



HARVARD  
GRADUATE SCHOOL OF EDUCATION

# STUDENT HANDBOOK



2019-20

HARVARD GRADUATE SCHOOL OF EDUCATION

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## 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—regardless of whether you have traveled from near or afar, whether you are a recent undergraduate or returning to school after many years, and whether you majored in education or never had a course in education. Remember that change can be hard, but it also offers opportunities. We are committed to supporting your transition and success here 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 Access and Disability Services, Counseling and Mental Health Services, and many others.

We urge you to familiarize yourself with this Handbook, as it will be a helpful resource to you during your time here. 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 came to HGSE with a passion to contribute to the world through education, and you will leave here 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

## *Preface*

This Handbook contains most of the 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 a faculty advisor, 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, many programs have additional requirements and regulations of their own. Students also should become familiar with the academic policies found in the Academic Catalogue relative to their individual degree program.

Review of academic, financial, and other considerations may lead to changes in the policies, rules, and regulations applicable to students; the Harvard Graduate School of Education therefore reserves the right to make changes at any time. These changes may affect tuition and other fees, courses, degrees, and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

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

2019-2020 Edition  
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## Academic Programs

### 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 two years of on-campus 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](#).

## Special Student in Education (SSE)

Applicants who wish to study without the constraints of a formal degree program may apply to be a Special Student in Education (SSE). Individuals applying for SSE status fall into one of three categories: faculty from institutions other than Harvard wishing to take courses for credit; advanced doctoral students conducting relevant research; or professional educators seeking to enhance current work.

A limited number of applicants are admitted in this category each year. Course enrollment is on a space-available basis and is limited to HGSE courses only. Once admitted, a student's official enrollment in a course is subject to the approval of the instructor. SSE students are not eligible for HGSE funding, housing, or office space.

## 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.

## Voucher Holders

The Harvard Graduate School of Education issues tuition vouchers to teachers and other practitioners who supervise HGSE students in a variety of educational settings. These vouchers can be used to cover basic tuition requirements for degree and non-degree students, as well as (with certain limitations) in any faculty allowing HGSE cross-registration or in the Division of Continuing Education. Please note the following voucher policies:

- Voucher holders are allowed to redeem only one voucher per semester.
- Vouchers must be redeemed before the designated expiration date.

## 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 annually (and in some cases, 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.

## 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*).

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 approved course selections by the appropriate deadlines. Students are required to obtain the approval of the instructor for each “limited enrollment” course chosen. Once these approvals are in place, students are also required to meet with their faculty advisor to obtain overall approval of their course of study for the semester. See the *Academic Calendar* for all relevant dates and deadlines.

**Note: Although both check-in and course registration are done online, students are expected to be present in the Cambridge area in order to be officially registered for the semester.** Exceptions: students who are at off-campus residencies and doctoral students doing research elsewhere.

## Time Status Definitions

### Full-time:

- Full-time Ed.M. and C.A.S. candidates are registered for the standard course load prescribed by their individual program and must meet all academic and financial degree requirements within one academic year. Full time tuition is assessed. Exceptions may be granted for those who are approved to take a semester-long leave of absence.
- 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 required second-year 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. Tuition is assessed on a per credit basis. In order to maintain “half time” status, students must be registered for a minimum of 8 credits per semester. Note: January courses are standalone and may not be used to meet spring “half-time” status.

- 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.

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

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

## 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, Ed.D. and Ph.D. Programs or the Assistant Director, 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.

## Application for Degree

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). See page 37 for details.

## Leaves of Absence

### Voluntary Leaves of Absence

Students who wish to interrupt their studies at any time before graduation may request a leave of absence. Requests for a leave of absence may be granted by the Degree Programs Office in consultation with other officers of the School/University, as appropriate. 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 *my.harvard*.
2. Complete the form and obtain the signatures of the student's faculty advisor. Ed.M. students must also obtain the signature of the Associate Director for Master's Studies; Ed.D., Ph.D. and Ed.L.D. students must also obtain the signature of the Assistant Director for Ed.D & Ph.D. Programs or the Assistant Director for the Ed.L.D. Program, respectively,
3. Financial aid recipients: Consult with the Financial Aid Office to determine the impact of the proposed leave on financial aid status.
4. Submit the completed form to the Degree Programs Dean or their designee.

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

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

### Requesting an Extended Voluntary Leave of Absence

Students who are not actively working toward their degree and who wish to be away from the University for more than two consecutive semesters are required to request an extended 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 advisor, 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 letter of petition to the appropriate colleague within the Degree Programs Office. Master's students will petition the Associate Director for Master's Studies. Doctoral students will petition the relevant Assistant Director depending on their enrollment in either the Ed.D. or Ph.D. program or the Ed.L.D. program. Students must explain the reasons for the extended leave and how and in what time frame they expect to complete their degree.
2. The Degree Programs Office will forward the letter of petition to the student's faculty advisor for review (or to the Academic Dean if the faculty advisor is not available).



3. The request is then forwarded to the student's academic program for review and recommendation.

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

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

### 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 faculty 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 to Campus and Expectations for Conduct While on Leave of Absence

Students on leave may not participate in extracurricular activities. Exceptions to this rule must be specifically approved in advance by the School. Access to *my.harvard* and the Harvard libraries (including unlimited library privileges, HOLLIS catalog and library e-resources) ordinarily will be available to students on leave, provided they are paying the facilities fee (\$250/semester), though they will not be available to students on leave who are paying only the active file fee (\$125/semester). However, if so instructed by the School, a student on leave must remain away from the University campus. Ordinarily, students on leave are ineligible to reside in Harvard housing. Foreign students should consult the 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 four months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUSHP Member Services (617-495-2008, [mservices@huhs.harvard.edu](mailto:mservices@huhs.harvard.edu)) within 30 days from the date of loss of coverage (or, in the case of students going on leave before a new term starts, by September 15 or March 15). Payment is by check only.

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

For details, review the Leave of Absence policy on the HUHSHP website <https://huhs.harvard.edu/>, or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or [mservices@huhs.harvard.edu](mailto:mservices@huhs.harvard.edu).

### Tuition and Fees Refund While on Leave of Absence

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

Fall Term	Spring Term	Rate	Amount Per Course
September 20, 2019	February 14, 2020	Full refund	\$6,268.00
October 4, 2019	February 28, 2020	$\frac{3}{4}$ refund	\$4,701.00
October 23, 2019	March 24, 2020	$\frac{1}{2}$ refund	\$3,134.00
November 8, 2019	April 10, 2020	$\frac{1}{4}$ refund	\$1,567.00
Thereafter	Thereafter	No refund	

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

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

### Returning to 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 he or she has adequate time to complete the degree within the time limits established by the School. Students who do not return and do not apply for an extended leave of absence will be considered to have withdrawn from degree candidacy and will have to apply for reinstatement in order to continue their studies.

