting in fraud or other criminal misconduct in connection with the aid application, disciplinary action may be taken. Referral in such cases for applicants receiving federal aid may be made to the US Department of Education's Office of Inspector General, or, if more appropriate, to a state or local authority. If evidence of fraud or criminal misconduct is documented, the School will review the matter to determine if the student should be sanctioned or dismissed.

## **\*\*PAGE 8: STUDENT HEALTH INSURANCE\*\***

### 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 provider visits at any of the HUHS campus clinics, and includes x-rays and physical therapy. Primary care providers are available at each of the Harvard campus clinics.

##### Student Health Insurance Plan

This plan is administered by Blue Cross Blue Shield of Massachusetts, and is designed to complement the health care provided through the Student Health Fee at HUHS. It covers hospital, specialty care, labs/radiology and has a prescription drug benefit. This plan provides coverage throughout the United States and abroad.

#### **Health Insurance Coverage for Graduating Students**

Ed.M. students who graduate in November 2020 are **not** eligible for fall HUSHP coverage. Doctoral students who successfully submit either a dissertation or capstone on or before September 9, 2020 are **not** eligible for fall HUSHP coverage. Ed.D. students who submit after September 9 will be charged for fall HUSHP and will be covered for the period starting August 1, 2020 and ending January 31, 2021, 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, 2021. 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, 2021.

#### **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 the term bill. **The deadline to waive is September 30, 2020 for the fall term (or full academic year), and by January 31, 2021 for the spring term.**

- Before waiving, students should carefully evaluate whether their existing health plan will provide adequate, comprehensive coverage in your area of residence. View the [waiver checklist](#) for guidance. Students will be fully responsible for all medical claims and prescription drug costs if they 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 <http://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. **Dependents must be enrolled by September 30, 2020 for the fall term, and February 28, 2021 for the spring term.** Rates, enrollment forms, and deadlines are available at <http://hushp.harvard.edu>.

## **\*\*PAGE 9: HGSE GRADING SYSTEM\*\***

### HGSE Grading System

Two grading systems are used at HGSE: letter grade, and satisfactory (“SAT”)/no credit (“NCR”). Letter grades are A, A-, B+, etc., down to D-; F is failing.

- For Ed.D./Ph.D. students: If a grade below B+ is received, the grades in other courses must be such that the overall average is equal to or better than B+. In order to receive a satisfactory (“SAT”) grade, students are required to produce work of B- or better quality; otherwise they will be graded “NCR” and receive no credit.
- For Ed.L.D. students: If a grade below B+ is received, the grades in other courses must be such that the overall average is equal to or better than B+ with work of A caliber in a portion of their courses. In order to receive a satisfactory (“SAT”) grade, students are required to produce work of B- or better quality; otherwise they will be graded “NCR” and receive no credit.
- For Ed.M. and CAS students: If a grade below B- is received, the grades in other courses must be such that the overall average is equal to or better than B-. In order to receive a satisfactory (“SAT”) grade, students are required to produce work of B- or better quality; otherwise they will be graded “NCR” 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 may only be considered once for inclusion in a financial aid budget 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+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.33
+	
D	1.00
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- (2.67 after rounding to two decimal places) for C.A.S. and Ed.M. students and at least a B+ (3.33 after rounding to two decimal places) 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 for Degree Programs will permit 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.

## **\*\*SECTION 9A: GRADE OPTIONS\*\***

### Grade Options

Students are expected to indicate their grade option (letter grade, or satisfactory/no credit) for each course selected at course enrollment. Ed.M. students must take at least 16 credits for a letter grade. If an instructor requires that all students receive letter grades or satisfactory/no credit grades, the instructor's grading system overrides the student's preference, if different. Students may change grade options via *my.harvard* (see the *Academic Calendar* for fall semester and spring semester deadlines). In cases where the instructor requires that all students be graded with a letter grade or a satisfactory/no credit, it is not necessary for students to adjust their original choices.

Grade options primarily exist 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 300-level courses in which HGSE students may receive a grade of "Satisfactory." Grades issued through cross-registration are recorded as such and are not converted by HGSE.

## **\*\*SECTION 9B: GRADE APPEALS\*\***

### Grade Appeals

Evaluation of a student's performance in each course is the responsibility of the instructor of record for that course. Normally, the instructor's decision is final. After an instructor has submitted the final course grade for a student in *my.harvard*, a subsequent *grade change* may be submitted along with a reason for the change. If the grade submitted initially was incorrect due to a mathematical, administrative, or other clerical error, then the grade change will be posted immediately. If the grade change is submitted for any other reason, the HGSE Registrar will refer the grade change submission by the faculty member to the Academic Dean for review.

If students have questions regarding a grade, they are encouraged to follow up directly with the instructor for more clarity. In some cases, a clerical error is realized. In others, the instructor needs to explain the rationale for that grade (assuming no mistakes were made). However, a student who feels that a grade is unfair has the right to appeal formally to the Academic Dean. This appeal must be filed within one week from when the grade was submitted to the Office of the Registrar and must include a memo outlining the grounds for appeal with specific examples supporting the claim that the grade was unjust. Ordinarily, the Academic Dean will resolve the appeal based on available evidence. However, the Academic Dean may refer the appeal to the Committee on Rights and Responsibility if they deem that the initial evidence points to breaches of the HGSE or University academic or community standards.

## **\*\*SECTION 9C: INCOMPLETE GRADES AND COURSEWORK EXTENSIONS\*\***

**\*\***

### Incomplete Grades and Coursework Extensions

Incomplete ("INC") grades are granted to students only at the discretion of the instructor. Students should not expect to receive an INC automatically if coursework is not completed on time. In cases where students have failed to submit all course assignments by the end of the semester, the instructor will determine whether the grade will be INC, NCR (No Credit), or an appropriate letter grade.

