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2015-2016 Academic Calendar

Fall Semester 2015

JULY 31, FRIDAY

• Last day for eligible students to waive health insurance. (See www.huhs.harvard.edu for waiver information, eligibility requirements, and forms.)

AUGUST 10, MONDAY

• Last day to apply for November graduation.

AUGUST 26, WEDNESDAY

• New Student Orientation begins.

AUGUST 27, THURSDAY

• New Student Registration: 10 am to 1 pm in the Rockefeller Lounge.

AUGUST 28, FRIDAY

• Incomplete work from spring semester 2015 is due in the Registrar’s Office.

AUGUST 31, MONDAY

• Returning Student Registration 9:30 am to 1 pm in the Rockefeller Lounge. Students must register in person. There is a $50 fee for late registration.
• Convocation, 4 pm, HDS Campus Green. Reception to follow.

SEPTEMBER 2, WEDNESDAY

• Fall term begins. First meeting of classes. On Wednesday, September 2, classes will follow a Monday schedule.

SEPTEMBER 4, FRIDAY

• All language qualifying examinations at Noon. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Exams will be held in Andover Hall. Locations will be announced prior to exam date. Students are allowed to bring one dictionary for each language examination taken. All examinations are one hour in length.

SEPTEMBER 7, MONDAY

• Labor Day: University holiday – no classes.

SEPTEMBER 9, WEDNESDAY

• Study cards due. Study cards must be completed and approved online by student’s adviser by this date. A $40 late fee will be assessed the first day late, Thursday, September 10. Each day thereafter, an additional late fee of $10 will be charged if not submitted.
• There is a $10 fee for changes made to a student’s course plan after this date.
SEPTEMBER 18, FRIDAY

- Drop/Add Deadline: Last day on which students may add a course to their fall semester schedule, or change from audit to credit, or vice versa. Courses dropped after September 18 and before October 27 (the last day to drop a class) will remain on the student’s transcript with the notation of “withdrawn” and will count toward the total number of courses attempted. A $10 fee will be charged.
- Last day to cross-register for courses within the University or the Boston Theological Institute. If the other school’s cross-registration deadline is earlier, it must be met.

SEPTEMBER 22, TUESDAY

- Last day for November ThD degree candidates to submit two bound copies of their theses to the Registrar’s Office.

OCTOBER 12, MONDAY

- Columbus Day: University holiday – no classes.

OCTOBER 27, TUESDAY

- Grading Option Change and Course Withdraw Deadline. Last day to change a course from SAT/UNSAT grading option to Letter Grade or vice versa, or to withdraw from a course. A $10 fee will be charged.

NOVEMBER 11, WEDNESDAY

- Veterans Day: University holiday – Classes to be held at instructor’s discretion.

NOVEMBER 25, WEDNESDAY – NOVEMBER 29, SUNDAY

- Thanksgiving recess

DECEMBER 3, THURSDAY

- Last day of fall classes.
- Last day to apply for March graduation.

DECEMBER 4, FRIDAY - DECEMBER 10, THURSDAY

- Fall reading period.

DECEMBER 11, FRIDAY - DECEMBER 21, MONDAY

- Fall semester final course examinations.

DECEMBER 21, MONDAY

- Last day to file an Incomplete Grade Agreement for a fall semester course. (Forms are available in the Registrar’s Office.)
DECEMBER 22, TUESDAY - JANUARY 24, 2016, SUNDAY

- Winter recess

JANUARY 4, MONDAY

- Grades due in the Registrar’s Office from HDS instructors for fall semester courses.

JANUARY 19, TUESDAY

- Martin Luther King, Jr. Day: University holiday – no classes.

Spring Semester 2016

JANUARY 25, MONDAY

- Spring semester begins; first meeting of classes. Registration for all new and returning students Monday and Tuesday. There is a $50 fee for late registration.
- Last day to apply for May graduation.

JANUARY 29, FRIDAY

- German, French, and Spanish qualifying examinations given at Noon in Sperry Room, Andover Hall.
- Last day for March ThD degree candidates to submit two bound copies of their theses to the Registrar’s Office.

JANUARY 31, SUNDAY

- Last day for eligible students to waive health insurance. (See www.huhs.harvard.edu for waiver information, eligibility requirements, and forms.)

FEBRUARY 1, MONDAY

- Study cards due. Study cards must be completed and approved online by student’s adviser by this date. A $40 late fee will be assessed the first day late, Tuesday, February 2. Each day thereafter, an additional late fee of $10 will be charged if not submitted.
- There is a $10 fee for changes made to a student’s course plan after this date.

FEBRUARY 12, FRIDAY

- Drop/Add Deadline: Last day on which students may add a course to their spring semester schedule, or change from audit to credit or vice versa. Courses dropped after February 12 and before March 22 (the last day to drop a class) will remain on the student’s transcript with the notation of “withdrawn” and will count toward the total number of courses attempted. A $10 fee will be charged.
- Last day to cross-register for courses within the University or the Boston Theological Institute. If the other school’s cross-registration deadline is earlier, it must be met.

FEBRUARY 15, MONDAY

- Presidents’ Day: University holiday – no classes.
MARCH 12, SATURDAY – MARCH 20, SUNDAY

• Spring recess

MARCH 21, MONDAY

• Incomplete work from fall 2015 semester is due in the Registrar’s Office.

MARCH 22, TUESDAY

• Grading Option Change and Course Withdraw Deadline. Last day to change a course from SAT/UNSAT grading option to Letter Grade or vice versa, or to withdraw from a course. A $10 fee will be charged.

APRIL 27, WEDNESDAY

• Last day of spring classes.
• May ThM degree candidates must submit theses to Faculty readers.

APRIL 28, THURSDAY - MAY 4, WEDNESDAY

• Spring reading period.

APRIL 29, FRIDAY

• All language qualifying examinations at Noon. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, and New Testament Greek. Exams will be held in Andover Hall. Locations will be announced prior to exam date. Students are allowed to bring one dictionary for each language examination taken. All examinations are one hour in length.

MAY 5, THURSDAY - MAY 14, SATURDAY

• Spring semester final course examinations.

MAY 13, FRIDAY

• MDiv Senior Papers are due in the Library.
• Last day for May ThD degree candidates to submit two bound copies of their theses to the Registrar’s Office.
• Bound ThM papers due in the Registrar’s Office.

MAY 16, MONDAY

• Grades due in the Registrar’s Office from HDS instructors for May degree candidates and all cross-registered students from Harvard University.
• Last day to file an Incomplete Grade Agreement for a spring semester course. (Forms are available in the Registrar’s Office.)

MAY 25, WEDNESDAY

• Multireligious Service of Thanksgiving for the Graduating Class
MAY 26, THURSDAY
• Commencement

MAY 27, FRIDAY
• Grades due in the Registrar’s Office from HDS instructors for spring semester courses.

MAY 30, MONDAY
• Memorial Day: University holiday.

Summer 2016

JUNE 13 – AUGUST 5
Summer Language Program
Abbreviated Calendar for 2016-17

- August 31, Wednesday: fall semester begins
- September 5, Monday: Holiday - Labor Day
- October 10, Monday: Holiday - Columbus Day
- November 11, Friday: Holiday - Veterans Day
- November 23, Wednesday – November 27, Sunday: Thanksgiving recess
- December 2, Friday: Last day of fall term classes.
- December 3, Saturday - December 9, Friday: fall reading period
- December 10, Saturday - December 20, Tuesday: fall term final examinations.
- December 21, Wednesday - January 22, 2017, Sunday: Winter recess
- January 16, Monday: Holiday - Martin Luther King, Jr. Day
- January 23, Monday: spring semester begins
- February 20, Monday: Holiday - Presidents’ Day
- March 11, Saturday - March 19, Sunday: spring recess
- April 26, Wednesday: Last day of spring term classes
- April 27, Thursday - May 3, Wednesday: spring reading period
- May 4, Thursday - May 13, Saturday: spring term final examinations.
- May 25, Thursday: Commencement
- May 29, Monday: Holiday - Memorial Day
Courses at Harvard Divinity School are typically offered as courses; that is, they are offered on a weekly basis for one full semester. Courses that are designated as full courses meet weekly for the entire year. Courses may also be offered as courses throughout the year. This designation means that the course will meet biweekly, or on a schedule set by the professor, for the entire year. The course listing encompasses required degree program courses and listings by academic year and instructor including projected offerings through 2017. For complete information and course descriptions visit http://www.hds.harvard.edu/academics/courses.

**Master of Divinity Required Courses**

HDS 2933 Meaning Making - Thinking Theologically about Ministry Experience: Seminar
HDS 4510 Introduction to Ministry Studies
HDS 4515 Theories and Methods in the Study of Religion
HDS 4516 Field Education
HDS 4591 Master of Divinity Senior Seminar

**Master of Theological Studies Required Course**

HDS 4515 Theories and Methods in the Study of Religion.

**Courses Listed by Academic Year and Instructor**

**Academic Year 2015-16 Courses**

**Abo Haggar, Dalia**
HDS 4345A/ARABIC AA Elementary Arabic (Fall 2015)
HDS 4345B/ARABIC AB Elementary Arabic (Spring 2016)
HDS 4353/ARABIC 130A Upper-Level Classical Arabic I (Fall 2015)
HDS 4354/ARABIC 130B Upper-Level Classical Arabic II (Spring 2016)

**Aharony, Irit**
HDS 4015A/MOD-HEB BA Elementary Modern Hebrew (Fall 2015)
HDS 4015B/MOD-HEB BB Elementary Modern Hebrew (Spring 2016)
HDS 4040/MOD-HEB 120A Intermediate Modern Hebrew I (Fall 2015)
HDS 4041/MOD-HEB 120B Intermediate Modern Hebrew II (Spring 2016)
HDS 4042/MOD-HEB 130A Advanced Modern Hebrew I (Fall 2015)
HDS 4043/MOD-HEB 130B Advanced Modern Hebrew II (Spring 2016)
HDS 4045/MOD-HEB 241R Advanced Seminar in Modern Hebrew: Israeli Culture: Cinema & Literature (Fall 2015)

**Ahmed, Leila**
HDS 3107/RELIGION 1551 Journeys (Fall 2015)
HDS 3590/RELIGION 1844 Religion, Gender, Identity in 21st Century Diasporic Muslim Fiction (Fall 2015)
HDS 3593/RELIGION 1836 Islam, Gender, Sexualities and Empire (Spring 2016)
HDS 3601/RELIGION 1834 Contemporary Voices in Western Islam (Spring 2016)
Asani, Ali
HDS 3625/ISLAMCIV 178 Muslim Societies in South Asia: Religion, Culture, and Identity (Fall 2015)
HDS 3627/AESTHINT 54 For the Love of God and His Prophet: Religion, Literature and the Arts in Muslim Cultures (Spring 2016)

Aves, Grace Nono
HDS 3112 Women and Shamanism (Spring 2016)

Barmada Abida, Nour
HDS 4360/ARABIC BA Intermediate Arabic I (Fall 2015)
HDS 4361/ARABIC BB Intermediate Arabic II (Spring 2016)

Bayoumi, Soha
HDS 3302/HISTSCI 166 What Is Enlightenment?: Science, Religion, and the Making of Modernity (Fall 2015)

Bazzana, Giovanni
HDS 1277/RELIGION 1467 Historical Jesus (Spring 2016)
HDS 1538/RELIGION 1425 Greek Exegesis of John (Fall 2015)

Berlin, Chris
HDS 2935/Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2016)
HDS 2966/Change, Adversity and Spiritual Resilience (Spring 2016)
HDS 3019/ Buddhist Chaplaincy: Spiritual Foundations in Caregiving Practice (Fall 2015)

Bivens, Donna
HDS 2168 Talk About It: How Race Matters (Fall 2015)

Braude, Ann
HDS 2345/RELIGION 1590 Issues in the Study of Native American Religion (Fall 2015)

Brekus, Catherine
HDS 2182/RELIGION 1462 Catholicism in America (Fall 2015)
HDS 2185/RELIGION 2510 Narratives of American Religion: The Canon and Its Revisions (Fall 2015)
HDS 2390A/RELIGION 3505A Colloquium in American Religious History (Fall 2015)
HDS 2390B/RELIGION 3505B Colloquium in American Religious History (Spring 2016)

Carrasco, David
HDS 3140/ANTHRO 1401 Human Migration & US-Mexico Borderlands: Moral Dilemmas & Sacred Bundles in Comparative Perspective (Fall 2015)
HDS 3158/SOCWORLD 30 Moctezuma’s Mexico: Then and Now (Fall 2015)