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

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

## Withdrawals

HGSE students<sup>1</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, phone, or in person) a staff member of the Office of the Registrar, Office of Student Affairs, Financial Aid Office, Degree Programs Office, or the student's advisor that he or she is withdrawing before submitting the Withdrawal Notification, then the official withdrawal date is the date on which the student first notified such person, not the date on which the Withdrawal Notification is received.

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<sup>1</sup> Ph.D. in Education students considering a Withdrawal should consult the GSAS Student Handbook.

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

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

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

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

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

### Billing 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
September 20, 2019	February 14, 2020	Full refund	\$6,268.00
October 4, 2019	February 28, 2020	$\frac{3}{4}$ refund	\$4,701.00
October 23, 2019	March 24, 2020	$\frac{1}{2}$ refund	\$3,134.00
November 8, 2019	April 10, 2020	$\frac{1}{4}$ refund	\$1,567.00
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.

## Termination of Candidacy

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 terminated if students do not pass the written or oral comprehensive examinations. Finally, the Ed.D. Steering Committee, the Ph.D. Steering Committee, the Ed.L.D. Steering Committee, or the Master's Student Review Committee may take appropriate action, including termination of candidacy, in matters involving academic discipline, professional and personal misconduct, or failure to meet specific requirements and deadlines. The Committees consult with the academic faculty advisor prior to taking any of these actions.

Upon termination, the student's registration is canceled. Students who are academically eligible for a terminal Ed.M. or C.A.S. must apply for the degree within three years of their termination or withdrawal from the Ed.D. or Ed.L.D. program. Ph.D. students who have met all requirements for the degree may petition to be awarded a terminal A.M. from GSAS or a terminal Ed.M. from HGSE.

## Grievance Procedure

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.

## Reinstatement to Degree Candidacy

### **HGSE Policy for Reinstatement to the Ed.D. Program**

To be eligible for reinstatement, former HGSE students must meet all of the following criteria:

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 of Ed.D. and Ph.D. Programs for consideration. The applicant must present evidence that she/he has 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 of 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 of Ed.D. and Ph.D. Programs 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. Assistant Director of Ed.D. and Ph.D. Programs 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 Doctoral Programs Office 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 (\$125.00) for each semester since the termination of degree candidacy (maximum charge of \$500.00). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

### **HGSE Policy for Reinstatement to the Ph.D. Program**

To be eligible for reinstatement, former Ph.D. students must meet all of the following criteria:

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 of Ed.D. and Ph.D. Programs for consideration. The applicant must present evidence that she/he has 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 of 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 of Ed.D. and Ph.D. Programs 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. Assistant Director of Ed.D and Ph.D. Programs 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 Doctoral Programs Office 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 (\$150.00 charged by GSAS) for each semester since the termination of degree candidacy (maximum charge of \$1000.00). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.
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.

### **HGSE Policy for Reinstatement to the Ed.L.D. Program**

#### **To be eligible for reinstatement:**

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

If an applicant does not meet the above eligibility criteria but believes there are extenuating circumstances that justify reinstatement, it is his/her responsibility to present a compelling case in writing to the Assistant



Director for the Ed.L.D. Program for consideration. The applicant must present evidence that he/she has the ability to successfully complete the Ed.L.D. program in a timely manner following reinstatement. Exceptions will be granted very rarely and require the permission of the Academic Dean before they are forwarded to the Ed.L.D. Steering Committee for review.

### **Reinstatement Petition Procedure:**

1. Applicant contacts the 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 for the Ed.L.D. Program 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 for the Ed.L.D. Program reviews the request, along with the applicant's file and HGSE transcript, to determine if the petition should go forward for Ed.L.D. Steering Committee review.
3. If the applicant does NOT meet eligibility criteria or does not present a compelling case for reinstatement, the 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 (\$125.00) for each semester since the termination of degree candidacy (maximum charge of \$500.00). Academic reinstatement to degree candidacy, if granted, is contingent upon the meeting of financial and other obligations to the University, as well as any academic conditions imposed by the faculty.

### **HGSE Policy for Reinstatement to the Ed.M. Program**

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, former HGSE students must meet all of the following criteria:

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

## Enrollment Policies

As above, "enrollment" refers to enrollment in academic courses for a given semester.

### Credit Limit

Full-time students may take no more than 24 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 advisor 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 student's faculty advisor. This requirement is not designed to increase paperwork, but rather to ensure an added level of scrutiny.

- A full-time student is limited to a maximum of 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 (Doctor of Education Leadership, School Leadership, International Education Policy, Harvard Teacher Fellow and Teacher Education) will be notified about relevant registration and enrollment deadlines in advance. All students enrolling in summer courses are expected to meet the regular registration requirements, including spring bill clearance and completion of spring course evaluations.

Part-time students enrolling in summer 2019 courses are assessed tuition at the 2019-20 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 and the approval of their faculty advisor. No reduction will be made in HGSE tuition requirements if permission is granted, and HGSE degree candidates taking courses at Harvard Summer School must pay applicable tuition to the Division of Continuing Education for any courses attempted. Students seeking credit are required to submit the petition with their faculty advisor’s signature at least two weeks prior to the Harvard Summer School registration deadline.

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

With the exception of Ed.L.D. candidates, an HGSE degree candidate may, by petitioning the 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 seven- or three-year degree program duration limit is met.

For the Ed.D. and Ph.D. programs, to be eligible for credit, students must have graduated from an Ed.M. or C.A.S. from HGSE within three years of enrolling as doctoral students and 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 2 courses (8 credits) count towards their degree. Only courses that meet the current program requirements will be considered. Students will still be subject to all program requirements and so prior coursework will not replace other necessary courses.

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

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

## Course Adds and Drops

Courses may be added to or expunged from a student's record through the add-drop deadline for the semester, as designated in the *Academic Calendar*. After the add-drop deadline has passed, courses may still be dropped up to the last officially scheduled class meeting of the semester, but the transcript will carry a permanent "DRP" notation for any courses dropped after the add-drop deadline. 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 file 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 filed after the deadlines.

Although students may add or drop winter session 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 \$50.00 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.

## 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.

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

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

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

**An *Extra Work Form* must be filed with the HGSE Office of the Registrar.** If an *Extra Work Form* is not submitted by the fall or spring add/drop deadline, the course will not be applied toward degree requirements.