If an instructor is willing to grant a student an INC grade, the instructor will assign a grade of INC and list all the requirements to complete the course, as well as a specific due date, in *my.harvard*. The student will be notified once

the grade of INC is assigned, and that action is needed. The student must then acknowledge the terms of the contract by going to the To-Do section of *my.harvard* and following the procedure there. In order to enroll in courses for future courses, the contract must be acknowledged. **Exception:** if the coursework is to be completed within ten days of the end of the examination period, no contract is needed. The student will be given a ten-day “extension” to finish coursework. **Note:** May graduates are expected to finish all coursework on or before the end of the spring exam period.

If a student and instructor submit an Incomplete Grade Contract, then the maximum amount of time a student may be given to complete coursework is one term. For example, if a student receives an INC in a fall course, then work for that course must be completed during the spring term and submitted by the first day of the summer term. Likewise, if a student receives an INC in a spring course, then work for that course must be completed during the summer term and submitted by the first day of the fall term. Even if the student’s registration status during the term is leave of absence, the student must complete coursework during this time frame. **Note:** although a student may be given a maximum of one semester to complete coursework, the student may be given an earlier deadline by the instructor. In all cases, the deadline on the contract is considered to be the official deadline by which the student must complete work for that particular course.

If the student does not complete coursework by the deadline designated in the Incomplete Grade Contract, the INC becomes a permanent grade (“INP,” or permanent incomplete), NCR (no credit), or letter grade, unless the student has petitioned successfully for an extension. In this instance, the student's original choice of grade option (letter grade or SAT/NCR) may be overridden by the instructor. Extensions to the incomplete contract are rarely granted and, if so, only with the agreement of the course instructor (who must be a current member of the HGSE faculty). Appeals for extensions must be submitted in writing to the Associate Dean for Degree Programs 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 coursework.

If Ed.M. and C.A.S. students receive an INP in a course that is needed to fulfill academic requirements, they must petition the Associate Dean for Degree Programs to be allowed to take a substitute course. Ordinarily, such permission is granted for one course only. Upon graduation or termination of degree candidacy, any outstanding INC grades will be converted to INP grades.

Grades of Incomplete will be replaced with final grades as soon as grades are submitted by the faculty member in *my.harvard*. It is important for students to verify their grade appears in *my.harvard* if they wish to graduate in the semester in which the coursework is completed. Students may not register for a new semester with more than one Incomplete.

## **\*\*PAGE 10: ADVISING\*\***

### Advising

At HGSE, students are advised by multiple individuals throughout their academic journey. However, all students also have designated advisors to support and guide them during their degree program.

#### **Master of Education (Ed.M.) Students**

Ed.M. candidates have two assigned advisors throughout their time at HGSE:

- A **Faculty Advisor**, who will focus on engaging students about their academic and professional goals. Faculty Advisors typically convene their advisees in “pods” several times each year.
- An **HGSE Advisor**, which is an experienced staff member or doctoral candidate who meets with students 1:1, focusing on supporting students to navigate HGSE and maintain general well-being.

Ed.M. students who wish to change their assigned faculty advisor may submit a Change of Advisor form available from the HGSE [Office of the Registrar website](#).

#### **Doctoral (Ed.D., Ph.D., and Ed.L.D.) Students**

Due to the highly personalized research- and practice-based doctoral experience, Ed.D., Ph.D., and Ed.L.D. students have a dedicated faculty advisor to support their learning and professional development. More information about doctoral advising can be found on the [Research Doctoral](#) and [Doctor of Education Leadership](#) program pages.

Students in the Ph.D. and Ed.L.D. programs are assigned a designated faculty advisor. Doctoral students who wish to change their assigned faculty advisor may request the change via their Program Assistant Director.

## **\*\*PAGE 11: HGSE SUPPORTS\*\***

### HGSE Supports

#### Office of Student Affairs

The Office of Student Affairs (OSA) supports student success by providing a variety of services, programs, and activities. Some of the programs and services OSA offers and supports includes:

- Orientation
- Student Events
- Diversity & Inclusion
- Student Support Services
- Academic Coaching
- Access and Accommodations
- Sexual & Gender-Based Harassment
- Commencement

More information about our supports and services can be found at: <https://osa.gse.harvard.edu/>

#### Accommodations: Process and Supports

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 physical impairments (e.g., limited mobility, sensory loss, chronic illness) and/or with learning and cognitive or emotional disabilities, who are among our student community, which is guided by the principles of inclusivity.

To receive accommodations, students with disabilities must contact [Student Support Services](#) prior to the start of classes (as is possible) to discuss specific needs and possible plans, fill out the [Disability Identification Form](#), present current medical documentation, and ultimately to arrange for appropriate services. Specific accommodations cannot be arranged through members of the faculty; all accommodations must be coordinated through Student Support Services. Once a student has been deemed eligible to receive accommodations, they are responsible for discussing these with individual faculty members for appropriate implementation. In some cases, a conference among the student, the faculty member, and Student Support Services may be necessary for optimal support. It is important that all parties engage in this work with the understanding that, according to federal educational laws, accommodations are provided in order to ensure access to the curriculum and learning opportunities consistent with the program and degree requirements; accommodations are not meant in any way to alter or modify the program or degree requirements.

<b>Individual/Office</b>	<b>Primary Responsibilities</b>
Student Support Services	Discusses needs with student; reviews and assesses eligibility for accommodations; determines appropriate supports and conveys/verifies the nature of the accommodations to faculty as needed
Faculty Directors and Program Faculty	May identify need for student support and refer student to the Office of Student Affairs/Access and Disability Services
Teaching Faculty and Teaching Fellows	Review course level performance and report any integrity concerns to the Degree Programs Office
Office of Student Affairs	Provide counseling and support related to academic progress and integrity; manage all requests for accommodations and referrals to resources

Degree Programs Office (Ed.M., Ed.D., Ph.D., Ed.L.D.)	Manages any initial concerns related to academic progress or integrity, reporting alleged violations to the Academic Dean
Academic Dean	Reviews all complaints and decides on a course of resolution

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 a student receiving accommodations is not making sufficient academic progress towards the program and degree requirements, this issue is taken up with the HGSE Degree Programs Office. In these cases, Student Support Services may serve as a support or resource to the student; however, Student Support Services does not oversee academic progress or make determinations or decisions about academic progress and/or requirements.