Cesari, Jocelyne
HDS 3353/ Religion, Society and Governance (Spring 2016)
HDS 3354/ Political Violence in the Name of God: Holy War, Jihad and Religious Revolution (Fall 2015)
Chrystall, Beatrice
HDS 4052 Elementary Pali I (Fall 2015)
HDS 4053 Elementary Pali II (Spring 2016)
HDS 4054 Intermediate Pali I (Fall 2015)

Click, Emily
HDS 2925 Administration and Leadership (Fall 2015)
HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience (Fall 2015)
HDS 2933B Meaning Making - Thinking Theologically about Ministry Experience (Spring 2016)
HDS 3002 Teaching with Courage and Passion (Spring 2016)
HDS 4516A Field Education (Fall 2015)
HDS 4516B Field Education (Spring 2016)

Clooney, Francis
HDS 3101/RELIGION 1040 Theology in an Interreligious Perspective (Fall 2015)
HDS 3928/RELIGION 1660 The Brhadaranyaka Upanisad with Sankara’s Commentary in Translation (Spring 2016)

Coogan, Michael
HDS 1106/JEWISHST 170 Job and the Problem of Suffering (Spring 2016)
HDS 1107/HEBREW 205 The Psalms (Fall 2015)

Cox, Harvey
HDS 2190/RELIGION 1444 God and Money (Fall 2015)

Dianteill, Erwan
HDS 3201 African and African American Religions: A Comparative Approach (Spring 2016)

Dorrien, Gary
HDS 2397 Social Ethics Today (Fall 2015)
HDS 2398 Social Ethics as Social Criticism (Fall 2015)

Drake, Susanna
HDS 2024 The Veil in Christianity, Judaism, and Islam (Fall 2015)

Eck, Diana
HDS 2763/RELIGION 1021 Religious Diversity and The Age of Pluralism (Fall 2015)
HDS 3412/CULTBLF 28 Hindu Worlds of Art and Culture (Fall 2015)

Fash, William
HDS 3158/SOCWORLD 30 Moctezuma’s Mexico: Then and Now (Fall 2015)

Fiorenza, Francis
HDS 2410/RELIGION 1520 Introduction to Hermeneutics and Theology (Fall 2015)
HDS 2633/RELIGION 1535 Theology and Power: Seminar (Fall 2015)
HDS 2696/RELIGION 3490 Colloquium in Religious and Theological Thought (Spring 2016)

Frederick, Marla
HDS 2599/AFRAMER 180x Race, Class and the Making of American Religion (Fall 2015)
Gaston, K. Healán
HDS 2305 Protestant-Catholic Relations in America, 1600-2000 (Spring 2016)
HDS 2316 Religion and Identity in Modern American History, 1865-2000 (Fall 2015)
HDS 2364 Religion and Politics in Modern America (Spring 2016)
HDS 2373 New Directions in American Religious History, 1865-2000 (Fall 2015)

Gerber, Lynne
HDS 2030 Religion and AIDS (Fall 2015)

Gerety, Finnian M. Moore
HDS 3007 Sensing the Sacred: Embodiment and Aesthetics in Hindu Traditions

Giles, Cheryl
HDS 2168 Talk About It: How Race Matters (Fall 2015)
HDS 2927 Spiritual Care and Counseling (Fall 2015)
HDS 2932 Advanced Spiritual Counseling: Taking Care of Others, Taking Care of Self: Seminar (Spring 2016)
HDS 2935 Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2016)

Giron Negron, Luis
HDS 3723/COMPLIT 157 From Type to Self in the Middle Ages (Fall 2015)

Given, J. Gregory
HDS 4157 Elementary Coptic I (Fall 2015)

Goldstein, Warren
HDS 2040 Classics in the Sociology of Religion (Fall 2015)
HDS 2041 The Secularization Debate (Spring 2016)

Graham, William
HDS 3225/RELIGION 13 Scriptures and Classics (Spring 2016)

Grimm, Geraldine
HDS 4414 Advanced Intermediate German Readings (Fall 2015)

Grundler-Whitacre, Karin
HDS 4412 German for Reading (Fall 2015)
HDS 4413/ Intermediate German Readings (Spring 2016)

Haley, Judy
HDS 4220 Intermediate Greek I (Fall 2015)

Hall, David
HDS 2270/RELIGION 2464 Radical Religion in England and America, 1560-1700 (Spring 2016)

Hallisey, Charles
HDS 3244 The Lotus Sutra: Engaging a Buddhist Scripture (Spring 2016)
HDS 3245 Studying Buddhist Thought Contextually (Spring 2016)
HDS 4055 Intermediate Pali II (Spring 2016)
HDS 4057 Reading Post-Canonical Pali II (Spring 2016)
Hardacre, Helen
HDS 3957/JAPNHIST 115 Religion and Society in Edo and Meiji Japan: Conference Course (Spring 2016)
HDS 3960/JAPNHIST 126 Shinto (Spring 2016)
HDS 3961/JAPNHIST 214r Major Issues in the Study of Japanese Religions (Fall 2015)

Harris, Mark
HDS 2990 Unitarian Universalist Polity and Practices: Seminar (Spring 2016)

Hehir, J. Bryan
HDS 2852/HKS DPI-225 Religion and Politics: Defining the Actors and Debating the Issues (Fall 2015)
HDS 2853/HKS IGA-220 The Politics and Ethics of the Use of Force (Spring 2016)

Hogan, Samuel
HDS 2964 Pentecostal Polity (Spring 2016)

Holland, David
HDS 2185/RELIGION 2510 Narratives of American Religion: The Canon and Its Revisions (Fall 2015)
HDS 2371/RELIGION 2562 American Revelations (Spring 2016)
HDS 2383/RELIGION 2500 Character of God in Early America (Spring 2016)

Hollywood, Amy
HDS 4515 Theories and Methods in the Study of Religion (Fall 2015)

Homsher, Robert
HDS 1422/ANE 117 Biblical Archaeology (Fall 2015)

Huff, Harry
HDS 2901 Sacred Music in History and Current Practice (Fall 2015)
HDS 2912 The American Spirit in Music (Spring 2016)

Jackson, Michael
HDS 3256/RELIGION 1017 The Shock of the New (Spring 2016)
HDS 3808/RELIGION 2010 Space and Place (Spring 2016)
HDS 3819/RELIGION 1915 Existential - Phenomenological Anthropology (Fall 2015)
HDS 3859/RELIGION 1920 The Politics of Storytelling (Fall 2015)

Johansen, Baber
HDS 3486/ISLAMCIV 217 The Construction of Gendered Spheres in Islamic Law: Ritual, Family, Kinship, Court Procedures (Fall 2015)
HDS 3487/ISLAMCIV 213 Theological and Legal Conceptions of Human Nature in Islam (Spring 2016)
HDS 3494/ISLAMCIV 211 Jurisprudence of the SCC of Egypt, 2011 thru 2014: Aspects of Constitutional Doctrine (Spring 2016)
HDS 3965/ISLAMCIV 233 Islamic Modernism 3 (1970-2014) (Fall 2015)

Jordan, Mark
HDS 2393/RELIGION 2471 Christian Ethics, Persuasion, and Power I (Fall 2015)
HDS 2394/RELIGION 2474 Christian Ethics, Persuasion, and Power II (Spring 2016)
Jungkeit, Steven  
HDS 2198 Capitalism and Crisis (Fall 2015)

Kane, Ousmane  
HDS 3366/ISLAMCIV 176 Islam in Modern West Africa (Fall 2015)  
HDS 3368/ISLAMCIV 170 Islam, Modernity and Politics (Fall 2015)

King, Elizabeth  
HDS 2975/United Church of Christ Polity (Spring 2016)

King, Karen  
HDS 1889 The Gospels of Mary (Spring 2016)  
HDS 1501/RELIGION 1408 Martyrdom: Bodies, Death, and Life in Ancient Christianity (Spring 2016)  
HDS 1971 The Death of Jesus (Fall 2015)  
HDS 4158/Elementary Coptic II (Spring 2016)

Lakawa, Septemmy  
HDS 3024 Trauma, Mission, and Interreligious Dialogue (Spring 2016)

Lamberth, David  
HDS 2431/RELIGION 1543 Nineteenth-Century Religious Thought: Theology and the Critique of Religion (Fall 2015)  
HDS 2674/RELIGION 2542 Kant: Seminar (Spring 2016)  
HDS 2696/RELIGION 3490 Colloquium in Religious and Theological Thought (Spring 2016)

Larsen, Donald  
HDS 2962 The Lutheran Church (ELCA) - Its Marks and Practices: Seminar (Spring 2016)

Ledford, Lorraine  
HDS 4463 Intermediate Spanish Readings (Spring 2016)  
HDS 4464 Advanced Intermediate Spanish Readings (Fall 2015)  
HDS 4465 Communication Skills for Spanish Ministry (Fall 2015)

Levenson, Jon  
HDS 1626/CLAS-HEB 130BR Rapid Reading: Classical Hebrew II (Spring 2016)  
HDS 1802/HEBREW 218 The Joseph Story and the Book of Esther: Seminar (Spring 2016)  
HDS 4010B/CLAS-HEB AB Elementary Classical Hebrew (Spring 2016)

Li, Yuhang  
HDS 3017 Women’s Material Practices in Chinese Buddhism (Fall 2015)

Machinist, Peter  
HDS 1129/ANE 111 Law in the World of the Bible (Fall 2015)  
HDS 1152/SEMPHIL 151 Introduction to Northwest Semitic Epigraphy (Fall 2015)  
HDS 1425/ANE 222 History of the Study of the Hebrew Bible: From the Renaissance to the Present: Seminar (Fall 2015)  
HDS 4010A/CLAS-HEB AA Elementary Classical Hebrew (Fall 2015)

McKanan, Daniel  
HDS 2776/RELIGION 1557 Unitarian and Universalist History in the United States (Spring 2016)  
HDS 4591 Master of Divinity Senior Seminar (Fall 2015)
Miller, Willa  
HDS 3018 Arts of Contemplative Care (Fall 2015)

Mill spaugh, Sarah  
HDS 2844 Unitarian Universalist Religious Education: Seminar (Fall 2015)

Monson, Elizabeth  
HDS 3243 New Studies in Tibetan Buddhism (Fall 2015)

Moore, Diane  
HDS 2825 Religion, Conflict, and Peace (Fall 2015)  
HDS 2851 Religious Literacy Project Seminar (Spring 2016)

Nasrallah, Laura  
HDS 1202/RELIGION 1400 Introduction to the New Testament (Spring 2016)  
HDS 1893/RELIGION 2441 Grief and Emotions: Ancient Philosophy and Theology (Spring 2016)

Parrott, Christopher  
HDS 4240 Graeca - Reading of Greek Texts: Seminar (Fall 2015)  
HDS 4240 Graeca - Reading of Greek Texts: Seminar (Spring 2016)

Patton, Kimberley  
HDS 3111/RELIGION 1330 Ancient Greek Sanctuaries: Sacred Games (Fall 2015)  
HDS 3310/RELIGION 1032 Twins and Twinship in Religion and Myth (Spring 2016)  
HDS 3315B/RELIGION 1012B Dreams and the Dreaming (Spring 2016)

Possekel, Ute  
HDS 4104 Intermediate Syriac II (Spring 2016)

Potter, Ralph  
HDS 2876 Friendship from A to Z: Aristotle to Zuckerberg (Fall 2015)

Potts, Matthew  
HDS 1971 The Death of Jesus (Fall 2015)  
HDS 4510 Introduction to Ministry Studies (Fall 2015)

Raboteau, Albert J.  
HDS 2165 Holy Ordinary: Religious Dimensions in Modern and Contemporary Fiction (Fall 2015)

Ragab, Ahmed  
HDS 2195/HISTSCI 192 The Empire Strikes Back: Science Fiction, Religion, and Society (Fall 2015)  
HDS 3341/HISTSCI 209 Science and Religion: Debates, Approaches, and Controversies (Fall 2015)

Rivera Rivera, Mayra  
HDS 2430 Caribbean Poetics (Spring 2016)  
HDS 2457/RELIGION 2479 Theopoetics and Poethics (Spring 2016)  
HDS 2604/RELIGION 2574 Life in Theology and Philosophy (Fall 2015)

Robson, James  
HDS 3010/CULTBLF 33 Introduction to the Study of East Asian Religions (Fall 2015)  
HDS 3232/EABS 255 Readings on Chinese Religions: Recent Scholarship on Chinese Buddhism and Daoism (Fall 2015)
HDS 3233/EABS 256R Chinese Buddhist Texts: Readings in Medieval Buddho-Daoist Documents: Seminar (Spring 2016)