**Special Note:** Due to differences in the academic calendars of Harvard University and the Massachusetts Institute of Technology, students are cautioned that **Spring 2020 grades for MIT courses may not be received in time to count towards May 2020 graduation requirements.**

## 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](http://my.harvard), or in hard-copy format in the Gutman Library. For additional information, students may contact the Office of the Registrar.

## Changes and Exceptions to Catalog Requirements

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](http://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.

## Note on 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 he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the

said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.” (Massachusetts General Laws, Chapter 151C: Section 2B.)

## Advising

Each student is assigned an HGSE academic advisor upon admission to a degree program. Ed.M. and C.A.S. students who wish to change their assigned advisor may file a petition (available online from the Office of the Registrar website) with the Degree Programs Office (see the section on the Ed.M. Degree Program for more information). Ed.D., Ph.D., and Ed.L.D. students may file a petition with the Doctoral Programs Office. Faculty advisors are limited to HGSE faculty.

## Grading System and Grade Averaging

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. If a grade below B- (or B+ for doctoral students) is received, the grades in other courses must be such that the overall average is equal to or better than B- (Ed.M. and C.A.S. students), B+ (Ed.D. and Ph.D. students), or B+ with work of A caliber in a portion of their courses (Ed.L.D. students). 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 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.



## 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.

## Incomplete Grades, Incomplete Grade Contract, and Course Work 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 course work 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, then both parties are expected to sign and submit an INC Grade Contract. **Exception:** if the course work 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 course work on or before the end of the spring exam period.

If a student and instructor file an INC 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 course work, 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 work is not submitted within the required time frame, the INC becomes a permanent grade (INP (permanent incomplete), NCR (no credit), letter grade, unless the student has petitioned successfully for an extension. 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 course work.

If the student does not complete coursework by the deadline designated in the Incomplete Grade Contract, the original grade of INC (which is a temporary grade), will be converted to whatever permanent grade the



instructor considers appropriate - INP (permanent Incomplete), F, or No Credit. Note that, in this case, the student's original choice of grade option (letter grade or SAT/NCR) may be overridden by the instructor.

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 filed with the Office of the Registrar. It is important for students to verify that a grade has been received in the Office of the Registrar if they wish to graduate in the semester in which the coursework is completed.

### Grade Appeal Policy

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.

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

Requirements for the Ed.D. involve three general stages: coursework, qualifying paper, and dissertation. The manner in which an individual candidate fulfills these requirements must be approved by the advisor, the Doctoral Programs Office and the Ed.D. Steering Committee. Ed.D. candidates should read this section carefully and consult with their advisors and the program staff concerning any questions that may arise. Students should also read the 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 Doctoral 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.

### 2019 -2020 Ed.D. Dissertation Submission Deadlines

See the program website for 2019-2020 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. (if the following Monday is a holiday, submissions will be due the following Tuesday at 4:30 p.m.). In all cases, students must have all readers' approvals by the Friday deadline at 4:30 p.m. No exceptions will be granted.

### 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.

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

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 Doctoral Programs Office and the Ph.D. Steering Committee. Ph.D. candidates should read this section carefully and consult with their advisor(s) and the program staff concerning any questions that may arise. They should also read the Graduate School of Arts and Sciences (GSAS) Student Handbook and the Ph.D. Student Guide, available on the program website, for further help in planning and carrying out their graduate study.

### Coursework and Residence

All students are required to complete at least 16 courses (minimum 64 credits) for the Ph.D. degree, with at least half of their total coursework at HGSE. Students who have graduated with an Ed.M. or C.A.S. within three years of enrolling as Ph.D. students may receive doctoral credit for up to four courses (16 credits) completed during their Ed.M. or C.A.S. course of study. 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 are required to 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. field-based practicum). 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 file 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 Doctoral 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.

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

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

### Course Work and Residence

Academic requirements include satisfactory completion of the L-100 course series and other required core coursework in the first year; at least 32 credits—including the required Year 2 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.*

Ed.L.D. students are expected to be in residence for the first two years of study. 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, 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, he/she will receive a letter from the Program 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 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 Office 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, field-based leadership development experience in which Ed.L.D. candidates lead a strategic project within an Ed.L.D. partner organization. The residency is an occasion to practice and demonstrate the skills of system-level leadership in a setting where actions matter: to the education of a developing leader; to the current performance and future potential of a particular educational organization; and to the learning of the American education sector as a whole.

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

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

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

## Co-Curricular Learning Opportunities

Following completion of the Year 1 core curriculum, Ed.L.D. students become eligible to serve as Teaching Fellows (TFs), Research Assistants (RAs), and Professional Programs in Education (PPE) facilitators at HGSE and other Harvard Schools. Due to the program's unique academic demands, Ed.L.D. students are not eligible to serve as TFs, RAs, or PPE facilitators during Year 1 or Year 3 of the program without permission from the Associate Dean for 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. 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.



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

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

### Coursework and Grade Options

In order to meet basic HGSE degree requirements, Master of Education candidates must complete courses carrying a minimum of 32 credits. Ed.M. students must take at least 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.

### Annual Academic Progress Review

Ed.M. and C.A.S. candidates must have at least a B- average; more than one Incomplete and/or a grade average below B- will initiate a review at the end of each semester. Ed.M. and C.A.S. candidates who have below a B- average and/or are carrying multiple incompletes are considered to be in poor academic standing. 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 Office the Registrar page 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.

## Financial Aid

Financing the high cost of a graduate education is a serious challenge. The Financial Aid Office is committed to working with all students to assist in financing their education. It is important that students in multi-year degree programs apply for financial aid each academic year to maximize their financial aid possibilities. Deadlines are communicated via 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 Financial Aid Office web site; descriptions of current competitions are posted throughout the year at [www.gse.harvard.edu/admissions/financial\\_aid](http://www.gse.harvard.edu/admissions/financial_aid). Walk-in visitors are welcome; however, applicants are encouraged to make appointments.

### Available Sources of Financial Assistance

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

### Need-Based Grant Awards

#### **HGSE Grant Funds**

HGSE grant funds are awarded primarily on the basis of demonstrated financial need. For master's and CAS candidates, some students receive up to \$18,500 in need-based grant assistance. Ed.D students are eligible for HGSE grant assistance for years one through six of doctoral study.

#### **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 at <https://www.gse.harvard.edu/financialaid/fellowships-grants/merit-based>.