If a student with a disability disagrees with a determination of academic or non-academic accommodations (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, they should follow the procedures laid out in the section of this handbook. For additional information on the process please visit the HGSE [Student Support Services website](#).

### HGSE Academic Writing Center and Communications Lab

617-496-3894; <https://communicate.gse.harvard.edu/>

Academic Writing Center and Communications Lab (“CommLab”), supported by Gutman Library, is designed to assist HGSE students in the acquisition of clear and cogent writing and oral communication skills. Appointments are provided by HGSE Teaching Fellows (TFs) with backgrounds in academic writing and communication. The Writing Center 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. The CommLab TFs offer students strategies to develop an academic presentation, create a research poster, prepare an entrepreneur pitch or practice a doctoral defense.

Academic Writing Center and CommLab services are available by appointment using this [website](#).

## **\*\*PAGE 12: UNIVERSITY SUPPORTS\*\***

### University Supports

#### Counseling and Mental Health Services

HUHS Smith Campus Center, Fourth Floor  
617-495-2042; <https://camhs.huhs.harvard.edu>

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.

#### Office of Sexual Assault Prevention & Response (OSAPR)

24-hour response line: 617-495-9100; <http://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 the Office of Sexual Assault Prevention & Response or visiting their website. All communications and services are completely confidential and no information about the victim will be reported to the police unless the victim requests it.

Harvard's Title IX Resource Guide can be found here: <https://resourceguide.titleix.harvard.edu/>.  
Local resources are listed here: <https://resourceguide.titleix.harvard.edu/resources-a-z> and include:

Boston Area Rape Crisis Center 617-492-RAPE  
<http://barcc.org>

#### Harvard International Office

864 Smith Campus Center  
617-495-2789; <http://www.hio.harvard.edu>

The Harvard International Office (HIO) offers services to international students and scholars at Harvard's graduate and professional schools 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 U.S. government agencies that have jurisdiction over their stay here.

### Office of Work Life

124 Mt. Auburn Street, 3rd Floor North  
617-495-4100; <http://hr.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

<http://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.

**\*\*PAGE 13: CAMPUS SAFETY AND SECURITY\*\***

## Campus Safety and Security

### 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 the wait may be 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 any member of the Harvard community has reason to believe that a student who resides in on-campus housing is missing, they should immediately notify HUPD at 617-495-1212. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School or HUPD will: (1) notify an appropriate external law enforcement agency, unless the local law enforcement agency was the entity that made the determination that the student is missing; (2) contact anyone the student has identified as a missing person contact under the procedures described below; and (3) notify others at the University, as appropriate, about the student's disappearance. In addition to identifying a general emergency contact person, students residing in on-campus housing have the option to identify confidentially a separate person to be contacted by Harvard in the event that the student is determined to be missing for more than 24 hours. Students are not required to designate a separate individual for this purpose and if they choose not to do so, then Harvard will assume that they have chosen to treat their general emergency contact as their missing person contact.

Students who wish to identify a confidential missing person should notify the Registrar. A student's confidential missing person contact will be accessible only by authorized campus officials and by law enforcement in the course of an investigation, and may not be disclosed outside of a missing person investigation. In addition, if it has been determined that a student who is under 18 years of age and not emancipated has been missing for more than 24 hours, then HGSE or HUPD will contact that student's custodial parent or guardian, in addition to contacting any additional contact person designated by the student.

Students are reminded that they must provide the Registrar with emergency contact information and/or confidential missing persons contact information if they have not already done so.

### Police Escort

617-495-1213

The Harvard University Police Department provides rides within the campus environs when the Escort Service is not operating and a student feels at risk or unsafe.

## 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](http://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 <http://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. Students should contact the Office of Student Affairs to arrange or schedule a workshop mentioned above or any other safety/crime issues they would like to be addressed.

## HUPD Laptop Registration

Harvard University Police Department 1033 Massachusetts Avenue, 6<sup>th</sup> Floor  
617-495-1795; <http://www.hupd.harvard.edu/laptop.php>

Through the HUPD website, a free service provided by the HUPD where HUPD maintains a database that stores the make, model, and serial number of your laptop. In the event of loss or theft, HUPD can identify the owner if it is recovered. This is a free registration through Absolute Software's LoJack for Laptops. In the event of the loss or theft of the laptop, 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.

To register your laptop online please visit <https://www.hupd.harvard.edu/laptop-theft-prevention>

## **\*\*PAGE 14: ACADEMIC GOVERNANCE\*\***

### Academic Governance

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. and Ph.D. Steering Committee, the Ed.L.D. Steering Committee, and the Master's Student Review 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 Committee considers 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 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 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 degree program Faculty Directors (i.e., Ed.M., Ed.D. & Ph.D., and Ed.L.D), the Associate Dean for Degree Programs is responsible for monitoring the academic progress of all HGSE degree 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 at the end of each semester by program faculty, the Ed.D. and Ph.D. Steering Committee, the Ed.L.D. Steering Committee or the Degree Programs Office.

HGSE continues to retain the discretion to apply its considered judgment to the question of how best to pursue its educational programs during the COVID-19 crisis, which may include, among other things, making recourse to online instruction and instituting compulsory testing and tracing programs as required conditions for accessing the Harvard campus or Harvard facilities.

## Doctor of Education (Ed.D.) Program Policies

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 Degree 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 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. Transfer credit from other institutions is not accepted.

### Annual Academic Progress Review

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 with fall semester directives established by the Ed.D. Steering Committee. At the end of the spring semester, each student will be required to submit a written report of his/her progress, academic achievements, and plans for the coming 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.