Roosth, Hannah
HDS 2195/HISTSCI 192 The Empire Strikes Back: Science Fiction, Religion, and Society (Fall 2015)

Rose, Dudley
HDS 2871 Ministry in a Digital Age (Spring 2016)
HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience (Fall 2015)
HDS 2933B Meaning Making - Thinking Theologically about Ministry Experience (Spring 2016)
HDS 4510 Introduction to Ministry Studies (Fall 2015)
HDS 4516A Field Education (Fall 2015)
HDS 4516B Field Education (Spring 2016)

Saley, Richard
HDS 4215/ANE 131 Readings in the Septuagint: Seminar (Fall 2015)

Sanchez, Michelle
HDS 2136 Life Before Death: God, the World’s Order, and Suffering (Fall 2015)
HDS 2138 The Existence of God: Arguments and Refusal (Spring 2016)
HDS 2196 After Luther: Faith, the Will, the Law, and the Question of Goodness (Fall 2015)
HDS 2197 Providence and Progress (Spring 2016)

Seul, Jeffrey R.
HDS 2699A Religions and the Practice of Peace: Dean’s Cross Disciplinary Interfaculty and Graduate Colloquium
HDS 2699B Religions and the Practice of Peace: Dean’s Cross Disciplinary Interfaculty and Graduate Colloquium

Schussler Fiorenza, Elisabeth
HDS 1894 Reading from Diverse Socio-Cultural-Religious Places: The Letter to the Ephesians (Fall 2015)
HDS 1897/RELIGION 2443 Marriage, Family and Community in the New*Testament and Today (Fall 2015)

Shoemaker, Stephen
HDS 2297/RELIGION 1513 Harvard’s History and Evolving Religious Identity (Spring 2016)

Skedros, James
HDS 4211 Elementary Greek I (Fall 2015)
HDS 4212 Elementary Greek II (Spring 2016)

Smith, Daniel
HDS 2907 Introduction to Public Preaching (Spring 2016)

Smith, Gary
HDS 2908 Preaching in the Unitarian Universalist and Free Church Traditions: Seminar (Fall 2015)

Stanfield, Burns
HDS 2980 Presbyterian Polity (Fall 2015)
Stang, Charles
HDS 1749/RELIGION 1401 Early Christian Thought 1: The Greek Tradition (Fall 2015)
HDS 1750/RELIGION 1402 Early Christian Thought 2: The Latin Tradition (Spring 2016)
HDS 4103 Intermediate Syriac I (Fall 2015)

Stern, David
HDS 1455/COMPLIT 140 Catastrophe and Continuity in Jewish Literature from the Bible to Today (Fall 2015)
HDS 1832/HEBREW 243 Critical Study of Midrash (Fall 2015)

Teeter, D. Andrew
HDS 1102/ANE 120A Introduction to the Hebrew Bible/Old Testament 1: Pentateuch and Former Prophets (Fall 2015)
HDS 1103/ANE 120B Introduction to the Hebrew Bible/Old Testament 2: Latter Prophets and Writings (Spring 2016)
HDS 1160/SEM-PHIL 220R Northwest Semitic Epigraphy: Seminar (Spring 2016)
HDS 1305/HEBREW 245 The Book of Jeremiah: Composition and Reception (Fall 2015)
HDS 1308/HEBREW 130 Scriptural Interpretation in Ancient Israel: Inner-Biblical Exegesis (Spring 2016)
HDS 1625/CLAS-HEB 130AR Rapid Reading: Classical Hebrew I (Fall 2015)
HDS 4020/CLAS-HEB 120A Intermediate Classical Hebrew I (Fall 2015)
HDS 4021/CLAS-HEB 120B Intermediate Classical Hebrew II (Spring 2016)

Tichelkamp, Craig
HDS 4320 Readings in Christian Latin (Fall 2015)

Torracinta, Pascale
HDS 4453 Intermediate French Readings (Spring 2016)
HDS 4454 Advanced Intermediate French Readings (Fall 2015)

Van Den Hoek, Annewies
HDS 2159 Advanced Greek: Martyrdom (Spring 2016)
HDS 2160 Advanced Greek: Writing History (Fall 2015)
HDS 4221 Intermediate Greek II (Spring 2016)

Whelsky, Timothy
HDS 2168 Talk About It: How Race Matters (Fall 2015)

Williams, Preston
HDS 2721 The Ethical and Religious Thought of Martin Luther King, Jr.: Seminar (Spring 2016)

Academic Year 2016-17 Projected Courses

Ahmed, Leila
HDS 3223/RELIGION 1009 Religion, Gender and Politics in Transnational Perspective (Fall 2016)
HDS 3616/RELIGION 1842 Religion, Gender, Identity: Readings in 20th Century ‘Arab’ Memoirs - Muslim, Christian, and Jewish (Fall 2016)
HDS 3582/RELIGION 1829 Race and Gender in the History of Islam in the U.S. and Europe (Spring 2017)
HDS 3583 Twenty-First Century Middle Eastern Diasporic Memoirs in the West (Spring 2017)
Bazzana, Giovanni
HDS 1534 Papyrology and the New Testament (Fall 2016)
HDS 1536/RELIGION 2428 Apocalyptic Literature of the Second Temple Period (Fall 2016)
HDS 1527/RELIGION 2424 Greek Exegesis of Mark (Spring 2017)
HDS 1553 The Bible and the Economy (Spring 2017)

Berlin, Chris
HDS 2936 Clinical Chaplaincy: Interfaith Caregiving Skills and Practice (Fall 2016)
HDS 3013 Buddhist Polity: Sangha, Society and Practice (Spring 2017)

Braude, Ann
HDS 3223/RELIGION 1009 Religion, Gender and Politics in Transnational Perspective (Fall 2016)
HDS 2345/RELIGION 1590 Issues in the Study of Native American Religion (Spring 2017)

Brekus, Catherine
HDS 2186/RELIGION 2018 Women, Religion, and the Problem of Historical Agency (Fall 2016)
HDS 2367/RELIGION 1518 American Religious History to 1865 (Fall 2016)
HDS 2187/RELIGION 1497 Evangelicalism in America (Spring 2017)
HDS 2376/ American Religious History Since 1865 (Spring 2017)

Campbell, William
HDS 2955 United Methodist Polity (Spring 2017)

Click, Emily
HDS 2600/RELIGION 1496 Histories, Theologies and Practices of Christianity (Spring 2017)

Clooney, Francis
HDS 3751/RELIGION 1059 God, Hindu and Christian (Fall 2016)
HDS 3931/RELIGION 1661 Yoga Sutras in a Comparative Perspective (Spring 2017)

Fiorenza, Francis
HDS 2644/RELIGION 2525 Rationality, Relativism, and Theology: Seminar (Fall 2016)

Giles, Cheryl
HDS 2927 Spiritual Care and Counseling (Fall 2016)
HDS 2932 Advanced Spiritual Counseling: Taking Care of Others, Taking Care of Self: Seminar (Spring 2017)

Graham, William
HDS 2490/CULTBLF 32 Back Roads to Far Places: Literature of Journey and Quest (Fall 2016)

Gyatso, Janet
HDS 3830/CULTBLF 25 Studying Buddhism Across Time and Place (Fall 2016)
HDS 3888/RELIGION 2710R Buddhist Studies Seminar (Spring 2017)

Hallisey, Charles
HDS 3836/RELIGION 1701 Introduction to Buddhist Scriptures and Their Critical Interpretation (Fall 2016)
HDS 4056 Reading Post-Canonical Pali I (Fall 2016)
HDS 3576/RELIGION 1722 Buddhist Ethics (Spring 2017)
HDS 3800/RELIGION 1709 Introduction to Buddhist Scriptural Anthologies and their Critical Interpretations (Spring 2017)
HDS 4055 Intermediate Pali II (Spring 2017)

Hehir, J. Bryan
HDS 2853/HKS IGA-220 The Politics and Ethics of the Use of Force (Fall 2016)
HDS 2861/HKS IGA-121 Religion and World Politics: Connections and Collisions (Fall 2016)

Holland, David
HDS 2390A/RELIGION 3505A Colloquium in American Religious History (Fall 2016)
HDS 2390B/RELIGION 3505B Colloquium in American Religious History (Spring 2017)

Hollywood, Amy
HDS 2692/RELIGION 1572 Sex, Gender, and Sexuality (Fall 2016)

Johansen, Baber
HDS 3488 The “Causes of Ritual Obligations” in the Hanafi Literature on Legal Methodology (Fall 2016)
HDS 3489 The Politicization of Metaphysics in the 20th Century: The Middle East and Europe (Fall 2016)

Jordan, Mark
HDS 2374/RELIGION 2454 God and Modern Writing (Fall 2016)
HDS 2765/RELIGION 2460 Theologies and Images (Spring 2017)

Kane, Ousmane
HDS 3359/ISLAMCIV 174 Migration and Religion in Comparative Perspective (Spring 2017)

King, Elizabeth
HDS 2975 United Church of Christ Polity (Spring 2017)

King, Karen
HDS 1505/RELIGION 1410 Women, Gender, and Sexuality in Ancient Christianity (Fall 2016)
HDS 4161 Intermediate Coptic (Fall 2016)

Larsen, Donald
HDS 2961 Lutheran Confessional Theology (Spring 2017)

Levenson, Jon
HDS 1667A/RELIGION 1212A Judaism: The Liturgical Year (Fall 2016)
HDS 1816/HEBREW 236 The Song at the Sea: Seminar (Fall 2016)
HDS 1667B/RELIGION 1212B Judaism: The Liturgical Year (Spring 2017)
HDS 1808/HEBREW 235 The Binding of Isaac (Aqedah): Seminar (Spring 2017)

Madigan, Kevin
HDS 2230/RELIGION 1434 History of Western Christianity, 150-1100 (Fall 2016)
HDS 2250/RELIGION 1437 History of Western Christianity, 1100-1500 (Spring 2017)
HDS 2293/RELIGION 1529 The Holocaust and the Churches, 1933-45 (Spring 2017)

McKanan, Daniel
HDS 2360/RELIGION 1562 Alternative Spiritualities in the United States (Fall 2016)
HDS 2415/RELIGION 1538 Liberal and Liberation Theologies in Dialogue (Fall 2016)
HDS 2600/RELIGION 1496 Histories, Theologies and Practices of Christianity (Spring 2017)
HDS 2798/RELIGION 1046 Introduction to Religion and Ecology (Spring 2017)

Millspaugh, Sarah
HDS 2844 Unitarian Universalist Religious Education: Seminar (Spring 2017)

Monius, Anne
HDS 3404/RELIGION 1600 Introduction to the Hindu Traditions of India (Fall 2016)
HDS 3925/RELIGION 1063 South Asian Religious Aesthetics: Seminar (Fall 2016)
HDS 3405/RELIGION 1625 Indian Religions Through Their Narrative Literatures: The Epics (Spring 2017)
HDS 3930/RELIGION 2030 Thinking About History in South Asia: Seminar (Spring 2017)

Moore, Diane
HDS 2916 Religion, Democracy and Education (Fall 2016)
HDS 2802 Religion, Ecology, and Human Rights (Spring 2017)

Olupona, Jacob
HDS 3690/AFRAMER 178 African Religions (Fall 2016)
HDS 2337/AFRAMER 160 Christianity, Identity, and Civil Society in Africa (Spring 2017)
HDS 3704/AFRAMER 192 Religion and Society in Nigeria: Seminar (Spring 2017)

Paulsell, Stephanie
HDS 2490/CULTBLF 32 Back Roads to Far Places: Literature of Journey and Quest (Fall 2016)
HDS 4510 Introduction to Ministry Studies (Fall 2016)
HDS 4591 Master of Divinity Senior Seminar (Fall 2016)
HDS 2603 Seeking God: The History and Literature of Christian Spirituality (Spring 2017)

Potts, Matthew
HDS 2169 Vocation, Ordination, and Sacred Work (Fall 2016)
HDS 2170 Introduction to Christian Preaching (Fall 2016)
HDS 2173 The Sacramental Imagination (Spring 2017)
HDS 2179 Love and Death (Spring 2017)

Rivera Rivera, Mayra
HDS 2428 Readings in Postmodern Theology (Fall 2016)
HDS 2799/RELIGION 2520 Postcolonialism and Religion (Fall 2016)

Rose, Dudley
HDS 4510 Introduction to Ministry Studies (Fall 2016)
HDS 2895 Dietrich Bonhoeffer: Theologian, Pastor, Citizen of the World (Spring 2017)

Saley, Richard
HDS 1819/ANE 210 Textual Criticism of the Hebrew Bible: Seminar (Fall 2016)