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

Fulbright fellowships are intended to provide opportunities for personal development and international experience through study and research in over 100 countries, with the aim of promoting mutual understanding among nations. Award allowances may include round trip transportation; tuition (in some cases); book and research allowances; maintenance for the academic year; and supplemental health and accident insurance. Enrolled students must apply through HGSE; Information is available through the Career

Services Office. A required interview with the faculty review committee is scheduled when a candidate's application is submitted. Please note: the HGSE deadline is earlier than either the Fulbright or Harvard deadline.

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

## 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 2018-2019 range from \$12.50 and up/hour for on campus work. Depending on the financial aid package awarded, a student may earn up to \$5,000 or their awarded ceiling amount per academic year in part-time work. Federal Work-Study job opportunities are posted at the Harvard University Student Employment Office web site ([www.seo.harvard.edu](http://www.seo.harvard.edu)). Students generally seek work-study positions after arriving on campus. Full-time master's students are given priority for this very limited program.

### **Teaching Fellowship Program**

Ed.D. and Ed.L.D. students who wish to be Teaching Fellows may apply for available positions after completing one full year of HGSE coursework. Teaching Fellows must be registered, in residence, HGSE doctoral students during the term of the appointment. 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 Dean. Appointments are generally limited to qualified C.A.S. students and second-year part-time Ed.M. students who have previously taken the course and who have outstanding academic records.

Details of the Teaching Fellowship Program and appointment process are available in the Academic Affairs Office and at <https://tf.gse.harvard.edu/forms>.

### **Federal Direct Unsubsidized Loan**

This loan has a fixed interest rate of 6.08%. Borrowers may defer payment during the in-school period and for six months after ceasing to be enrolled as at least 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. A 1.059% 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 7.08% 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 this country. Therefore, even those receiving grants must have additional personal resources. International students are strongly advised to continue to seek financial support for their studies from governmental and private agencies in their home countries. International students should check the HGSE Financial Aid web site ([www.gse.harvard.edu/admissions/financialaid](http://www.gse.harvard.edu/admissions/financialaid)) for a list of sites with information.

## **Importance of Registration Status for Financial Aid**

Students must be registered at least half-time and 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.

### 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.

## Tuition and Fees

The following tuition charges are in effect for the 2019-2020 academic year (subject to change in future years).

<b>Full-Time Students</b>	
Per academic year	\$50,144
Per semester	\$25,072
<b>Part-Time Students Per Credit</b>	
1 credit	\$1,567
2 credits	\$3,134
4 credits	\$6,268
6 credits	\$9,402
8 credits	\$12,536
10 credits	\$15,670
12 credits	\$18,804
<b>Other Students</b>	
Advanced Doctoral Fee for doctoral students who have fulfilled the tuition requirements per semester	\$2,507
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	\$1,206
Harvard University Student Health Insurance Plan	\$3,700
Document Fee per year	\$220*
Student Activity Fee per year	\$50**

\*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.

\*\*The student activity fee is an optional fee that funds officially recognized student organizations, student activities and community wide events available to all students. All Ed.M., C.A.S, Ed.L.D. Year 1, and Ed.L.D. Year 2 students will be automatically assessed the student activity fee. Students on leave of absence will not be assessed the fee. The fee may be waived by written request to the Associate Director of Student Affairs, Kevin Boehm, by Friday, September 1, 2019 at [kevin\\_boehm@gse.harvard.edu](mailto:kevin_boehm@gse.harvard.edu); fee waiver requests are valid only for the academic year in which they are requested.

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

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

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

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

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

1. Enrolled half time or less (must also waive the Student Health Insurance Plan)
2. A non-resident student who resides outside of Massachusetts, and has no activities on campus for the entire term (students who live out of state but attend class on campus do not qualify to waive)
3. Enrolled in Harvard University Group Health Plan (HUGHP)
4. 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 HUHS website ([huhs.harvard.edu](http://huhs.harvard.edu)).

### 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 he or she is 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.

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

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.



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

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

## Tuition Requirements for Doctor of Education (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 (\$2,341.00) 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.

## 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.

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

Doctoral students who graduate in November 2019 or March 2020 are subject to the following deadlines affecting tuition and health insurance charges:

<b>Ed.D.: Date by which student submits dissertation PDF to Programs Office and Electronic Dissertation Submission site*</b> <b>Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone</b>	<b>On or before September 8, 2019</b>	<b>September 9, 2019 – October 21, 2019*</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, 2019 and student will be charged for any medical costs incurred on or after August 1, 2019.	<b>Yes.</b> Will be charged for the period 8/1/19 - 1/31/20 (unless waiver is approved).
<b>Last Date of Attendance</b>	September 10, 2019	October 21, 2019

\* In order to receive a November 2019 degree, the E.D. Program Office must receive all reader approvals no later than Friday, October 18, 2019, 4:30 p.m.

<b>March 2020 Doctoral Candidates - Deadlines that affect Spring 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>Ed.L.D.: Date by which student completes third-year residency AND submits an approved Capstone</b>	<b>On or before January 17, 2020</b>	<b>January 18 – February 17, 2020**</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, 2020 and students will be charged for any medical costs incurred on or after February 1, 2020.	<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 17, 2020	February 17, 2020

\*\* In order to receive a March 2020 degree, the E.D. Program Office must receive all reader approvals no later than Friday, February 14, 2020, 4:30pm.

Students must be registered in the spring semester and pay spring tuition in order to be eligible for a May 2020 degree.

## The HGSE Financial and Registration Committee

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

- Late registration
- Tuition refunds
- Adding courses beyond the School deadline in cases in which the instructor approves of the change
- Dropping courses beyond the School deadline
- Grade option changes beyond the School deadline in cases in which the instructor approves of the change
- Waiver of processing fees and fines

### Membership

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

### Student Responsibilities and the Appeal Process

A student who wishes to request an exception to a specific policy, procedure, or deadline must submit a **Student Appeal Form** to the Financial and Registration Committee, c/o the Office of the Registrar in Longfellow Hall G006. Appeal forms are also available online, and may be submitted electronically. Appeals must meet the following standards:

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

### Decision Guidelines

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

- 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.

## 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 2019 are **not** eligible for fall HUSHP coverage. Doctoral students who successfully submit either a dissertation or capstone on or before September 8, 2019 are **not** eligible for fall HUSHP coverage. Ed.D. students who submit after September 8 will be charged for fall HUSHP and will be covered for the period starting on August 1, 2019 and ending on January 31, 2020, 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, 2020. 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, 2020.