A student who is experiencing academic difficulty will receive a letter from the program Faculty Director explaining the reasons for the Committee's concerns and specifying a probationary period in which 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, or if there are serious concerns about a student's conduct, behavior, or capacity to succeed, 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, timely progress toward all Ed.D. program milestones, and adherence to the Standards of Conduct in the Harvard Community outlined in this handbook. 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.)

### 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 (which must be approved in advance by his or her advisor(s) and committee of readers) to the Degree Programs Office. Submission of the proposal does not require the

completion of all coursework. Approval of the proposal does not relieve the student of the responsibility of achieving the B+ average in all courses that is 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.

## Dissertation Proposal, Dissertation, and Dissertation 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 a dissertation defense. Following the defense, the student makes any final revisions, and then submits the dissertation 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.

Completing the Dissertation Defense is a requirement for all Ed.D. students who passed their dissertation proposals after May 2012.

## 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 only for limited periods of time.

## 2020-2021 Ed.D. Dissertation Submission Deadlines

See the program website for 2020-2021 Dissertation Submission dates.

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. Eastern Time (if the following Monday is a holiday, submissions will be due the following Tuesday at 4:30 p.m. Eastern Time). In all cases, students must have all readers' approvals by the Friday deadline at 4:30 p.m. Eastern Time. No exceptions will be granted.

## 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, may approve only 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.

## \*\*PAGE 16: DOCTOR OF PHILOSOPHY IN EDUCATION (PH.D.) PROGRAM POLICIES\*\*

### Doctor of Philosophy in Education (Ph.D.) Program Policies

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 defense). The manner in which an individual candidate fulfills these requirements must be approved by the student's advisor, the Degree 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. Transfer credit from other institutions is not accepted.

#### Annual Academic Progress Review

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 with fall semester directives established by the Ph.D. Steering Committee. At the end of the spring semester, each student will be required 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 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. *Ph.D. students receiving federal financial aid should 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 concerns and specifying a probationary period in which 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, or if there are serious concerns about a student's conduct, behavior, or capacity to succeed, 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, timely progress toward all Ph.D. program milestones, and adherence to the Standards of Conduct in the Harvard Community outlined in this handbook. 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.)

#### Earning an Ed.M. or A.M.

Candidates for the Ph.D. in Education degree may apply eight courses/32 credits of their doctoral program toward a Master of Education, or Ed.M. degree from HGSE or an A.M.-in-passing from GSAS. Ph.D. in Education students may apply for a master's degree only after they have completed at least 16 courses (64 credits) since enrolling in the Ph.D. program. Students should review the program requirements and consult with the relevant Ed.M. Program Director while

completing Ph.D. coursework. Some Ed.M. programs may require specific, non-negotiable requirements (e.g. practicum hours). Though many Ph.D. requirements overlap with Ed.M. program requirements or course substitutions may be accepted by the Program Director, it is ultimately at the Program Director's discretion whether or not the Ed.M. will be approved with coursework completed from the Ph.D. program.

Those who wish to receive the Ed.M. must submit a degree application with the HGSE Office of the Registrar; the degree is not awarded automatically. Those who wish to receive the A.M.-in-passing must file with the GSAS Registrar's Office. Students must have a B+ average to receive the master's degree. Questions regarding the Ed.M. may be directed to the HGSE Registrar and/or the Degree Programs Office.

## 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 of the summer following 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.

## Dissertation Proposal, Dissertation, and Dissertation 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. All Ph.D. in Education students are required to have an approved DP by the end of their fourth 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-approved dissertation proposal, either before or after the official Dissertation Committee Meeting (DCM) with the student's appointed committee. After the DP and DCM are complete, students begin 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 the Dissertation Defense. Following the defense, the student makes any final revisions, and then submits the dissertation electronically for inclusion in a public database accessible to scholars and practitioners worldwide.

## 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.

## \*\*PAGE 17: DOCTOR OF EDUCATION LEADERSHIP (ED.L.D.) PROGRAM POLICIES\*\*

### Doctor of Education Leadership (Ed.L.D.) Program Policies

Requirements for the Ed.L.D. degree involve three general stages: core coursework, elective coursework, and a third-year residency with one of the program's partner organizations. Ed.L.D. candidates should read this section carefully and consult with their advisors and the Assistant Director for the Ed.L.D. Program concerning any questions that may arise.

#### Coursework 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 required Year 2 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 16 credits in Year 2 of the Ed.L.D. program must be completed for a letter grade in order to assess satisfactory academic progress.*

Transfer credit is not accepted.

#### Annual Academic Progress Review

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. As such, 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 an Ed.L.D. student is determined to be making “unsatisfactory” progress following the program's progress reviews, they will receive a letter from the Faculty Director explaining the reasons for the faculty's concerns and specifying a probationary period. The student will have an opportunity to discuss the letter with the Associate Dean and/or program Faculty 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, particularly in a third-year residency, the faculty may vote to terminate the student's degree candidacy. The Ed.L.D. Program staff monitors and appraises the Ed.L.D. Steering Committee of all students' progress within the degree program.

Criteria for satisfactory performance in the Ed.L.D. program include satisfactory performance and completion of required coursework and credits; maintenance of at least a B+ average with work of A caliber in 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.L.D. Residency and Capstone

The Ed.L.D. **residency** is a ten-month leadership development experience in which Ed.L.D. candidates lead a strategic project with 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 Ed.L.D. **Capstone** is a descriptive, analytic, and reflective account of an Ed.L.D. student's leadership of and contributions to a strategic project during residency. It is a demonstration of the student's ability to diagnose challenges, develop strategies to successfully address the challenges, work towards a vision and goal, 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 Degree 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 Degree 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.

## Earning an Ed.M.

Candidates for the Ed.L.D. degree are not eligible to receive an Ed.M.-in-passing from HGSE. 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.

## \*\*PAGE 18: MASTER OF EDUCATION (ED.M.) PROGRAM POLICIES\*\*

### Masters of Education (Ed.M.) Program Policies

This handbook reflects the policies and regulations that govern the Ed.M. Degree Program. However, please see the individual [program websites](#) for more information about additional requirements for specific Ed.M. programs. In addition, this section details policies and procedures that apply specifically to master's students.