Schussler Fiorenza, Elisabeth
HDS 2689/RELIGION 1494 Feminist Theory and The*logy (Spring 2017)

Smith, Daniel
HDS 2907 Introduction to Public Preaching (Spring 2017)
HDS 2908 Preaching in the Unitarian Universalist and Free Church Traditions: Seminar (Fall 2016)
Stang, Charles
HDS 1752/RELIGION 1429 Augustine and His Heretics (Fall 2016)
HDS 1751/RELIGION 1420 Early Christian Thought 3: The Syriac Tradition (Spring 2017)

Walton, Jonathan
HDS 2870 The Prophetic Pulpit: Preacher as Public Intellectual (Fall 2016)
HDS 3260 Martin, Malcolm, and Masculinity (Fall 2016)

Others to Be Announced
HDS 2950 Baptist Polity, Practice, and History (Spring 2017)

Academic Year 2017-18 Projected Courses

Berlin, Chris
HDS 2935 Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2018)
HDS 2966 Change, Adversity and Spiritual Resilience (Spring 2018)

Braude, Ann
HDS 2328 Piety and Protest: Women and Religion in Contemporary America (Spring 2018)

Giles, Cheryl
HDS 2927 Spiritual Care and Counseling (Fall 2017)
HDS 2931 Risk and Resilience in Adolescent Development: Seminar (Spring 2018)
HDS 2932 Advanced Spiritual Counseling: Taking Care of Others, Taking Care of Self: Seminar (Spring 2018)
HDS 2935 Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2018)

Graham, William
HDS 3225/RELIGION 13 Scriptures and Classics (Fall 2017)

Gyatso, Janet
HDS 3830/CULTBLF 25 Studying Buddhism Across Time and Place (Fall 2017)
HDS 3888/RELIGION 2710R Buddhist Studies Seminar (Spring 2018)

Hallisey, Charles
HDS 3776/RELIGION 1742 Introduction to Buddhist Narrative and Story Literature (Fall 2017)
HDS 3777/RELIGION 1741 Modern Buddhism and Fiction (Fall 2017)
HDS 4056 Reading Post-Canonical Pali I (Fall 2017)
HDS 3244 The Lotus Sutra: Engaging a Buddhist Scripture (Spring 2018)
HDS 3800/RELIGION 1709 Introduction to Buddhist Scriptural Anthologies and their Critical Interpretations (Spring 2018)
HDS 4057/ Reading Post-Canonical Pali II (Spring 2018)

Hempton, David
HDS 2357 Evangelical Conversion and Disenchantment Narratives (Fall 2017)

Holland, David
HDS 2377/RELIGION 1583 Gender and Religious Leadership in Eighteenth- and Nineteenth-Century America (Fall 2017)
King, Karen
HDS 1501/RELIGION 1408 Martyrdom: Bodies, Death, and Life in Ancient Christianity (Spring 2018)

Levenson, Jon
HDS 3678/ Readings in Midrash: Seminar (Fall 2017)
HDS 1826/HEBREW 239 Exodus 2 in Three Contexts: Seminar (Spring 2018)

McKanan, Daniel
HDS 2776/RELIGION 1557 Unitarian and Universalist History in the United States (Fall 2017)

Moore, Diane
HDS 2851 Religious Literacy Project Seminar (Spring 2018)

Paulsell, Stephanie
HDS 2610 Christian Prayer: Seminar (Fall 2017)
HDS 4510 Introduction to Ministry Studies (Fall 2017)
HDS 4591/ Master of Divinity Senior Seminar (Fall 2017)
HDS 2965/ Virginia Woolf and Religion (Spring 2018)

Potts, Matthew
HDS 2171 Forgiveness (Fall 2017)
HDS 2175 Preaching as Public Witness (Fall 2017)
HDS 2176 Religion and Contemporary Fiction (Spring 2018)
HDS 2178 Literary Theory and Christian Theology (Spring 2018)

Rose, Dudley
HDS 4510 Introduction to Ministry Studies (Fall 2017)
HDS 2871 Ministry in a Digital Age (Spring 2018)

Schussler Fiorenza, Elisabeth
HDS 1503/RELIGION 1414 Gospel Stories of Women (Fall 2017)

Walton, Jonathan
HDS 3200/RELIGION 1018 African American Religions: An Introduction (Spring 2018)
THE FACULTY OF DIVINITY

Drew Gilpin Faust  
President of Harvard University  
AB Bryn Mawr College; MA, PhD University of Pennsylvania

David N. Hempton  
Dean of the Faculty of Divinity, Alonzo L. McDonald Family Professor of Evangelical Theological Studies, and John Lord O’Brian Professor of Divinity  
BA Queen’s University, Belfast; PhD University of St. Andrews, Scotland

Leila Ahmed  
Victor S. Thomas Professor of Divinity  
BA, MA, PhD University of Cambridge

Giovanni Bazzana  
Associate Professor of New Testament  
PhD International School of Modena, Italy

Aisha M. Beliso-De Jesús (On leave academic year 2015-16)  
Associate Professor of African American Religions  
BA University of California, Berkeley; MA, PhD Stanford University

Ann D. Braude (On leave Spring 2016)  
Senior Lecturer on American Religious History and Director of the Women’s Studies in Religion Program  
AB Vassar College; MA University of Chicago; PhD Yale University

Catherine Brekus  
Charles Warren Professor of the History of Religion in America  
AB Harvard University; PhD Yale University

David Carrasco  
Neil L. Rudenstine Professor of the Study of Latin America, with a joint appointment with the Department of Anthropology in the Faculty of Arts and Sciences  
BA Western Maryland College; ThM, MA, PhD, University of Chicago

Emily Click  
Assistant Dean for Ministry Studies and Field Education and Lecturer on Ministry  
BA Pomona College; MDiv Bethany Theological Seminary; PhD Claremont School of Theology

Francis X. Clooney, S.J.  
Parkman Professor of Divinity and Professor of Comparative Theology and Director of the Center for the Study of World Religions  
BA Fordham University; MDiv Weston School of Theology; PhD University of Chicago

Diana L. Eck (On leave Spring 2016)  
Professor of Comparative Religion and Indian Studies and Fredric Wertham Professor of Law and Psychiatry in Society in the Faculty of Arts and Sciences, Member of the Faculty of Divinity  
BA Drake University; MA University of London; Postgraduate Diploma, Banaras Hindu University; PhD Harvard University
Mark U. Edwards, Jr.
Advisory Member of the Faculty of Divinity and Senior Adviser to the Dean
AB, PhD, Stanford University

Francis Schüssler Fiorenza
Charles Chauncey Stillman Professor of Roman Catholic Theological Studies
MDiv St. Mary’s University and Seminary; Dr. Theol. University of Münster; DD honoris causa St. Mary’s University and Seminary

Cheryl A. Giles
Francis Greenwood Peabody Senior Lecturer on Pastoral Care and Counseling
BA Boston College; MDiv Harvard Divinity School; PsyD Massachusetts School of Professional Psychology

William A. Graham (On leave Fall 2015)
Harvard University Distinguished Service Professor and Murray A. Albertson Professor of Middle Eastern Studies (Faculty of Arts and Sciences) and Member of the Faculty of Divinity
BA University of North Carolina; AM, PhD Harvard University

Janet Gyatso (On leave academic year 2015-16)
Hershey Professor of Buddhist Studies and Associate Dean for Faculty and Academic Affairs
BA, MA, PhD University of California at Berkeley

Charles Hallisey (On leave Fall 2015)
Yehan Numata Senior Lecturer in Buddhist Literatures
AB Colgate University; MDiv Harvard Divinity School; MA University of Pennsylvania; PhD University of Chicago

David F. Holland
Associate Professor of North American Religious History
BA Brigham Young University; MA, PhD, Stanford University

Amy Hollywood
Elizabeth H. Monrad Professor of Christian Studies
AB Bryn Mawr College; MA, PhD University of Chicago

Michael D. Jackson
Distinguished Visiting Professor of World Religions
BA Victoria University of Wellington; MA Auckland University; PhD Cambridge University

Baber Johansen
Professor of Islamic Religious Studies
PhD Habilitation in Islamic Studies, Freie Universität Berlin

Ousmane Oumar Kane (On leave Spring 2016)
Prince Alwaleed Bin Talal Professor of Contemporary Islamic Religion and Society with a joint appointment as Professor of Near Eastern Languages and Civilizations in the Faculty of Arts and Sciences
BA, MA Sorbonne Nouvelle University; MPhil, PhD Science Po Paris
Karen L. King  
Hollis Professor of Divinity  
BA University of Montana; PhD Brown University

David C. Lamberth  
Professor of Philosophy and Theology  
BA University of North Carolina; AM, PhD Harvard University

Jon D. Levenson (On leave Fall 2015)  
Albert A. List Professor of Jewish Studies  
AB Harvard College; MA, PhD Harvard University

Peter Machinist (On leave Spring 2016)  
Hancock Professor of Hebrew and Other Oriental Languages  
AB Harvard University; MPhil, PhD Yale University

Kevin J. Madigan (On leave academic year 2015-16)  
Winn Professor of Ecclesiastical History  
AB College of the Holy Cross; MA University of Virginia; MA, PhD University of Chicago

Daniel McKanan  
Ralph Waldo Emerson Unitarian Universalist Association Senior Lecturer in Divinity and Acting Associate Dean for Faculty and Academic Affairs (2015-16)  
AB Harvard College; MDiv Vanderbilt Divinity School; PhD University of Chicago

Anne E. Monius (On leave academic year 2015-16)  
Professor of South Asian Religions  
AB, AM, PhD Harvard University

Diane L. Moore  
Senior Lecturer in Religious Studies and Education and Senior Fellow, Center for the Study of World Religions  
BA Drake University; MDiv Harvard Divinity School; DMin Episcopal Divinity School; PhD Union Theological Seminary

Laura S. Nasrallah  
Professor of New Testament and Early Christianity  
AB Princeton University; MDiv, ThD Harvard Divinity School

Jacob K. Olupona (On leave academic year 2015-16)  
Professor of African Religious Traditions, with a joint appointment as Professor of African and African American Studies in the Faculty of Arts and Sciences  
BA University of Nigeria; MA, PhD Boston University

Kimberley C. Patton  
Professor of the Comparative and Historical Study of Religion AB Harvard and Radcliffe Colleges; AM, PhD Harvard University

Stephanie A. Paulsell (On leave academic year 2015-16)  
Susan Shallcross Swartz Professor of the Practice of Ministry Studies  
BA Greensboro College; MA, PhD University of Chicago
Matthew L. Potts (On leave Spring 2016)
Assistant Professor of Ministry Studies
BA University of Notre Dame; MDiv Harvard Divinity School; PhD Harvard University

Ahmed Ragab (On leave Spring 2016)
Richard T. Watson Assistant Professor of Science and Religion
PhD Ecole Pratiques des Hautes Etudes in Paris; MD Cairo University

Mayra Rivera Rivera
Associate Professor of Theology and Latina/o Studies
BS University of Puerto Rico; MTS, PhD Drew University

Dudley C. Rose
Associate Dean for Ministry Studies and Lecturer on Ministry MDiv Harvard Divinity School

Michelle Chaplin Sanchez
Assistant Professor of Theology
BA New College; MDiv Harvard Divinity School, PhD Harvard University

Elisabeth Schüessler Fiorenza (On leave Spring 2016)
Krister Stendahl Professor of Divinity
Theologicum (MDiv), Lic. Theol. University of Würzburg; Dr. Theol. University of Münster; Dr. hc. mult.

Charles M. Stang
Professor of Early Christian Thought
AB Harvard College; MDiv University of Chicago; ThD Harvard Divinity School

D. Andrew Teeter
Associate Professor of Hebrew Bible/Old Testament
MA University of Wisconsin—Madison; PhD University of Notre Dame

Jonathan L. Walton (On leave academic year 2015-16)
Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church (FAS) and Professor of Religion and Society (HDS)
BA Morehouse College; MDiv, PhD Princeton Theological Seminary
MEMBERS OF THE FACULTY EMERITI

This listing includes all retired, tenured Harvard Divinity School faculty. Many of these faculty members continue to teach and advise students on a limited basis.