### **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 July 31, 2019 for the fall term (or full academic year), and by January 31, 2020 for the spring term.**

- Before waiving, students should carefully evaluate whether their existing health plan will provide adequate, comprehensive coverage in the Boston area. 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 [hushp.harvard.edu](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. **You must enroll dependents by August 31, 2019 for the fall term, and February 28, 2020 for the spring term.** Rates, enrollment forms, and deadlines are available at [hushp.harvard.edu](http://hushp.harvard.edu).

## Standards of Conduct

### Standards of Conduct in the Harvard Community

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

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

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

Specific examples of ways in which students demonstrate these values include, but are not limited to: regular and timely attendance and participation in all HGSE course, program and other required activities; respectful, attentive behavior within and outside the classroom; appropriate conduct, judgment and tact in all personal and professional situations; effective and timely communication with all members of the Harvard community; appropriate judgment in responding to unethical, unprofessional or dangerous behavior on the part of others; respecting and respectful behavior regarding the privacy of all members of the Harvard community; and maintaining appropriate boundaries when dealing with others at HGSE, including, for example, in regard to educator/student relationships. In addition, students may not 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.

*Please note that:* 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.

## 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.

## Academic Progress and Integrity: Policies and Procedures

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.

### Academic Integrity

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

### Assistance in Course Work and Writing

Students occasionally work with others or receive assistance in various aspects of their course work. Students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. Students should disclose to their professors any plans for outside professional assistance on editing, statistical work, or other matters central to completing their work. The student's professor 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 he or she 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.**

### Concerns About Academic Integrity, Progress, and Issues of Professional Behavior

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.

<b>Individual/Office</b>	<b>Primary Responsibilities</b>
Office of Student Affairs/Access and Disability Services	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  For accommodations: <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 (EdM, EdD, PhD, EdLD)	<ul style="list-style-type: none"> <li>• May identify need for student support and refer student to the Office of Student Affairs /Access and Disability 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>
Program 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 /Access and Disability 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/Access and Disability 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 /Access and Disability 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.

#### Process for Responding to a Concern Related to Academic Progress or Academic Integrity

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 is submitted to the Associate Director for Master's Studies (for concerns related to academic integrity for both master's and Ed.D. students).

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.

### The 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 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."

### Conduct of Hearings

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

- The Chair will be responsible for initiating, moderating, and ending the hearing.
- Members of the committee who have a direct or personal interest in the hearing may submit a request to the Chair to be excused from that particular hearing. This request must be submitted prior to the hearing; the Dean or Dean's designee will be responsible for appointing a substitute.
- If two or more people have been accused of the same violation, each person may request a separate hearing.
- During the hearing, only those directly involved in the case, that is, the members of the CRR, the complainant, the respondent, witnesses, faculty advisors or other personal advisors (officers of the University affiliated with HGSE), and a recording secretary, 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. He or she may submit a written statement instead of making a personal appearance.

- Respondents who choose to appear before the Committee may participate to whatever extent they feel comfortable, within the bounds of standard CRR procedures. A faculty advisor or other advisor (an officer of the University affiliated with HGSE) may accompany the student. Such an advisor does not participate in the questioning or discussion with the Committee, but is there as a resource for and support to the student. Members of student's family may not serve as personal advisers for these purposes, even if affiliated with HGSE. Respondents who appear are entitled to rebut any information presented and to present his or her own information on pertinent matters. The respondent must indicate in writing to the Committee the name of his or her faculty or personal advisor at least 24 hours prior to the hearing.
- The Committee shall compose a written report of its findings and sanctions.
- The 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.

## 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.
- Separation: temporary separation from the University for a specified period of time, after which the person is may be reinstated, sometimes under probation. Reinstatement ordinarily is contingent on the person's demonstrating that: he or she maintained a satisfactory standard of conduct during the time away; and that he or she understands the reasons for his or her previous difficulties and has taken steps to address these difficulties successfully.
- **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.

## 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, he may alter the sanctions, request a rehearing by the CRR, or refer the matter to the full faculty for review. Ordinarily, the Dean's review of an appeal will be completed within 30 days.

## 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.

### Harassment, Discrimination and Unprofessional Conduct

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.<sup>2</sup> 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.

### HGSE Policy on Sexual and Gender-Based Harassment

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

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

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

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

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<sup>2</sup> Ph.D. in Education students will be held to GSAS policies and regulations regarding academic and behavioral integrity, though both GSAS and HGSE administrators will be notified of any claims or concerns. Regarding Title IX, as with HGSE students, formal complaints against Ph.D. in Education students will be reviewed by the Office for Sexual and Gender-Based Dispute Resolution. For more information on GSAS policy, please consult the GSAS Student Handbook.

and including, termination, dismissal, or expulsion, as determined by the appropriate officials at the School or unit.

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

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

## Definitions

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

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

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

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

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

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

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

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

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

### **Jurisdiction**

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

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

### **Monitoring and Confidentiality**

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

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



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

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

### **Violations of other Rules**

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

### [HGSE Procedures for Handling Complaints Involving Students Pursuant to the University Sexual and Gender-Based Harassment Policy](#)

[NOTE: HGSE Procedures for handling all other complaints, including academic infractions, may be found on pages 60 – 62.]

HGSE has adopted the University's Procedures for Handling Complaints Involving Students Pursuant to the Sexual and Gender Based Harassment Policy (the "University Procedures"), which are set forth in full below: The Office for Sexual and Gender-Based Dispute Resolution ("ODR") has been charged with implementing the following procedures for students pursuant to the Sexual and Gender-Based Harassment Policy ("Policy"). The ODR operates under the Office of the Provost, working in partnership with the University's Title IX Officer, School or unit Title IX Coordinators, and other School or unit leadership.

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

As set forth below, interim measures designed to support and protect the Initiating Party or the University community may be considered or implemented at any time, including during a request for information or

advice, informal resolution, or a formal complaint proceeding. Consistent with School or unit policy, interim measures might include,

among others: restrictions on contact; course-schedule or work-schedule alteration; changes in housing; leaves of absence; or increased monitoring of certain areas of the campus. These interim measures are subject to review and revision throughout the processes described below.

#### I. Requests for Information or Advice

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

#### II. Requests for Informal Resolution

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

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

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

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

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

#### III. Procedures for Formal Complaints

##### A. Initiating a Complaint

An Initiating Party may file a formal complaint alleging a violation of the Policy. A complaint of sexual or gender-based harassment should be filed directly with the ODR, regardless of the identity of the Respondent. (If the Respondent is not a student, see Referral of Complaints Against Staff, Faculty, Other Harvard Appointees, or Third Parties below).

ODR will inform the School or unit Title IX Coordinator(s) for the Complainant and the Respondent that a complaint has been received, and, if indicated, the School or unit Title IX Coordinator will put in place any appropriate interim measures.