#### Coursework and Grade Options

In order to meet basic HGSE degree requirements, Master of Education (Ed.M.) candidates must complete courses carrying a minimum of 32 credits. Ed.M. students must take at least 16 of their total credits for a letter grade. Ed.M. students are permitted to enroll in up to eight credits of independent study or field experience, 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.

#### Academic Progress Review

Ed.M. and C.A.S. candidates must maintain at least a B- average. More than one Incomplete and/or a grade average below B- will initiate an academic review at the end of the semester. Ed.M. and C.A.S. candidates who fall below a B- average and/or are carrying multiple Incomplete grades are considered to be in poor academic standing. Students may not register for a new semester with more than one Incomplete. A student's degree candidacy may be terminated on the basis of poor academic standing.

#### 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 the HGSE [Office the Registrar website](#) 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 Associate Director for Master's Studies. Note that not all petitions will be granted due to admissions and program needs; thus, students should consider carefully in which program to enroll without assuming the possibility of transferring to another program.

## **\*\*PAGE 19: UNIVERSITY RESOLUTION ON RIGHTS AND RESPONSIBILITIES\*\***

### University Resolution on Rights and Responsibilities

This University-wide Statement and its first interpretation were adopted on an interim basis by the Governing Boards on September 20, 1970, and were voted to remain in effect indefinitely in May 1977. The second interpretation was adopted by the Governing Boards in January-February 2002:

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.

#### *Interpretation*

It is implicit in the language of the Statement on Rights and Responsibilities that intense personal harassment of such a character as to amount to grave disrespect for the dignity of others be regarded as an unacceptable violation of the personal rights on which the University is based.

It is implicit in the University-wide Statement on Rights and Responsibilities that any unauthorized occupation of a University building, or any part of it, that interferes with the ability of members of the University to perform

their normal activities constitutes unacceptable conduct in violation of the Statement and is subject to appropriate discipline.

## **\*\*PAGE 20: ACADEMIC INTEGRITY\*\***

### Academic Integrity

HGSE is committed to cultivating and maintaining a learning environment characterized by high academic standards and integrity. It is important for students to be familiar with expectations for academic work and to conduct themselves as academic professionals throughout their time and experiences at HGSE.

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 may approve only those kinds and levels of assistance that support, rather than supplant, the student's research, writing and learning. If assistance has been approved, then 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. If approved, 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](http://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.

## **\*\*SECTION 20A: SUPPORTS FOR ACADEMIC WRITING AND INTEGRITY\*\***

### Supports for Academic Academic Writing and Integrity

When there are concerns about student progress towards program and degree requirements and/or academic integrity, there are clear processes and supports in place to address the issue(s). Various offices coordinate their work to both address the issue(s) in light of policies, standards, and procedures while also supporting the student's development and health and well-being. Described in more detail in the next section, the following table demonstrates the key individuals and offices involved in this work.

Individual/Office	Primary Responsibilities
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Office of Student Affairs/Student Support Services including academic coaching	<p>Provides supports related to individual student needs and challenges during graduate study; manages all requests for formal accommodations; and, makes referrals to resources, including counseling and mental health services</p> <p>For accommodations:</p> <ul style="list-style-type: none"> <li>• student self-identifies and discusses needs with office staff;</li> <li>• office reviews and assess eligibility for accommodations;</li> <li>• office determines appropriate supports;</li> <li>• office produces documentation for students to use in discussions with individual faculty</li> </ul>
Student Academic Services at Gutman Library	<ul style="list-style-type: none"> <li>• Provides academic writing and project support through individual appointments and workshops</li> </ul>
Degree Programs Office (Ed.M., Ed.D., Ph.D., Ed.L.D.)	<ul style="list-style-type: none"> <li>• May identify need for student support and refer student to the Office of Student Affairs/Student Support Services, or Student Academic Services</li> <li>• Works with related offices to oversee student academic progress and supports for students with academic challenges</li> </ul>
Faculty Directors and Program Faculty	<ul style="list-style-type: none"> <li>• May identify need for student support and refer student to the Office of Student Affairs/Student Support Services, or Student Academic Services</li> </ul>
Teaching Faculty and Teaching Fellows	<ul style="list-style-type: none"> <li>• Work with individual students and Office of Student Affairs/Student Support Services to implement accommodations as appropriate for the course and based on student eligibility</li> <li>• May identify need for student support and refer student to the Office of Student Affairs/Student Support Services, or Student Academic Services</li> </ul>

NOTE: 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.

Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree.

A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

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.

Complaints related to personal behavior are reported to the Associate Dean for Enrollment and Student Services. 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. The Associate Dean for Enrollment and Student Services will refer the case to the Academic Dean for resolution and possible referral to the Committee on Rights and Responsibilities.

## **\*\*SECTION 20B: PROCESS FOR RESPONDING TO AN ACADEMIC INTEGRITY CONCERN\*\***

### Process for Responding to an Academic Integrity Concern

Every case begins with an allegation in the form of a complaint or report. While virtually anyone could bring a complaint or report, any formal charges that may ensue are made by, and on behalf of, HGSE. The initial complaint or report (for a student in any degree program) is submitted to the Associate Director for Master's Studies.

In all situations where academic dishonesty is suspected, course instructors are required to provide a report to the Associate Director for Master's Studies which will be included in materials for review by the Academic 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 review process, the Associate Director for Master's Studies will investigate the charge, which generally includes notifying the respondent of the charge, collecting written statements from the respondent and others involved in the incident(s), conducting interviews, and consulting with others as needed. At the conclusion of the investigation, the Associate Director for Master's Studies will summarize the facts and circumstances of the case and share relevant materials with the Academic Dean. After reviewing the matter, the Academic Dean may: find no basis to the charge, suggest a 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 the cases of alleged academic misconduct where resolutions are negotiated between the Academic Dean and the faculty member, the sanctions may include failing the assignment, failing the course, or having to redo the assignment. A written record describing the offense and the settlement is filed with the Degree Programs Office. If a second allegation of academic misconduct were to be brought against the student, the initial incident would be taken into account, and the second case would be sent directly to the CRR.