John B. Carman, BD, MA, PhD, Parkman Professor of Divinity and Professor of Comparative Religion, Emeritus

Harvey G. Cox, Jr., BD, PhD, Hollis Research Professor of Divinity

Arthur James Dyck, MA, PhD, Mary B. Saltonstall Professor of Population Ethics, Emeritus (School of Public Health), and Research Professor of Ethics

David D. Hall, PhD, Bartlett Professor of New England Church History Emeritus

Paul D. Hanson, BD, PhD, Florence Corliss Lamont Research Professor of Divinity

Helmut Koester, MA, Dr.Theol., John H. Morison Research Professor of Divinity and Winn Research Professor of Ecclesiastical History, Emeritus

Richard Reinhold Niebuhr, BD, PhD, Hollis Professor of Divinity, Emeritus

Ralph B. Potter, Jr., BD, ThD, Professor of Social Ethics, Emeritus

Preston N. Williams, BD, STM, PhD, Houghton Research Professor of Theology and Contemporary Change
This listing includes all visiting lecturers serving academic departments, the ministry program, research associates in the Women’s Studies in Religion Program, and rotating appointments. Faculty who maintain their appointments in other Schools within Harvard University (such as the Faculty of Arts and Sciences) but offer courses through the Divinity School are also listed. Other courses taught by these faculty members and/or additional Harvard University faculty are accessible through cross-Harvard University faculties.

Dalia Abbo-Haggar, Preceptor in Arabic (FAS)
Irit Aharony, Senior Preceptor in Modern Hebrew (FAS)
Ali S. Asani, Professor of Indo-Muslim and Islamic Religion and Cultures (FAS)
Nour Barmada Abida, Preceptor in Arabic (FAS)
Soha Hassan Bayoumi, Lecturer on the History of Science (FAS)
Donna Bivens, Lecturer on Race, Equity, and Inclusion
Brad Braxton, Lecturer on Ministry (Homiletics)
Jocelyne Cesari, Lecturer on Islamic Studies (HDS), Research Associate of the Center for Middle Eastern Studies (FAS), Director of the Islam in the West Program (FAS)
Michael D. Coogan, Lecturer on Old Testament/Hebrew Bible
Beatrice Chrystall, Lecturer on Pali
Erwan Dianteill, Visiting Professor of Anthropology
Gary Dorrien, Visiting Professor of Christian Social Ethics
M. David Eckel, Visiting Professor on Buddhist Studies
William L. Fash, Bowditch Professor of Central American and Mexican Archaeology and Ethnology (FAS)
Marla Frederick, Professor of African and African American Studies and of Religion (FAS)
K. Healan Gaston, Lecturer on American Religious History
Finnian M. Moore Gerety, Lecturer on Hindu Studies
Luis M. Girón Negrón, Professor of Romance Languages and Literatures and of Comparative Literature (FAS)
Warren S. Goldstein, Lecturer on Sociology
Geraldine Grimm, Lecturer on German
Karin Grundler-Whitacre, Assistant Dean for Faculty and Academic Affairs, Director of the Summer Language Program, and Lecturer on German

Judy Ravesloot Haley, Lecturer on New Testament Greek

Mark W. Harris, Instructor in Church Polity

J. Bryan Hehir, Parker Gilbert Montgomery Professor of the Practice of Religion and Public Life (HKS)

Robert S. Homsher, College Fellow in the Department of Near Eastern Languages and Civilizations (FAS)

Harry Huff, Lecturer on Ministry

Stephen Jungkeit, Lecturer on Ethics

Elizabeth Ann King, Instructor in Church Polity

Donald S. Larsen, Instructor in Church Polity

Lorraine Ledford, Instructor in Spanish

Willa B. Miller, Lecturer on Buddhist Ministry

Sarah Gibb Millspaugh, Instructor in Church Polity

J. Gregory Given, Instructor on Elementary Coptic

Elisabeth Monson, Instructor on Buddhist Studies

Christopher A. Parrott, Lecturer on New Testament Greek

Parimal Patil, Professor of Religion and Indian Philosophy (FAS)

Cameron Partridge, Lecturer on Anglican Polity

Ute Possekel, Lecturer on Syriac

Albert J. Raboteau, Visiting Professor on American Religious History

James Robson, Professor of East Asian Languages and Civilizations (FAS)

Richard Saley, Lecturer on Hebrew Bible

Jeffrey R. Seul, Lecturer on the Practice of Peace

Stephen Paul Shoemaker, Associate of the Study of Religion (FAS)

James C. Skedros, Lecturer on New Testament Greek

Daniel Smith, Lecturer on Ministry
Gary Smith, Lecturer on Ministry

David Stern, Harry Starr Professor of Classical and Modern Jewish and Hebrew Literature and Professor of Comparative Literature (FAS)

Craig Tichelkamp, Instructor in Latin

Pascale Torracinta, Instructor in French

Annewies van den Hoek, Lecturer on Greek

Timothy Whelsky, Assistant Dean for Student Affairs, Instructor on Race, Equity and Inclusion

Malika Zeghal, Prince Alwaleed Bin Talal Professor in Contemporary Islamic Thought and Life (FAS)
DENOMINATIONAL COUNSELORS

This group offers additional ministerial counsel to individuals regarding ordination requirements, denominational polity, and provides vocational assistance within a variety of faith traditions (Baptist, Episcopal, Jewish, Lutheran, Methodist, Pentecostal, Presbyterian, Roman Catholic, Unitarian Universalist, Muslim, and United Church of Christ).

Chris Berlin, Counselor to Buddhist Students, Lecturer in Ministry and Polity
William M. “Scott” Campbell, Counselor to Methodist Students, Lecturer in Ministry
Sally Finestone, Counselor to Jewish Students, Instructor in Polity
Reebee Girash, Counselor to United Church of Christ Students, Instructor in Polity
Samuel B. Hogan, Jr. Counselor to Pentecostal Students, Instructor in Polity
Jeremy Battle, Counselor to Baptist Students
Cameron Partridge, Counselor to Episcopal Students
Katie Lee Crane, Counselor to Unitarian Universalist Students
Patricia Simpson, Counselor to Roman Catholic Students
Burns Stanfield, Counselor to Presbyterian Students, Instructor in Polity
Tim Stein, Counselor to Lutheran Students
Ousmane Kane, Counselor to Muslim Students
Pre-Registration

The pre-registration process is intended to allow students to plan for the upcoming term. Students will be asked to pre-register in the courses into which they anticipate enrolling for the fall and spring semesters. Full-time students will have the option of choosing up to five courses as part of the pre-registration process. Part-time students are allowed to choose no more than two courses as part of their pre-registration.

Students will be informed via e-mail about pre-registration, which will take place in July for the fall semester and in November for the spring semester. Pre-registration is non-binding, meaning that pre-registering for a limited enrollment course does not guarantee admittance. Courses may be added or cancelled during or after pre-registration.

Registration

Fall 2015

New Student Registration: Thursday, August 27, 10:00 a.m. – 1:00 p.m. in the Rockefeller Lounge.
Returning Student Registration: Monday, August 31, 9:30 a.m. – 1:00 p.m. in the Rockefeller Lounge.

Spring 2016

Registration of all Students: Monday, January 25 and Tuesday, January 26 in the Registrar’s Office.

No student is considered enrolled until he or she has formally registered with the Registrar’s Office at the beginning of each semester. During fall semester registration, in addition to submitting a registration card with the Registrar’s Office, students meet with members of the Office of Financial Aid to finalize financial aid matters.

There is a $50 fee assessed for not registering on the appointed days. No one may register after September 19 in the fall and February 13 in the spring. See the section titled “Shopping Period” for additional information.

Financial Obligations

Students are required to settle all financial obligations to the University before they will be allowed to register each semester. Student bills for the fall semester are issued in July and payable in August; for the spring they are issued in December and payable in January. A student’s term bill balance at registration each semester must not exceed anticipated Harvard University financial aid.

Degree students may arrange to pay the tuition portion of their term bill in monthly installments by contacting the Student Receivables Office directly. Under this plan, students pay one-quarter of tuition in August and the balance in three installments in October, November, and December. In the spring participants pay one-quarter of their tuition in January and three additional payments in March, April, and May. There is a service charge of $35 per term for participation in the
monthly payment option. A student enrolled half-time or less is required to pay the entire amount in advance.

Term Bills are issued by the central University Student Receivables Office (Smith Campus Center, 5th Floor) once each month during the academic year. Students will be notified via email by University Student Receivables that their online bills have been published. A link to term bill information is available on the HDS intranet. Tuition charges originate from the HDS Registrar’s Office, and questions may be directed to the Registrar.

**Immunization**

Massachusetts State law requires everyone studying more than part-time (three courses or more each semester), including non-degree students, to file a completed Certificate of Immunization with Harvard University Health Services (HUHS). In compliance with the Commonwealth of Massachusetts Immunization Regulations, all full-time students must submit proof of immunization against measles, mumps, rubella, diphtheria, and tetanus. A form for this purpose and detailed information regarding this requirement is sent to all incoming students during the summer. The certificate must be completed by a physician and submitted to HUHS by July 1. All students who are not in compliance with Massachusetts regulations are urged to be immunized as soon as possible by a physician at home or at a community clinic. Students will not be allowed to begin their program at HDS without first filing this certificate. More information and certificate forms may be obtained from Harvard University Health Services: 617.496.1625; www.huhs.harvard.edu.

**International Students**

Incoming international students must register at the Harvard International Office (HIO) on the 8th floor of Smith Campus Center before registering at HDS, and must appear in the HIO system as cleared in order to register. Returning international students need not register at HIO. International students MUST register their US addresses with the U.S. Citizenship and Immigration Services (UCIS). For information on how to do this, see Jamie Johnson-Riley in the Registrar’s Office. Due to recent changes in policies, international students are encouraged to regularly check the HIO web-site (www.hio.harvard.edu) for updates.

**University ID Cards**

First year students may upload a photo or have their pictures taken at registration. Students who electronically submitted a photo will receive their official ID at registration. Those who do not submit a photo will receive their ID card approximately one week after having their photo taken during registration. The ID cards are valid through the student’s anticipated graduation or completion date. Those missing the photo session at registration will be charged a fee. Students not satisfied with the picture that appears on their ID card may have their image recaptured at any time during the year at the ID office in Smith Campus Center on the 8th floor. The new picture will appear on all subsequent cards.

Pictures captured for the ID cards may also be used for portrait and electronic directories. All images and information are secured for internal University use only. However, students who do not wish to have their images distributed may claim an exemption at any time by calling the ID Office at 617.495.3322. Since students will encounter occasions when they will need to produce their ID card (at the Health Services, shuttles, libraries, etc.), they are encouraged to keep it readily available.
Students may not lend their ID cards to anyone for any purpose. ID cards remain the property of the University and are intended for University purposes only. Loan of ID cards is considered a disciplinary matter. ID cards must be surrendered to any Officer of the University if requested. Students who withdraw, are withdrawn from their program, or take a leave of absence are required to return their ID card to the HDS Registrar.

Lost cards may be replaced by visiting the ID Card Services (Smith Campus Center). A fee will be charged. When a card is lost or stolen, the student may wish to disable and later reactivate their card by visiting the Harvard ID Office’s web pages: www.huid.harvard.edu under “Tools,” Card Deactivation/ Reactivation.

University PIN Numbers

Students can obtain a Harvard University Personal Identification Number (PIN) online at: www.pin.harvard.edu. This PIN is for electronic authentication and, together with the University ID number, allows students access to secured University online resources. This is also the location where students may request replacement of forgotten or expired PINs.

PINs are solely for use by the students to whom they are assigned. Students may not share their PIN with anyone, including University staff, colleagues, friends, or family. Loan of PIN numbers is considered a disciplinary matter. Access to the HDS Intranet (my.hds.harvard.edu), including online internal transcripts, is available using PIN authentication.

Official Communication

Students should expect to receive formal communications via the intranet, and their HDS email accounts. Students are required to check both venues regularly.

Course Registration

Shopping Period

Fall 2015: Study cards are due Wednesday, September 9, by 5 p.m. in the Registrar’s Office.
Spring 2015: Study cards are due Monday, February 1, by 5 p.m. in the Registrar’s Office.

During the first week of classes each semester students may visit as many course meetings as they choose before having to commit to the courses they intend to take. By the end of this “shopping period” students must submit their study cards indicating the following information for each course they are enrolling in: the exact course number, title, host institution (HDS or elsewhere), the instructor’s name, the credit value of the course, the grading option (Sat/Unsat, Letter Grade, or Audit), and the curricular requirement the course is fulfilling (if any).

Instructors’ signatures must be requested electronically for Reading and Research courses, courses with limited enrollment, and other courses indicating this requirement in the course description.