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

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

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

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

**C. Timeframe for Filing a Complaint**

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

**D. Initial Review**

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

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

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

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

E. Investigation

Following the decision to begin an investigation, the Investigative Team will notify the Respondent in writing of the allegations and will provide a copy of the Policy and these procedures. The Respondent will have one week in which to submit a written statement in response to the allegations. This statement must be in the Respondent's own words; Respondents may not submit statements authored by others, including family members, advisors, or attorneys.

Attached to the statement should be a list of all sources of information (for example, witnesses, correspondence, records, and the like) that the Respondent believes may be relevant to the investigation.

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

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

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

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

F. Personal Advisors

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

Personal advisors may view a redacted version of the complaint or other documents provided to the parties, offer feedback on their advisee's written statements, and provide general advice. During interviews, personal advisors may not speak for their advisees, although they may ask to suspend the interviews briefly if they feel their advisees would benefit from a short break.

G. Confidentiality

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

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

H. Coordination with Law Enforcement Authorities

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

I. Conclusion of the Investigation and Issuance of Final Report

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

The Investigative Team will provide the Complainant and the Respondent with a written draft of the findings of fact and analysis and will give both parties one week to submit a written response to the draft. The Investigative Team will consider any written responses before finalizing these sections of the report and the final section of the report, which will outline any recommended measures to be taken by the School to eliminate any harassment, prevent its recurrence, and address its effects. The Title IX Officer and the School will work jointly to put in place such measures as they determine are appropriate. Consistent with School policies, measures imposed at this stage might include,

among others: restrictions on contact; course-schedule or work- schedule alteration; changes in housing; leaves of absence; or increased monitoring of certain areas of the campus.

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

J. Special Circumstances

i. **Request for Anonymity**

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

**ii. Administrative Closure**

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

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

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

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

**iii. Request to Withdraw the Complaint**

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

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

Once a complaint has been opened for investigation and before the final report has been provided to the parties, a party may request informal resolution as an alternative to formal resolution of the complaint, but that disposition

requires agreement of the Complainant and the Respondent and the approval of the Director of ODR in consultation with the Title IX Officer and the relevant School or unit.

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

#### **v. Appeal**

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

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

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

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

### Other Forms of Harassment and Discrimination

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. (Note, as described in more detail below, that Romantic relationships between members of the HGSE community may at times be considered an abuse of 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.

### **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 he or she teaches or advises, a supervisor has for a supervisee, or administrators or faculty members may have for one another. In this situation, any romantic relationship is inherently asymmetrical because it involves one person who, by virtue of his or her role within the HGSE community, holds formal power over the other. Because of this power imbalance, such relationships hold potential for exploitation. Such a relationship 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 he or she acts to end the relationship. One person's feelings may change, making unwelcome advances that were once welcomed and leading to a possible complaint of harassment. As noted above, such a relationship 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.

### **Physical Violence**

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

### **Misrepresentation of Status**

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



## Diversity and the HGSE Mission

### 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 missions 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.

### HGSE Diversity Competencies

We know diversity, equity and inclusion work is a lifelong journey, both for individuals and as an institution, and we are committed to supporting the progress of our students, faculty, and staff as we all grow and learn. The HGSE Faculty has named the following set of the competencies as being important to develop in order for students to become effective educational leaders.

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

Courage, commitment, and persistence to act on all of the above, to be transformative change agents, and to develop networks and support structures that sustain them in this work.

## Family Educational Rights and Privacy Act (“FERPA”)

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

### Education Records

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

### Access

To be useful, students’ records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar of HGSE, as well as certain officers of HGSE, including, for example, the Academic Affairs Deans, Program Directors, Program Administrators, the Director of Admissions, the Director of Student Affairs, the Director of Financial Aid, and the Associate Dean for Enrollment and Student Services. All students have access to their own education records and may contribute to them if they feel there is need for clarification.

Students wishing access to their education records should contact HGSE Office of the Registrar. Ordinarily, students are asked to submit a written request that identifies the specific record or records he/she wishes to inspect. Access will be given within 45 days from the receipt of the request. When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to him or her. Students also are not permitted to view letters and statements of recommendation to which they waived their right of access, or that were placed in their file before January 1, 1975.

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

### Directory Information

HGSE regards the following information as “directory information,” that is, information that, under FERPA, can be made available to the general public: name, local address and telephone number, university email address, dates of enrollment, 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. 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](#), may include elements in addition to those used by HGSE, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

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

### **Other Disclosures permitted under FERPA**

In addition to permitting the disclosure of directory information, as set forth above, FERPA permits disclosure of educational records without a student’s knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information in order to fulfill his or her professional responsibilities, including instructional, supervisory, advisory, administrative, academic or research, staff support or other duties. “Harvard officials” include: faculty; administrators; clerical employees; professional employees; Harvard University Health Services staff members; Harvard University Police Department officers; agents of the University, such as independent contractors performing functions on behalf of HGSE or the University; members of Harvard’s governing boards; and students serving on an official HGSE or University committee, or assisting another Harvard official in performing his or her tasks.

A student’s education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, HGSE will forward a student’s education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer. In some instances, directory information or a degree/employment verification may be divulged to a government or investigative agency, such as the FBI.

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

### **Student Rights under FERPA**

As set forth above, under both Harvard policy and FERPA, students and former students may inspect and review certain of their education records that are maintained by Harvard. They also have the right to: exercise limited control over other people’s access to their education records; seek to correct their education records if they believe them to be inaccurate, misleading or otherwise in violation of their FERPA rights; file a complaint with the U.S. Department of Education if they believe Harvard has not complied with the requirements of FERPA; and be fully informed of their rights under FERPA. Complaints regarding alleged violation of rights of students under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920.

## Use of the Harvard Name

### Use of Harvard Name

The use of the name Harvard, or of any of the schools within the University, in web site identifications, e-mail addresses, and Internet addresses requires advance permission of the appropriate official (the Provost in the case of the Harvard name and the appropriate dean in the case of an individual school’s name). For the full

policy statement, consult the University Policy on the Use of Harvard Names and Insignias at [www.provost.harvard.edu/policies\\_guidelines/names\\_insignias.php](http://www.provost.harvard.edu/policies_guidelines/names_insignias.php).