## **\*\*SECTION 20C: FALSIFICATION OF ADMISSIONS APPLICATION\*\***

### Falsification of Admissions Application

Occasionally candidates for admission will make inaccurate or misleading statements or submit false material in connection with their application. In most cases, these misrepresentations are discovered during the admission process, and the application is rejected. If a misrepresentation is discovered after a candidate is admitted, the offer of admission is withdrawn. If a misrepresentation is discovered after a student has registered, the offer of admission will be revoked, and the student will be required to leave the School. If the discovery occurs after a degree has been awarded, the degree will be rescinded. The determination that an application is inaccurate or contains misrepresentations rests with the Office for Admissions, which has the authority to resolve the matter outside the student disciplinary process.

## Standards of Conduct in the Harvard Community

### General Standards of Conduct

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.

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 courses; 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 provide false information to university officials or disrupt or obstruct teaching, research or other University activities, nor may they engage in any form of: physical violence or abuse; hazing; sexual misconduct; harassment, coercion or other conduct that threatens the health or safety of any person; threats involving deadly weapons, explosives, bombs, chemical or biological agents, or other deadly devices; theft, misappropriation, or unauthorized use of, destruction of, or damage to property; violation of published university rules or federal state or local law on University premises or at University-sponsored activities; and misuse of library or computer facilities. Discrimination on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, disability, or any other legally protected basis is also prohibited. 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.

### Conduct in the HGSE Virtual Community

The HGSE virtual community is a space in which students communicate, collaborate, and connect with one another, and with faculty, staff, alumni, and affiliates, in a manner that is consistent with the School's values. Maintaining professional and respectful behavior in the HGSE online environment is critical to ensuring that all students are able to fully participate in the learning experience and opportunities, and to achieve their educational goals. Whether participating in courses (toward a degree, as a special student, or as an auditor), community events, or other HGSE online forums (including but not limited to platforms like The Hub, Slack, YellowDig, Canvas, and HGSE Facebook pages), all students are expected to adhere to the Standards of Conduct in the Harvard Community outlined above.

While HGSE faculty and administrators will monitor our virtual platforms, students remain agents of their

own actions. Postings or comments that disrupt the learning experience or compromise the academic environment for other students will be removed. Violations of these Standards of Conduct in the Harvard/HGSE Virtual Community may result in disciplinary action by the HGSE Committee on Rights and Responsibilities. Students are asked to report any violations to the [Office of Student Affairs](#).

*Please note:* 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 Standards 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.

## **\*\*PAGE 22: HGSE COMMITTEE ON RIGHTS AND RESPONSIBILITIES\*\***

### HGSE Committee on Rights and Responsibilities

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. With respect to alleged violations of the University Policy on Sexual and Gender-Based Harassment, the CRR imposes sanctions after an investigation has been concluded in accordance with the University Procedures, as described more fully 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, and the Degree Programs Office. The Dean appoints the committee members and designates a faculty member to serve as Chair. Convenings include at least three faculty members plus the chair.

Disciplinary cases ordinarily are considered by the CRR as quickly as is reasonably possible, given its schedule and the need to investigate matters carefully. The CRR does not meet during the summer months.

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.

Upon referral of a case, the CRR will send written notification to the respondent, providing the time and place (including virtual meetings) 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."

## **\*\*SECTION 22A: CONDUCT OF HEARINGS\*\***

### 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), may 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. They 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 HGSE 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 their own information on pertinent matters. The respondent must indicate in writing to the Committee the name of his or her faculty/HGSE or personal advisor at least 24 hours prior to the hearing.
- The Committee shall compose a written report of its findings and sanctions.
- The Associate Director for Master's Studies or Associate Dean for Enrollment and Student Services will notify the respondent of the CRR's decision. 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.

## **\*\*SECTION 22B: SANCTIONS\*\***

### 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, with conditions established by the CRR. 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 dispositions of a case are made only where it is apparent that the student did not fully understand his or her obligations.
- **Requirement to Withdraw:** temporary separation from the University for a specified period of time, after which the person may be reinstated, sometimes under probation. Reinstatement ordinarily is contingent on the person's demonstrating that they maintained a satisfactory standard of conduct during the time away, that they understand the reasons for previous difficulties, and that have taken steps to address these difficulties successfully.
- **Dismissal:** *action taken in serious disciplinary cases that ends a student's connection with the University. (The action taken by the CRR is a vote of separation with a recommendation to the Dean's Cabinet that the student be dismissed.) Dismissal must be voted by a two-thirds majority of the Dean's Cabinet. Dismissal does not necessarily preclude the student's return, but readmission similarly requires a recommendation by the CRR to the Dean's Cabinet. Dismissed students are not in good standing unless and until they are officially readmitted.*
- **Expulsion:** *the most extreme disciplinary action possible. It signifies that the student is no longer welcome in the community. (The action taken by the CRR is a vote of separation with a recommendation to the Dean's Cabinet that the student be expelled.) Expulsion*

*must be voted by a two-thirds majority vote of the Dean's Cabinet. A student who is expelled can never be readmitted and restored to good standing.*

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 the student's educational record.

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

## **\*\*SECTION 22C: APPEALS AND SPECIAL CASES\*\***

### Appeals and Special Cases

#### 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 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 considered only 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, they 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.

#### Cases that Require Special Consideration

##### 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

As noted above in the section on Involuntary Leaves of Absence, The Associate Dean for Enrollment and Student Services, in consultation with the Associate Dean for Degree Programs 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 has been charged with such behavior by law enforcement authorities, or when the student allegedly has violated a disciplinary rule of HGSE and his or her presence on campus poses a significant risk to the safety of others or to the educational environment of the community. The Associate Dean also may place restrictions on an enrolled student's activities or living arrangements during the course of a disciplinary case.