Study cards must be electronically approved by the student’s faculty advisor in order for course enrollment to take place. Appointments with advisors should be made several days before study cards are due to avoid last-minute delays and complications. Failure to turn in study cards on the
required date will result in a $40 late charge for the first day (Thursday, September 11 in the fall and Tuesday, February 2 in the spring) and a $10 charge each day thereafter. Students whose study cards are not approved by the deadline will be considered on unofficial leave from the school. If a student does not take an official leave of absence, or withdraw from the program by the add/drop deadline of that term (September 18, 2015 for the fall and February 12, 2016 for the spring), the student will be withdrawn from the program by the Registrar’s Office and will be required to either petition for reinstatement or reapply to the program. See the section titled “Reinstatement” for policies pertaining to returning to studies at HDS.

Full time students must register for at least three courses and may not register for more than five courses for credit during a given semester. Part-time students may only register for two courses per term. Students with incomplete courses from prior semesters are further limited in the number of courses for which they may register: students with one outstanding incomplete may register for no more than four courses; students with two Incompletes may register for no more than three courses; students with three Incompletes may register for no more than two courses. Students with four or more outstanding Incompletes will not be allowed to register. Exceptions to these rules require the written permission of the Associate Dean for Faculty and Academic Affairs.

**Cross-Registration**

**Cross-Registration for HDS Students into Other Schools**

HDS students may take up to half of their courses in any given semester in the other schools of the University or the Boston Theological Institute (BTI). These schools include:

**Harvard University:**
- The Faculty of Arts and Sciences (FAS)
- Harvard Business School (HBS)
- Harvard Graduate School of Design (GSD)
- Harvard Graduate School of Education (HGSE)
- Harvard Kennedy School (HKS)
- Harvard Law School (HLS)
- Harvard Medical School (HMS)
- Harvard School of Dental Medicine (SDM)
- Harvard T.H. Chan School of Public Health (SPH)
- The Harvard School for Continuing Education is not eligible for cross-registration

**Boston Theological Institute:**
- Andover Newton Theological School (ANTS)
- Boston College (BC)
- Boston University School of Theology (BU)
- Episcopal Divinity School (EDS)
- Gordon-Conwell Theological Seminary (GCTS)
- Hebrew College (HEBC)
- Holy Cross Greek Orthodox School of Theology (HC)
- St. John’s Seminary (SJS)

**Other Schools:**
- Massachusetts Institute of Technology (MIT)
- The Fletcher School of Law and Diplomacy, Tufts University (Fletcher)
To register for non-HDS courses, a student must submit a cross-registration petition. The procedures and deadlines are different for each school, so students should be aware of and carefully follow the following guidelines:

1. By cross-registering into another faculty or school, students agree to abide by the host school’s rules and meet its deadlines, even when they are more stringent than those of HDS. Students should take care to check the other schools’ schedules.

2. Grading procedures may vary from school to school; students should be sure they understand all the requirements of the host school. FAS, for example, normally requires all registrants to elect letter grading. Grades will be recorded on a student’s record exactly as they have been reported to the HDS Registrar by the host school. This means, for example, that a grade of B- from FAS cannot be translated into a grade of SAT on a student’s record.

3. Three and four credit courses at other schools are generally equivalent to HDS courses. Harvard Law School and Harvard Graduate School of Education are examples of schools that offer two credit courses. When a student takes a two credit course, special arrangements can sometimes be made with the instructor and the other school’s Registrar’s Office in order to receive the regular course credit. A form for this purpose is available upon request in the Registrar’s Office.

4. HDS candidates for graduation who have cross-registered for courses outside HDS during their final semester are responsible for arranging with their instructors to have their grades turned in to the host school’s Registrar’s Office no later than January 2 for March graduation, or by May 19 for May graduation.

5. No more than one-half of the course work in any semester may be taken outside the Divinity School. Courses that are offered as “on-line only” are not eligible for cross-registration by HDS students. The course must have a physical meeting time and location on the host school’s campus.

How to cross-register into another school at Harvard:

- Students should fill out and submit online the University cross-registration petition form. The web address is: coursecatalog.harvard.edu.

- The online cross-registration system will generate an e-mail notification to students with the heading of “Cross-Registration Request,” that will either confirm their successful enrollment in the chosen class or will notify them that they have not been accepted into the class at the host school. Students who are not accepted must drop the course via a course change form.

Note: Students must cross-register for audits as well as courses taken for credit. Policies regarding audits vary from school to school. Consult the host school’s Registrar’s office.
### University Cross-Registration Dates 2015-2016

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<tr>
<th>Spring</th>
<th>Classes Begin</th>
<th>Cross Registration Petitions Due</th>
<th>Last Day to Drop without Notation (1)</th>
<th>Last Day to Drop with Notation (2)</th>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Consult MIT</td>
<td>Consult MIT</td>
<td>May 12</td>
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<td>Consult TUFTS</td>
<td>May 2</td>
<td>May 11</td>
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</tbody>
</table>

*As the HDS deadline is earlier, students should follow the HDS dates for these events.

** Consult the Law School Registrar’s Office for J-term course deadlines.

*** The Kennedy School has a two-day shopping period prior to the start of classes. Consult the Harvard Kennedy School Registrar’s Office for module course deadlines.

***HGSE holds its shopping period prior to the start of classes. Consult their schedule for more information.

1. This date is the deadline to drop without the notation of “dropped” appearing on the student’s transcript.

2. This date is the deadline to drop with the notation of “dropped” appearing. The HDS deadlines serve as deadlines to drop a course at any school, unless the host school’s deadlines are earlier, in which case the latter should be observed. Many schools use the term “withdrew” synonymously with “Dropped with Notation.”
How to cross-register into a school of the Boston Theological Institute:

- Students come first to the HDS Registrar’s Office, fill out a BTI cross-registration petition form, and have it signed by a member of the office.

- Students then take the petition to the Registrar’s Office of the host school to be signed; the instructor does not sign the BTI form.

- Finally, students return the third copy of the form to the HDS Registrar.

- Students must also cross-register for audits in the BTI.

Since dates vary, students wishing to cross-register within the BTI should consult the Registrar’s Office of the member schools. If the HDS deadlines are earlier students must follow the HDS dates.

Auditing Courses

Interpretations of what “audit” means vary from instructor to instructor. Some require that auditors participate in class or sections; others require that they do not. Auditors are never permitted to take final exams and do not receive grades. Most classes at HDS are open to auditors. If degree candidates wish to audit informally, they need to ask the instructor for permission but do not list the course on their study cards.

Students who plan to attend regularly and want the course to appear on their transcript should submit the course on their study cards and choose ‘audit’ as the grading option. There is no fee for audits for degree candidates; non-degree candidates must pay the normal audit fee ($550 per course) to have audits added to their academic records. If a degree candidate signs up to audit but is unable to continue, he or she needs to notify the Registrar’s Office no later than the last day of classes so that the course can be removed from his or her record.

To cross-register as an auditor in a BTI course, students follow the same registration process but must indicate prominently on the cross-registration petition form that they are enrolling as an auditor. Cross-registration is a means of identifying and authorizing students to attend the host school’s classes.

Reading and Research Courses

Students who have successfully completed prior work in a particular area may wish to continue to study independently in that area under the supervision of an HDS faculty member. Course credit may be earned in such situations by registering for a Reading and Research course. Reading and Research courses may be taken only under the supervision of and with prior consent of a regular member of the HDS faculty within their specific area of study. Reading and Research courses cannot be supervised by Visiting Professors or Lecturers or non-HDS faculty. Reading and Research courses may be taken for a letter grade or on a SAT/UNSAT basis. Ordinarily, Reading and Research courses may not be elected until after a student’s first semester is completed.
Dropping and Adding Courses

**Fall 2015:** Friday, September 18, by 5:00 p.m. in the Registrar’s Office

**Spring 2016:** Friday, February 12, by 5:00 p.m. in the Registrar’s Office

Courses may be added or dropped from a student’s schedule any time before the deadlines listed above by filing the appropriate form in the Registrar’s Office. Courses taken by HDS students that are dropped by the drop/add deadline will not appear on a student’s transcript. Courses dropped after this date and before the ninth Tuesday of the semester (or the first non-holiday thereafter) will receive a grade notation of “withdrawn.” This notation will appear on an HDS student’s transcript and the course will count toward the total number of courses attempted as part of their program. Courses not dropped before the ninth Tuesday of the semester (or the first non-holiday thereafter) will be evaluated and assigned a grade. There is a $10 fee assessed to HDS students for any change made after the due date for study cards.

Cross-registered courses must be dropped at HDS and in accordance with the rules of both schools. If the drop deadline of the other school is earlier than the HDS drop deadline, it must be met.

HDS students taking courses elsewhere should know that the host school controls the final status of a course and that grades are recorded as they are reported to the HDS Registrar. For this reason it is important to understand and follow the rules and deadlines of both schools.

Grading Option Changes and Last Day to Drop with Notation

**Fall 2015:** Tuesday, October 27 by 5:00 p.m. in the Registrar’s Office

**Spring 2016:** Tuesday, March 22 by 5:00 p.m. in the Registrar’s Office

Students may change their status in a course up to 5 p.m. of the ninth Tuesday of each semester (or the first non-holiday thereafter). After this date, students may neither drop a course, nor change the grading option for a course from letter grade to Sat/Unsat, or vice versa. Courses dropped prior to this date will be listed on the student’s transcript with the notation “withdrawn.” Courses not dropped by this date will be evaluated by the instructor and a grade assigned.

Courses can only be changed from credit to audit or vice versa prior to the drop/add deadline that occurs earlier in the term. See the Academic Calendar for details.

For courses that meet for the academic year, the fall semester deadline applies. That is, students must commit to their status in a full year course by the ninth Tuesday (or the first non-holiday thereafter) of the fall semester.

Enrollment Confirmation

After the drop/add deadline, students should carefully review their registration information online to confirm they are properly registered in their desired courses. It is the responsibility of the student to ensure that their registration is correct. All discrepancies should be reported to the Registrar’s Office immediately.
Submission of Written Work

Students are responsible for retaining copies of all materials submitted to meet course requirements, with the exception of in-class examinations, until they have received notification of a final grade from the Registrar.

Examinations

Some HDS courses require a three-hour in-class final examination. These exams must be taken at the times specified by the Registrar’s Office during the examination period. The fall final examination period for 2016-17 runs from Friday, December 11, through Monday, December 21; the spring examination period runs from Thursday, May 5, through Saturday, May 14. Courses scheduled in the morning normally have morning exams beginning at 9:15 a.m; afternoon courses have exams at 2:15 p.m.

A preliminary exam schedule is published in the course schedule each semester. The definitive final exam schedule is published online toward the end of each semester.

Examination Accommodations for Students with Disabilities

Depending upon the nature of the student’s documented disability, the Divinity School will provide appropriate examination accommodations. Students who are seeking exam accommodations for exams due to a disability should meet with and present written documentation to the Assistant Dean for Student Affairs at least two weeks before the examination date. If students are unsure whether or not they are eligible for this accommodation they should contact the Assistant Dean for Student Affairs as soon as possible. Exam accommodations cannot be evaluated for approval until documentation is reviewed and intake is completed. Accommodations and services cannot be provided retroactively. For more information regarding the exam accommodation policies and procedures please visit http://www.hds.harvard.edu/disability.

Make-up Examinations for Students

Make-up examinations for final exams are granted only in the case of illness, grave emergency, or other extreme circumstance. In the case of illness, such illness should be reported to Harvard University Health Services prior to the examination. A letter must be obtained from the physician certifying the date and nature of the illness. Students must then file a petition for a make-up exam. The petition form is available at the Registrar’s Office.

Students who must be absent for reasons other than illness, such as a death in the family or conflict with a denominational requirement bearing on the student’s academic or career program, must notify the Registrar prior to the examination, and obtain a Petition for a Make-up Examination. Petitions for a make-up exam must be approved and signed by both the instructor and the Associate Dean for Faculty and Academic Affairs prior to the exam, and filed with the Registrar within one week after the close of examinations. A student who is present for any part of an exam is not entitled to make it up.

Students who do not take the final examination in a course receive a grade of ABS (Absent). A grade of ABS becomes permanent on a student’s record if a make-up petition is not filed and granted, or if the make-up examination is not attended.
Dates and times for make-up exams for Divinity School courses must be arranged by the student with the course instructor and the Registrar. Make-up exams for Faculty of Arts and Sciences courses take place on prescribed days in early October and early April. Please note that the rules regulating makeup exams vary from school to school. Students must follow the rules of the school where the course is offered.

Students who, for compelling reasons, cannot be in Cambridge at the time of a final or make-up examination may petition to take the examination in another place. In absentia petitions and information for HDS courses are available at the Registrar’s Office. Completed petitions must be filed at least 30 days before the regularly scheduled examination date.