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

## Student Use of HGSE Stationery

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

## 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. 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.

## Health Concerns

Alcohol use, even in low doses, significantly can impair judgment and coordination. Low to moderate doses increase the incidents of aggressive acts, including spouse and child abuse. Moderate to high doses can severely alter a person's ability to learn and remember information. Very high doses can cause respiratory depression and death. Repeated use can lead to dependence. Sudden cessation of use can produce withdrawal symptoms and can be life-threatening. Long-term use of large quantities can lead to permanent damage to vital organs such as the brain and liver. Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. In addition, research indicates that children of alcoholic parents are at greater risk of becoming alcoholics.

The abuse of drugs/controlled substances can result in a wide range of health problems. Illicit drug use can result in drug addiction, death by overdose, death from withdrawal, seizure, heart problems, liver disease, and chronic brain dysfunction. Other problems associated with illicit drug use include psychological dysfunctions such as memory loss, thought disorders (i.e. hallucinations, paranoia, and psychosis) and psychological dependency. Women who use drugs during pregnancy may give birth to infants who are drug-addicted and may have health complications.

The health consequences of alcohol abuse and substance use may be immediate and unpredictable, such as fatalities associated with alcohol poisoning and drug overdose, or more subtle and long term, such as liver and brain damage associated with the prolonged use of alcohol.

In addition to health related problems, alcohol abuse and substance use are associated with financial difficulties, interpersonal conflicts, domestic violence, deterioration of the family structure, accidental injuries or fatality, and may significantly impact academic and work performance.

For more detailed descriptions of commonly-abused drugs, including specific health effects and treatment options, refer to the National Institute on Drug Abuse: <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>.

## 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.

## Illegal Acts

In addition to disciplinary sanctions imposed by the University, all students, faculty, and staff should be aware that federal, state, and local laws treat the illegal use, possession, sale, distribution, or manufacture of drugs or alcohol as serious crimes. Penalties range according to the type of substance, amount in possession and/or distributed, and the number and type of previous violations. Conviction can lead to imprisonment, fines, assigned community service and the loss of student grants and loans. Being a Harvard student, faculty member or staff member provides no protection against arrest or prosecution. Courts do not lift prison sentences in order to allow those convicted to attend college or continue their jobs. While a number of examples are included below, students and employees should be aware that not all alcohol and drug related crimes and penalties are listed here.

### *Alcoholic Beverages:*

Cities and towns in Massachusetts prohibit public consumption of alcohol and impose fines for violations. The Massachusetts Department of Conservation and Recreation prohibits public consumption of alcohol in its parks; likewise, the Metropolitan District Commission, which has jurisdiction over land along the Charles River, also prohibits public consumption of alcohol. In addition, many cities and towns in Massachusetts, including Boston, have local ordinances and regulations that prohibit public consumption of alcoholic beverages on private property without the property owner's consent. Under Massachusetts law, a person who violates ordinances regarding public consumption of alcohol is subject to arrest without a warrant.

Massachusetts laws punish sale or delivery of alcoholic beverage to persons under twenty-one with a fine of up to \$2,000 and six months imprisonment, or both. It is also against the law in Massachusetts for persons

under 21 years of age to purchase or attempt to purchase alcoholic beverages, or to make arrangements to purchase or procure such beverages. The law prohibits willfully misrepresenting one's age or transferring, altering, defacing, or otherwise falsifying identification offered as proof of age, with the intent of purchasing alcoholic beverages. These violations are punishable by fines of up to \$300 and may include imprisonment.

In Massachusetts, anyone, including drivers and passengers, possessing an open container of an alcoholic beverage in the passenger area of any motor vehicle is subject to a fine of between \$100 and \$500. A first conviction of driving under the influence of alcohol will result in a fine of \$500–\$5,000, a one-year revocation of the person's driver's license, up to two and a half years in prison, and mandatory alcohol rehabilitation. Additional offenses are punishable by more stringent sanctions.

In addition, a social host may under certain circumstances be held liable for injuries caused by a guest who, having consumed alcohol on the host's premises does harm to himself or herself or to a third party. If the guest is under 21 and the host knew or reasonably should have known that he or she was furnishing alcohol to a minor, the host will be held responsible for injuries or damage to the minor or to third parties caused by the minor's alcohol-influenced actions. Further, even if the guest was not a minor, a social host will be liable for injuries to third parties if the host knew or should have known that the guest was intoxicated, but nevertheless gave him or her, or permitted him or her to take, an alcoholic drink.

#### *Controlled Substances:*

Massachusetts has varying criminal penalties relating to controlled substances or drugs. In general, violations involving narcotic and addictive drugs and drugs with high potential for abuse carry heavier penalties. A full list of controlled substances as defined by Massachusetts law can be found here:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXV/Chapter94C/Section31>

The possession, use, or distribution of controlled substances also is prohibited under the federal Controlled Substances Act. There are strict penalties for drug convictions, including mandatory prison terms for many offenses. A full list of controlled substances as defined under federal law can be found here:

<https://www.deadiversion.usdoj.gov/schedules/#list>.

- *Possession, Manufacture and Distribution:*

Possession of controlled substances is illegal without valid authorization. While penalties for possession of a controlled substance are generally less than those for its manufacture and/or distribution, under both Massachusetts and federal law, illegal possession with intent to manufacture or distribute is subject to the same penalties as illegal manufacture or distribution. Further, illegal possession of relatively large quantities of any controlled substance ordinarily will be considered possession with intent to distribute. "Manufacture" of a controlled substance includes production, preparation, propagation, compounding, conversion, or processing, while "distribution" is the actual or attempted transfer of a controlled substance.

Under both state and federal laws, penalties for possession, manufacture, and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and require that the full minimum term be served. Note that researchers of controlled substances are subject to registration requirements as possession of controlled substances is illegal unless pursuant to a valid prescription or authorized by appropriate registration.

Sale and possession of "drug paraphernalia" also is illegal in Massachusetts. Under federal and state law, participation in drug-related criminal activity can result in seizure or forfeiture of personal property and other assets utilized in conjunction with or stemming from the proceeds of the illegal activity. In addition, conviction of a drug-related offense may entail civil fines and denial or revocation of certain licenses and benefits. Persons convicted of drug possession under state or federal laws also are ineligible for federal student grants and loans and/or for participation in federally sponsored research grants or contracts for up



to one year after the first conviction, and up to five years after the second; those convicted of distributing drugs lose these benefits for five years after the first conviction, for ten years after the second, and permanently after the third.

Please note that although Massachusetts law now permits adults aged 21 or older to possess and consume marijuana under certain circumstances, federal law still prohibits the possession, use, or distribution of marijuana, including for medical purposes. Thus, even if possession or use of marijuana would be permitted under Massachusetts law, it remains prohibited on Harvard property or as part of a Harvard activity.