## **\*\*PAGE 23: HGSE POLICIES ON HARASSMENT AND DISCRIMINATION\*\***

### HGSE Interim Title IX Sexual Harassment Policy and Interim Other Sexual Misconduct Policy

HGSE has adopted the University-wide Interim Title IX Sexual Harassment Policy ([https://titleix.harvard.edu/files/titleix/files/harvard\\_university\\_interim\\_title\\_ix\\_sexual\\_harassment\\_policy.pdf?m=1597330140](https://titleix.harvard.edu/files/titleix/files/harvard_university_interim_title_ix_sexual_harassment_policy.pdf?m=1597330140)) and Interim Other Sexual Misconduct Policy ([https://titleix.harvard.edu/files/titleix/files/harvard\\_university\\_interim\\_other\\_sexual\\_misconduct\\_policy.pdf?m=1597330343](https://titleix.harvard.edu/files/titleix/files/harvard_university_interim_other_sexual_misconduct_policy.pdf?m=1597330343)). In addition, the University's Sexual and Gender Based Harassment policy addresses sexual harassment and other sexual misconduct alleged to have occurred between September 1, 2014 and August 14, 2020. Copies of all policies and their associated grievance procedures can be found here (<https://titleix.harvard.edu/policies-procedures>). In all such cases, the Harvard University Office for Dispute Resolution ("ODR", <https://odr.harvard.edu/>) and the Harvard University Title IX Office are responsible for implementing the University's grievance procedures, which will determine whether a student committed a policy violation. Whenever a formal complaint of sexual harassment or other sexual misconduct is investigated and the University's grievance procedures result in a finding that a policy violation has occurred, the HGSE Committee on Rights and Responsibilities (CRR) must accept that finding as final and non-reviewable. The only opportunity to appeal the determination of a policy violation is provided within the grievance procedures implemented by the ODR and the Harvard University Title IX Office. Appeals within HGSE pertain only to the decision of the HGSE Committee on Rights and Responsibilities (CRR) in determining discipline.

## **\*\*SECTION 23A: OTHER FORMS OF HARASSMENT AND DISCRIMINATION\*\***

### Other Forms of Harassment and Discrimination

Harassment and discrimination can create an environment in which access to education and employment is diminished. HGSE is committed to principles of equal opportunity and nondiscrimination and seeks to maintain an atmosphere free of harassment by, among other things: condemning acts of harassment when they occur; creating opportunities for HGSE community members to discuss and resolve potential conflicts; offering a curriculum that reflects and respects the contributions, experiences, and concerns of a diverse population; encouraging pedagogies and management strategies that promote active participation by all members of the HGSE community; and promoting diversity within the student body, faculty, administration, and staff.

Harvard University prohibits harassment and discrimination based on race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, disability, or any other legally protected basis. HGSE is committed to maintaining an environment in which students, faculty and staff can work together freely to further education and research. Our community cannot thrive unless each member is accepted as an autonomous individual and is treated with civility.

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 opinions. 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 or discrimination and grounds for disciplinary action. It also seeks to clarify the point at which protected free expression ends and prohibited harassment or discrimination begins.

The following discussion addresses discrimination and 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, and set forth in this Handbook.

HGSE'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. It is also impermissible for any member of the HGSE community to engage in harassment of others. The principle of not harassing or discriminating against individuals based on characteristics such as race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, or disability unrelated to job or course of study requirements is consistent with the purposes of a university and with the law.

Harassment or discrimination is particularly objectionable when it involves the abuse of HGSE authority.

Discrimination and harassment, as described in the following section, may be grounds for disciplinary action such as censure, probation, separation, dismissal, or expulsion.

### **Physical Harassment**

Certain physical acts may constitute harassment, for example: physical intimidation, defacing or damaging property, interference with freedom of movement, and other forms of behavior that violate federal or state civil rights laws. Under HGSE policy, such acts are impermissible whether or not they are based on certain characteristics (such as race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, or disability). Physical harassment is subject to discipline regardless of whether it is accompanied by verbal or symbolic expression.

### **Harassment That Is Purely Verbal or Symbolic**

Certain purely verbal or symbolic expression also may constitute harassment and may violate federal or state civil rights laws. Depending on the circumstances, verbal expressions may be subject to discipline where, from the standpoint of a reasonable person, they (1) are addressed directly to one or more persons; (2) insult, stigmatize, or intimidate those persons; and (3) indicate grave disrespect and intent to demean those persons.

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.

## **\*\*PAGE 24: HGSE POLICY ON CONSENSUAL ROMANTIC RELATIONSHIPS\*\***

### Consensual Romantic Relationships

HGSE affirms the value of close, caring relationships between members of the HGSE community. At the same time, consensual romantic relationships that might be appropriate in other circumstances have inherent dangers when one person has direct professional responsibility for another — as a faculty member or Teaching Fellow does for a student they teach or advise, 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 may create an impression within the Harvard community of inappropriate or inequitable academic or professional advantage or favoritism that can be destructive of the learning or working environment. 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. Responsibility for preventing and/or ending the relationship lies with the senior person. Moreover, all members of the HGSE community should be aware that 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 they act 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 may also have detrimental effects on others in the HGSE community. It is incumbent upon those with authority neither to abuse nor seem to abuse the power with which they are entrusted.

## **\*\*PAGE 25: HGSE POLICY ON PHYSICAL VIOLENCE\*\***

### 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.

**\*\*PAGE 26: HGSE POLICY ON MISREPRESENTATION OF STATUS\*\***

## 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).

## **\*\*PAGE 27: ALCOHOL AND DRUGS\*\***

### Alcohol and Drugs

Harvard expects its students and employees to maintain an environment that is safe and healthy. The University is not, and cannot be considered, a sanctuary from existing federal, state and local laws. 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 are violations 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. Although Massachusetts law now permits adults aged 21 or older to possess and consume marijuana under certain circumstances, federal law prohibits the possession, use, or distribution of marijuana, including for medical purposes, on Harvard property or as part of a Harvard activity. Thus, even if possession or use of marijuana would be permitted under Massachusetts law, it remains prohibited on campus.