Incompletes

In the event that a student is unable to complete the final work for a course (excluding exams) they are normally limited to one incomplete per academic year, or one per eight courses completed for students on part-time or per-course basis. Under extraordinary, documentable circumstances (i.e. hospitalization or death in the family) additional petitions to request an incomplete may be granted by the Registrar. However, the instructor is not required to grant the Incompletes. Petitions to request an incomplete must be requested from the Registrar’s Office no later than the last day of exams in the term in which the course was taken. Eligible students may then approach the relevant faculty member for permission to take an incomplete. The instructor reserves the right not to grant the incomplete for any reason.

The student must give sufficient reason for the delay and provide a satisfactory plan for completion of the work. The petition must be signed by both the student and instructor, with copies retained by each; the original must be submitted to the Registrar’s Office. The due date for the work in a fall course may be no later than the day after spring break the following term (this year March 21, 2016) and for spring courses no later than the last non-weekend day before the subsequent fall semester (this year August 28, 2015). If a student fails to submit work for an incomplete directly to the HDS Registrar’s Office by these deadlines, the work will not be accepted, and the Registrar will ask the course head to assign a final grade for the course in light of completed work and the failure to complete remaining assignments.

If a student decides not to complete the course work for an incomplete, he or she should notify the Registrar’s Office as soon as possible. The Registrar will then ask the course head to assign a final grade for the course in light of completed work and the failure to complete remaining assignments. On rare occasions, a student may be granted additional time to complete work for an incomplete by the appropriate curriculum committee. Such requests are granted only in highly unusual circumstances involving serious illness or other unforeseen events beyond the student’s control. A form entitled Petition to Extend an Incomplete beyond the Time Allowed may be submitted to the Registrar to make such a request. The form will not be considered complete until it contains the signature and comments of the student’s advisor and documentation of the circumstances that warrant an extension. Petitions to extend an incomplete must be submitted no later than three weeks after the original due date.

Grades of “I” incurred in cross-registered courses at another school are subject to HDS rules and HDS deadlines, unless the other school’s deadlines are earlier. Both schools must approve extensions.

Courses that are incomplete because the student has been absent from the in-class final examination are not given a grade of “I” and are not governed by the rules for Incompletes. Rather, such
courses receive a grade of ABS (absent from exam) and are governed by the rules governing Make-up examinations.

Students with incomplete courses from prior semesters are further limited in the number of courses for which they may register: students with one outstanding incomplete may register for no more than four courses; students with two Incompletes may register for no more than three courses; students with three Incompletes may register for no more than two courses. Students with four or more outstanding Incompletes will not be allowed to register. Exceptions to these rules require the written permission of the Associate Dean for Faculty and Academic Affairs.

Grading System

The majority of courses are taken under the letter grade option with the following possible grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and E. Some courses, however, must be taken under the Sat/Unsat grading option in which a student either passes the course and receives credit for it, or does not. Such courses include departmental colloquia and others as indicated in the course description. The standard for a grade of “satisfactory” is a C- or above.

A student’s grade point average does not appear on their transcript. However, for the purposes of the MTS and MDiv programs (which require a student to maintain a “B” average), the grade point average is calculated using the following scale:

\[
\begin{align*}
A &= 4.0; A- = 3.67; B+ = 3.3; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; \\
D- &= 0.67 \text{ and } E, \text{ unsat, and } \text{ abs} = 0. \text{ Grades of “w” and “sat” are not averaged. MTS and MDiv students should see the appropriate degree requirement section for more specific information about the grade requirement.}
\end{align*}
\]

A student may choose to take a letter grade course on a Sat/Unsat basis by indicating this preference when enrolling. Degree programs limit the number of courses that may be taken under the Sat/Unsat option and students should use caution when electing this option.

A course will receive a grade of Incomplete (“I”) if the student has arranged with the instructor to be allowed additional time to complete the work and has filed an Incomplete Grade Agreement form with the HDS Registrar in a timely fashion. Once the student submits the work to the Registrar’s Office, a grade of NGR will replace the grade of “I”.

Students who do not submit the incomplete work by the deadline will receive a grade for the course that reflects the absence of this work. A grade of Absent from Final Exam (ABS) will be assigned when a student is not present for an in-class final examination. This grade will become permanent if the student fails to meet the requirements governing make-up exams. If a student has taken an incomplete in a course and is absent from a final exam, a grade of ABS/I is assigned.

Final grades in full academic year courses are always cumulative. They represent the standing of the student from the beginning of the academic year, and not merely since mid-year. Some courses may issue mid-year grades, however, the final grade of a full academic year course supersedes the grade received for the first semester.
Correction of Grading Errors

After an instructor has submitted a grade to the Registrar, the grade may only be changed at the instructor’s request if it was incorrect as the result of an arithmetical, administrative, or other clerical error. Under these circumstances, an instructor should submit a letter to the Registrar requesting the grade change. The Registrar will consult with the Associate Dean for Faculty and Academic Affairs and, if it is deemed an appropriate request, the change will be made. A grade may not be changed as a result of a reevaluation of a student’s work except by an affirmative vote of the Faculty on such a request from an instructor.

Cancellation of Classes

A notice will be posted on the course site and classroom door should a class meeting be cancelled. Classes as a whole are rarely cancelled due to inclement weather. Information about class cancellations can be obtained by calling 617.496.6397.

Course Evaluations

At the end of each term students are required to complete an on-line evaluation of the courses they are enrolled in with HDS faculty members. Students will be granted access to their grades on-line, only after submitting all their evaluations for the term. Students who do not complete evaluations will not have access to their grades until two weeks after grades are due from faculty. Additionally, graduating students will not receive their Commencement tickets until all outstanding course evaluations have been completed. Students will receive an e-mail message from the Registrar’s Office informing them when on-line evaluations are available. The evaluations are shared with the instructors only when grades for the semester have been submitted. Evaluations are mandatory in classes with five or more students.

Faculty Advising

Before registration, students at Harvard Divinity School are assigned an academic advisor by the Registrar. The relationship between student and advisor is meant to enhance a student’s academic program and is considered central to the educational experience at HDS. In addition to offering advice concerning the selection of courses, advisors may also help students by directing them to the various resources of HDS and the University at large, and advising them concerning career options and how to prepare for them. Students are required to obtain their advisors’ electronic approval of their study card at the beginning of each semester before the study card deadline. The advisor’s signature is also required on all petitions submitted to curriculum committees to request exceptions to the normal course of study.

Students are assigned to advisors according to their academic interests, and every effort is made to make the best possible match between student and advisor. This process is limited by the necessity to distribute advisees equally among faculty members. For this reason, ideal matches are not always possible. If students wish to change their advisors after the first two months of their first semester, they may do so by first obtaining the approval of the faculty member they wish to be their advisor and then notifying the Registrar’s Office in writing of the change. Once the Registrar’s Office has been notified, the change becomes official and access to the student’s internal transcript is provided to the new advisor. Only HDS faculty members are eligible to serve as advisors, and all faculty have the right to refuse additional advisees.
Soon after registration, it is important for students to arrange a meeting with their advisor to discuss their choice of courses for the semester. Meetings with advisors are scheduled on the initiative of the student. Students should expect to meet with their advisor at this point for at least a quarter of an hour. After courses have been decided upon and before study cards are due, students should arrange to meet with their advisors briefly a second time to have their cards approved. Students are asked not to wait until the last moment to this approval as this inevitably inconveniences the advisor.

**Program Requirement Advising**

Although advisors are available to guide and assist students in their academic pursuits, students should seek advice concerning specific degree requirements directly from a representative of the Registrar’s Office. Questions about course, program, and graduation requirements may always be addressed to the Registrar’s Office. Ultimately, however, it is the individual student’s responsibility to know and satisfy all requirements.

MDiv students should also consult with the Office of Ministry Studies regarding the Field Education and Arts of Ministry requirements.

**Academic Progress**

An MDiv, MTS or ThM student may be placed on probationary status or required to withdraw should the appropriate curriculum committee determine that they are not making satisfactory academic progress. (ThD students should refer to the Handbook for ThD Students.) Should a student do any of the following, the appropriate committee will review the student’s academic progress and take any action deemed warranted:

- Fail to satisfy or be on course to satisfy the residency requirement (the requirement to complete four courses in each of two consecutive semesters during a student’s first three semesters), or alternatively petition successfully to defer or waive the residency requirement. (Students who have officially been recognized as studying part-time are exempt from this requirement.)

- Receive any non-passing grade(s) ("Unsat" or grades below C- for MDiv and MTS students, “Unsat” or grades below B- for ThM students) in any semester.

- Fail to complete at least two courses each semester, and at least two-thirds of the courses taken in any two consecutive semesters, with grades other than incomplete, absent from exam, or withdrawn.

- In the case of MTS and MDiv students, fail to maintain a B average overall for the degree program to date; though not averaged, each incomplete grade must be offset by two As irrespective of the minus to be considered adequate for the B average standard.

- Fail to complete courses at a rate and with a distribution that will allow the student to complete the degree within the maximum length of program requirements (no longer than four years for MDiv students, two-and-one-half years for MTS students, and one year for ThM students), or have this requirement extended by the appropriate committee.

When a student meets any of these criteria, they will be notified of the pending curriculum committee discussion of their progress and given the opportunity to make a written statement providing pertinent information before the committee meets. The committee will make a reasonable effort...
to notify the student but if there is no response from the student the committee will act regardless. The committee may offer specific advice to the student and may take any of the following actions:

- Place the student on academic probation, allowing the student to register on probationary status for a subsequent semester with or without further restrictions. When a student is placed on probation, the committee will review the student’s academic progress prior to the following semester and whenever new grades are reported to determine whether probationary status can be removed or more significant action is required.

- Require the student to take a leave of absence for a set period of time. The committee may make stipulations about what the student is required to do in order to return from leave and may require proof that those stipulations have been met. Should the student not satisfactorily meet the requirements set to return from leave, they may be withdrawn from the program.

- Require the student to withdraw from the program either permanently or for a set period of time with conditions. Such a requirement may set forth conditions for application for readmission, which must be met before application for readmission is made, or may indicate that readmission is unlikely. If the student is withdrawn by committee action, such action will be noted on the student’s transcript.

Decisions taken by committee are final. (See also the section titled “Program Withdrawal” in this Handbook.)

Ordinarily, when a student fails to make satisfactory academic progress (i.e., meeting any of the above criteria) in a subsequent semester while on academic probation, the student will be required to withdraw by the appropriate committee. A student who is readmitted may be required to begin his or her return to studies on probationary status.

Students who have been placed on academic probation for making unsatisfactory academic progress are eligible to receive institutional and federal financial aid for only one additional semester unless such sanction is lifted.

A student who remains on academic probation more than one semester normally is not eligible to receive institutional or federal financial aid for any subsequent semester on probation, and is ordinarily required to withdraw.

**Part-Time Study**

Students who have extraordinary extenuating circumstances may petition to complete their program on a part-time basis. Typically, students apply for part-time status prior to the start of their programs and should submit a petition to the Director of Admissions. However, if a student’s situation changes drastically during the course of their studies, they may petition the curriculum committee to be allowed to switch to part-time status.

To initiate this petition process, the student should consult the Registrar’s Office. A petition must present the circumstances that justify part-time status, demonstrate the benefits to the student’s program of study, and show a complete and clear plan as to how and when all program requirements will be met. Students who switch mid-program may be charged tuition to cover courses previously taken in order to obtain a balanced courses-taken/courses-paid for ratio. Part-time students may take no more than two courses per term and will be charged on a per course basis. Students seeking part-time status should speak with the Office of Financial Aid.
Should a part-time student decide to switch to full-time status they should consult the Registrar; these students may be required to continue to pay on a per-course basis in order to fulfill their financial degree requirement.

**Teaching Opportunities and Guidelines for Master’s Students**

1. Teaching fellows may not be in a peer to peer relationship with their students. Consequently, teaching fellows may not both take and teach the same course in a semester; MTS and MDiv teaching fellows cannot grade masters or doctoral students in a course; and MTS and MDiv students are not eligible to be teaching fellows for courses with an HDS number or paid for by HDS unless there is a section strictly limited to undergraduate students.

2. First-year MTS and MDiv students are ordinarily not eligible for teaching appointment in undergraduate courses in FAS.

3. Each section (or “fifth”) taught counts as the equivalent of one course; the total course load which may not exceed five courses for the term without permission of the Associate Dean for Faculty and Academic Affairs. Students cannot be appointed as a teaching fellow in FAS without the approval of HDS. Students should discuss their teaching plans with the Teaching Fellow Coordinator as soon as possible.

4. With the permission of the Teaching Fellow Coordinator, ThM students may be eligible to teach in undergraduate courses during their first year.