- *Additional Criminal Penalties Under Massachusetts Law*

In Massachusetts, offenses subject to particularly severe punishments include: (1) second or subsequent convictions for manufacture or distribution of controlled substances; (2) illegal manufacture, distribution, or possession of, with intent to manufacture or distribute, phencyclidine (PCP), cocaine, or methamphetamine; (3) “trafficking” in marijuana, cocaine, heroin, morphine or opium (defined as manufacture, distribution, cultivation, possession with intent to manufacture or distribute, or importation into the state of more than 50 pounds of marijuana or 14 grams of cocaine or heroin); (4) distribution or possession with intent to distribute controlled substances to persons under 18 years of age; and (5) second or subsequent offenses of driving under the influence of alcohol or drugs.

The Massachusetts Controlled Substances Act also provides penalties for being present at a place where it is known that heroin is kept and for being “in the company of” a person known to possess heroin. Anyone in the presence of heroin thus runs the risk of a drug conviction.

- *Additional Criminal Penalties Under Federal Law*

Under the federal Comprehensive Drug Abuse Prevention and Control Act, more commonly known as the Controlled Substances Act, the distribution of any controlled substance by a person at least 18 years old to a person under 21 years of age is punishable by twice the penalty (for a first offense) or three times the penalty (for a second offense) otherwise provided, and includes a mandatory minimum one-year prison term (except for a first offense involving less than 5 grams of marijuana) and mandatory life imprisonment without release for a third conviction. These increased penalties also apply to distribution of any controlled substance in or within 1,000 feet of a school, college, playground, or public housing facility, and within 100 feet of a youth center, public swimming pool, or video arcade.

Severe penalties apply for those convicted of engaging in a “continuing criminal enterprise” to violate the Controlled Substances Act. Engaging in a “continuing criminal enterprise” means that a person: (1) commits a felony under the Act; (2) that felony is undertaken with 5 or more others “managed” by the person; and (3) the person obtains substantial income or resources from the felonious conduct.

Federal law also increases prison sentences for manufacture and distribution of controlled substances if death or serious bodily injury results from their use. In addition, under the Anti-Drug Abuse Act of 1988, a person who intentionally kills someone or causes the intentional killing of an individual in the course of manufacturing, distributing, importing or exporting large amounts of certain controlled substances or in the course of a continuing criminal enterprise may be sentenced to death. Any person who intentionally kills or causes the intentional killing of a law enforcement official while committing a federal drug felony or attempting to avoid apprehension, prosecution, or service of a prison sentence for such a felony also may be sentenced to death.



## 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.

## HGSE Events

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

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

## 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.

## 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 21/2 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 21/2 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.

## Appendix A: Student Resources

### Access and Disability Services

Harvard Graduate School of Education is committed to making all courses and related programs available to all students. As part of this mission, we welcome and provide assistance to qualified students with documented disabilities; students with 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 Access and Disability Services (617-495-8035) prior to the start of classes (as is possible) to discuss specific needs and possible plans, 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 Access and Disability Services. Once a student has been deemed eligible to receive accommodations, he/she is responsible for discussing these with individual faculty members for appropriate implementation. In some cases, a conference among the student, the faculty member, and the ADS 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>
Access and Disability 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.
Program 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 (EdM, EdD, PhD, EdLD)	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, the Access and Disability Services may serve as a support or resource to the student; however, the Access and Disability 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, he/she should follow the procedures laid out in the section of this handbook (pages 71-72). For additional information on the process please visit the ADS website at <https://ads.gse.harvard.edu/contact-1>.

## Counseling and Mental Health Services

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

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

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

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

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

24-hour response line: 617-495-9100 [Osapr.harvard.edu](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 or visiting the Office of Sexual Assault Prevention & Response. All communications and services are completely confidential and no information about the victim will be reported to the police unless the victim requests it.

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

[barcc.org](http://barcc.org)

### Harvard International Office

864 Holyoke Center

617-495-2789

[www.hio.harvard.edu](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

[www.chaplains.harvard.edu](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.

### HGSE Academic Writing Services

Gutman Library 234  
617-496-3894

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

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



## Appendix B: Campus Security and Safety

### Evening Shuttle Van/Escort Service

617-495-0400

The Evening Shuttle Van Service is designed to provide transportation throughout the Cambridge and Allston campuses as a supplement to the Shuttle Bus. Rides are free and available on request between 7:00 p.m. and 3:00 a.m. Calls are taken until 2:40 a.m. Please call ahead as 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, he or she 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

[www.hupd.harvard.edu](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, 6th Floor

617-495-1795

[www.hupd.harvard.edu/laptop.php](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 [www.hupd.harvard.edu/laptop-theft-prevention](http://www.hupd.harvard.edu/laptop-theft-prevention). HGSE Bike Policy

### **HGSE Bike Policy**

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

- Do not ride bicycles on the sidewalk.
- Lock bikes to one of the many bike racks around campus (not to hand railings, benches, trees, trash receptacles, or parking meters).
- Bikes parked illegally will be issued a warning; bikes will be removed and stored after a second warning; bikes not claimed after two weeks will be donated to charity

For security, lock bike frame and one wheel to a bike rack.

- Register bikes with the University Policy Department to aid in the recovery of stolen or lost bikes ([www.hupd.harvard.edu/bicycle-registration](http://www.hupd.harvard.edu/bicycle-registration)).

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

### Nonresident Student Driver Statements And Decals

The Massachusetts Motor Vehicle Law requires out-of-state students bringing vehicles into the Commonwealth of Massachusetts to file a nonresident driver statement with the local police department in the city in which their university is located: "IT IS UNLAWFUL FOR A NONRESIDENT STUDENT TO FAIL TO FILE A NONRESIDENT DRIVER STATEMENT WITH THE POLICE DEPARTMENT LOCATED IN THE SAME CITY OR TOWN AS THE SCHOOL OF COLLEGE ATTENDED, IN ACCORDANCE WITH SECTION 3 OF CHAPTER 90 OF THE MASSACHUSETTS GENERAL LAWS. FAILURE TO FILE SUCH STATEMENT IS PUNISHABLE BY A FINE NOT TO EXCEED \$200."

### **Instructions:**

1. Complete the Nonresident Driver Statement: <https://www.massrmv.com/rmv/forms/20098.pdf>
2. Mail completed Nonresident Driver Statement to:  
The Parking Office  
Campus Service Center, 8th Floor  
1350 Massachusetts Avenue  
Cambridge, MA 02138
3. Upon receipt and processing, student will receive a nonresident student driver decal from the University Parking Office.
4. Display decal prominently in the uppermost center portion of the vehicle's windshield.

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

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