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. The Harvard University Police Department (HUPD) will enforce Massachusetts drinking laws and federal and state drug laws.

More information, including about: standards of conduct and disciplinary sanctions; federal, state and local laws and sanctions; health risks associated with alcohol and drug use; and resources for Harvard students and employees can be found in the [University's Annual Security Report](#), published by the Harvard University Police Department.

## **\*\*SECTION 27A: RESOURCES\*\***

### Resources

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.

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 CWHC.

## **\*\*SECTION 27B: DISCIPLINARY ACTIONS\*\***

### Disciplinary Actions

The Dean's Office may take disciplinary action when cases involving alcohol and drugs come to its attention. Officers of HGSE may initially respond to cases involving the use of illicit drugs or over-consumption of alcohol with a warning and/or referral to health counseling services. However, serious violations of these rules or 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.

## **\*\*PAGE 28: HAZING\*\***

### Hazing

Students are advised that Massachusetts law expressly prohibits any form of hazing in connection with the initiation of students into student groups and organizations. The relevant statutes are provided below. The law applies to both officially recognized and unrecognized student groups and to practices conducted on and off campus.

Using the definition of hazing set forth in the Massachusetts law, the Committee on Rights and Responsibilities will consider all reports of hazing in the normal course of its oversight, taking disciplinary action in appropriate cases, and will report confirmed incidents to appropriate law enforcement officials. A student who has been charged with hazing will face disciplinary proceedings once any criminal charges have been resolved. The procedure for investigating charges of hazing ordinarily 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.

### 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.

## **\*\*PAGE 29: THREATS\*\***

### Threats Involving Deadly Weapons, Explosives, Bombs, Chemical or Biological Agents, or Other Deadly Devices or Substance

The following provision of Massachusetts law concerning certain kinds of threats underscores why such behavior must be treated by HGSE as an actionable offense:

Whoever willfully communicates or causes to be communicated, either directly or indirectly, orally, in writing, by mail, by use of a telephone or telecommunication device including, but not limited to, electronic mail, Internet communications and facsimile communications, through an electronic communication device or by any other means, a threat: (1) that a firearm, rifle, shotgun, machine gun or assault weapon, as defined in section 121 of chapter 140, an explosive or incendiary device, a dangerous chemical or biological agent, a poison, a harmful radioactive substance or any other device, substance or item capable of causing death, serious bodily injury or substantial property damage, will be used at a place or location, or is present or will be present at a place or location, whether or not the same is in fact used or present; or (2) to hijack an aircraft, ship, or common carrier thereby causing anxiety, unrest, fear, or personal discomfort to any person or group of persons shall be punished by imprisonment in the state prison for not more than 20 years or imprisonment in the house of correction for not more than 2 1/2 years, or by fine of not more than \$10,000, or by both such fine and imprisonment.

Whoever willfully communicates or causes to be communicated such a threat thereby causing either the evacuation or serious disruption of a school, school related event, school transportation, or a dwelling, building, place of assembly, facility or public transport, or an aircraft, ship or common carrier, or willfully communicates or causes serious public inconvenience or alarm, shall be punished by imprisonment in the state prison for not less than 3 years nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 2 1/2 years, or by fine of not less than \$1,000 nor more than \$50,000, or by both such fine and imprisonment. Massachusetts General Laws, c.269§ 14(b)-(c).

### Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons

Possession and/or use on University property of firearms or other dangerous weapons (as defined below) or ammunition, explosives, combustible fuels, fire-crackers, and potential ingredients thereof is forbidden by University policy. The applicable Massachusetts law is as follows:

For the purpose of this paragraph “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged.

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.

Any officer in charge of an elementary or secondary school, college or university, or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500. Massachusetts General Laws, c.269§ 10(j).

Under Massachusetts law, the definition of dangerous weapons includes many items designed to do bodily injury: . . . any stiletto, dagger or a device or case which enables a knife with a locking blade to be drawn at a locked position,

any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade of over one and one-half inches, or a slung shot, blowgun, blackjack, metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or a Manriki-Gusari or similar length of chain having weighted ends Massachusetts General Laws, c. 269 § 10(b).

In addition, students should recognize that even when they are away from the University, Massachusetts law requires a permit or firearms identification card or compliance with other specialized rules (depending upon the type of weapon) for possession of any firearms. Carrying any firearm (even if unloaded) in violation of the law is punishable by imprisonment with a mandatory minimum sentence of eighteen months, which cannot be suspended or reduced. Massachusetts General Laws, c. 269 § 10(a).

Students should consult the local police department in the city or town in which they reside if they intend to possess firearms on non-University property, in order to assure strict compliance with the applicable statutes.

## **\*\*PAGE 30: COPYRIGHT DISCLOSURE\*\***

### Annual Copyright Disclosure

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](http://www.copyright.gov), especially their FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

Harvard complies fully with the Digital Millennium Copyright Act ("DMCA"). 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.

### Publishing or Distributing Course Materials

Students may not post, publish, sell, or otherwise publicly distribute course materials without the written permission of the course instructor. Such materials include, but are not limited to, the following: lecture slides, video, or audio recordings, assignments, problem sets, examinations, other students' work, and answer keys. Students may not make recordings of course material for their own use without written permission of the instructor. Students who sell, post, publish, or distribute course materials without written permission, whether for the purposes of soliciting answers or otherwise, may be subject to disciplinary action.

## **\*\*PAGE 31: USE OF THE HARVARD NAME\*\***

### Use of the 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 <https://trademark.harvard.edu/policy-on-use-of-harvard-names-and-insignias>.

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 request permission and stationery please contact the HGSE Communications and Marketing Office.