5. MTS, MDiv, and ThM students must complete a “Teaching Fellow Application” and obtain the signature of the professor of the course, their advisor, and the Associate Dean for Faculty and Academic Affairs prior to their appointment being finalized. FAS will not appoint HDS students without explicit approval of the HDS Associate Dean for Faculty and Academic Affairs.

6. Teaching in any particular term does not alter the number of courses for credit needed to fulfill enrollment status, degree requirements or financial aid eligibility.

**Advanced Standing**

The MDiv program is the only HDS program in which credit may be granted for work completed at another institution prior to enrollment at HDS. Requests for advanced standing are submitted to the MDiv Curriculum Committee, ordinarily after the student has completed at least one full semester of satisfactory work at HDS. The student must supply an official transcript of the courses for which credit is desired, and in some cases may be asked to supply additional materials such as course descriptions, syllabi, papers, and exams.

Students wishing to receive advanced standing based on their enrollment in an MDiv program at another institution must petition the MDiv Curriculum Committee during their second semester in the program. Courses eligible for transfer must be on the graduate level, relevant to the HDS degree program, and from a school accredited by a national or regional institutional accrediting association.

Each course must have been completed with the grade of B- or higher. Summer courses, courses that have counted toward another graduate degree, or courses that were completed more than 10 years before the application for advanced standing will ordinarily not be accepted for transfer; under no circumstances will a course counted toward a conferred degree be accepted. Courses
approved for credit may be used to satisfy distribution requirements. No more than 32 units (eight semester-long courses) may be applied to the HDS MDiv program.

MTS, MDiv, and ThM students may petition the appropriate curriculum committee to receive advanced standing for HDS courses taken prior to matriculation. HDS courses completed as a Special Student, Resident Graduate, Minister in the Vicinity, or Harvard employee through the Tuition Assistance Program may be eligible to count toward the MTS, MDiv, or ThM program upon favorable action by a committee. Advanced standing may be granted for up to eight courses toward the MTS and no more than four courses toward the ThM program.

**Leave of Absence for Masters Students**

Students who wish to interrupt their studies for part of a semester or longer must file a leave of absence request form with the Registrar. No leave of absence will be considered official until the student has given written notice of such. A student who wishes to take a leave should consult the Registrar in order to review her or his account and to clarify such matters as tuition credit and insurance coverage. If this procedure is not followed by the add/drop deadline of that term, the student will be recorded as Withdrawn and will be required to either petition for reinstatement or reapply to the program in order to return to her or his studies. (See “Withdrawal”).

For any request for a medical leave of absence, HDS reserves the right to consider at the time the leave request is made or at the time the student seeks to return whether it will require the student to be evaluated by Harvard University Health Services (“HUHS”) at the time the student seeks to resume his or her studies.

Students who request a leave of absence due to extraordinary circumstances (ordinarily medical) after the add/drop deadline will have a grade of “W” permanently notated for each course on their transcript. Students will be assessed tuition for that term based on the schedule detailed in the section entitled “Withdrawal.”

International students who wish to go on a leave of absence are not allowed to remain in the United States. Students should contact the Harvard International Office to discuss their options: 864 Smith Campus Center, 617.495.2789, www.hio.harvard.edu.

Students on financial aid must consult the Office of Financial Aid concerning the financial implications of a leave of absence. Students who have borrowed money or have received financial aid from Harvard should contact the Office of Financial Aid before finalizing their plans.

Ordinarily, leaves of absence for MDiv students will be granted for up to one year only, for MTS and ThM students one semester only. To be allowed a longer leave, students must petition the appropriate curriculum committee. If after an approved leave of absence a student fails to register and does not petition for an extension, he or she will be recorded as Withdrawn. See the sections titled “Program Withdrawal” and “Reinstatement” for more information.

Degree candidates who take a leave of absence are still required to complete their programs within the number of years allowed by the requirements of their degree (two and one-half years for MTS students, four years for MDiv students, and one year for ThM students). Additional time requires the permission of the appropriate curriculum committee. Information on health care coverage while on leave is available through the HUHS Member Services at 617.495.2008.
**Leave of Absence for ThD Students**

ThD Students needing to spend significant periods of time away from campus may register in absentia or may apply for a Leave of Absence.

If a student’s time will be primarily devoted to activities other than degree work, the student should apply for a Leave of Absence. Students will normally be permitted to spend a maximum of four semesters on leave of absence status prior to completion of the degree program. A maximum of two semesters on leave of absence is allowed prior to passing the general examinations. The total number of semesters spent on leave need not be taken consecutively.

Time spent on Leave of Absence will normally constitute time accrued in the program, i.e., will count as part of the ten year time-to-degree limit. Time will not normally accrue in cases of leaves of absence for reasons of ill health, parental leave, or severe personal, family, or financial problems. Petitions to stop the “thesis clock” in this way must be submitted for approval by the Director of ThD Studies.

**Involuntary Leave of Absence**

The Dean at HDS may place a student on involuntary leave of absence for the following reasons:

- Medical circumstances: (a) the student poses a direct threat to the health or safety of the student or others or has seriously disrupted others in the student’s residential community or academic environment; and (b) the student’s behavior or threatening state is determined to be the result of a medical condition, or the student refuses to cooperate with efforts deemed necessary by Harvard University Health Services to evaluate the cause of the student’s behavior or threatening state.

- The decision to place a student on an involuntary leave of absence for health related reasons is arrived at by an individualized assessment of all the pertinent factors, such as the nature of the student’s conduct, consultation with Harvard University Health Services (which may consider information from the student’s current or former health care providers if made available by the student), and the absence of feasible alternatives (for example, where the extent of accommodation needed would fundamentally change the academic program or unduly burden the resources of staffing capabilities of HDS, or where the care or monitoring required would exceed the standard of care that a University Health Services can be expected to provide.)

- Alleged criminal behavior: the student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities with such behavior.

- Risk to the community: the student has allegedly violated a disciplinary rule of the Divinity School and the Dean concludes that the student poses a significant risk to the safety or educational environment of the community.

Prior to placing a student on involuntary leave of absence, the Dean will consult with the Associate Dean for Enrollment and Student Services and may consult with other officers of the University (for example, with HUHS in the case of a leave for medical reasons) or with the Administrative Board.

The student will be notified in writing of the decision to place him or her on involuntary leave of
absence. The student may ask the Dean, in writing or in person, to reconsider the decision. If the student disputes any of the factual considerations underlying the decision, the Dean may refer the decision to the Administrative Board for fact finding.

Placement on involuntary leave of absence is not disciplinary, and a student who wishes to take a voluntary leave of absence rather than being placed on involuntary leave of absence will ordinarily be allowed to do so. (However, the Dean or the Associate Dean for Enrollment and Student Services may notify the student that, at the time the student seeks to resume his or her studies, in the case of a leave for medical reasons, the student is expected to be evaluated by HUHS regarding readiness to return and evidence that the circumstances that led to the leave of absence have been satisfactorily addressed.) Transcripts and other external reports do not distinguish between voluntary and involuntary leaves of absence. However, an incident that gives rise to an involuntary leave of absence may subsequently result in disciplinary action that changes the student’s status.

A student who has been placed on involuntary leave of absence is subject to the same rules regarding financial aid and financial obligations (tuition, fees, and any other charges on student’s university bill) that apply to other students taking leaves of absence. The student may not participate in community activities and is not entitled to a University ID card until officially allowed to register. Any student on a leave of absence must remain away from Harvard if so instructed by the Dean.

A student who has been placed on involuntary leave of absence and who subsequently petitions to return to the Divinity School will be required to demonstrate that the circumstances that led to the placement on leave of absence have been satisfactorily addressed. Any disciplinary matter must be resolved before a student on leave of absence will be allowed to return, and if a student is required to withdraw while on leave of absence, the conditions for return after a requirement to withdraw will have to be satisfied in order for the student to be reinstated. If the leave was for medical reasons, evidence of the student’s readiness to return will include consultation with HUHS so that the HUHS may advise the Associate Dean for Enrollment and Student Services whether the medical condition that resulted in a leave of absence is under control through treatment or no longer exists.

The decision of whether or not to allow a student to return from involuntary leave of absence rests with the Dean in consultation with the Associate Dean for Enrollment and Student Services and Harvard University Health Services in the case of medical circumstances, or the Administrative Board in the case of criminal or disciplinary circumstances.

**Lapsed Registration**

Students who fail to register by the add/drop deadline for a given semester and who have not been granted official leave will be withdrawn from their program (see the section below entitled “Program Withdrawal”).

**Program Withdrawal**

A student is considered withdrawn from his or her program when the student (1) has filed a Withdrawal notice with the Registrar, (2) has been withdrawn by a curriculum committee, (3) has allowed their registration to lapse and has been withdrawn by the Registrar, or (4) has been withdrawn by the Administrative Board as a result of disciplinary action. See the section entitled “Reinstatement” for more information. Degree students who withdraw from a degree program prior to the end of a semester are given a tuition refund according to the schedule below, provided that before such time the Registrar is given written notice of the withdrawal. Regular tuition is the only charge that may be prorated.
Fall Semester 2015: On or before October 1: Withdrawal (in writing) for ¾ tuition refund.
On or before October 28: Withdrawal (in writing) for ½ tuition refund. Thereafter, no tuition refund.

Spring Semester 2016: On or before February 18: Withdrawal (in writing) for ¾ tuition refund.
On or before March 24: Withdrawal (in writing) for ½ tuition refund. Thereafter, no tuition refund.

Students wishing to withdraw should also consult the Registrar to clarify tuition credit and insurance coverage. Students with educational loans are responsible for notifying lending institutions of their change in status and their current address. Students who have borrowed money or received financial aid from Harvard must see an HDS Financial Aid Officer before finalizing their plans. Withdrawn students must turn in their ID cards to the HDS Registrar. Students who withdraw should consult the Harvard University Health Services insurance office for coverage information.

Students in Harvard housing should inform the Harvard Housing Office of their change in status. Withdrawn international students must notify the Harvard International Office immediately.

Reinstatement

A withdrawn student, whether they withdrew themselves or were withdrawn by HDS, who later wishes to resume studies is required to petition the appropriate curriculum committee (or the Administrative Board in cases of disciplinary withdrawal) for reinstatement or, depending on the circumstances, may be required to reapply to the program. Students should contact the Registrar for information about the reinstatement process. Should a petition be required, it should be submitted to the Registrar and must contain a personal statement of the circumstances leading both to the withdrawal and to the desire to resume study at HDS. Withdrawn students seeking reinstatement for the fall should file such a petition by April 4; for the spring, by December 1. Students required to reapply should speak to the Admissions Office regarding the application process. All outstanding financial obligations to the University must be met before petitioning for reinstatement or reapplying to the school. Students who withdrew or were withdrawn from HDS ten or more years ago must reapply to HDS and restart their programs, meaning prior coursework will not be counted toward the degree.

Curricular Committees and Student Petitions

Academic programs and the students who progress through those programs are overseen by curriculum committees: the MTS Curriculum Committee, the MDiv Curriculum Committee and a committee to oversee the ThM program as convened by the Associate Dean for Faculty and Academic Affairs. Students who wish to have exception to the normal course of study may make a request to the appropriate curriculum committee. Such petitions may include requests for advanced standing, part-time study, course distribution requirement substitution, etc. The petition process begins in the Registrar’s Office where students may pick up the appropriate form and consult on precedent. The petitions may be reviewed by a Committee as delegated by the curriculum committees.

Students are required to discuss their petitions with their academic advisors and to obtain their advisor’s signature and comments on the petition form. Typically, petitions will not be reviewed until a student has successfully completed his or her first semester at HDS. In addition, petitions will not ordinarily be entertained during a student’s final semester when they are candidates for a degree.
After their first semester, students are encouraged to make their petitions as early in their programs as possible so that alternate plans can be made should their petition be denied. There are a few cases in which there are additional time requirements for filing petitions:

- Any student with a disability that affects her or his ability to fulfill the language requirement (e.g., demonstrated inability to learn foreign languages) must petition during their first year of studies in the program.

- Any petition that will determine a student’s eligibility for graduation must be submitted prior to or during their penultimate semester.

- A petition to extend the length of time available to complete an incomplete course must be filed no more than three weeks after the incomplete was originally due.

- A petition to change from the MTS program into the MDiv program, or vice versa, should be filed in a student’s first year. Late submissions of such requests are unlikely to be approved.

**Degree Application**

**Deadlines:**
For November 2015 Graduation: August 10, by 5:00 p.m. in the Registrar’s Office
For March 2016 Graduation: December 3, by 5:00 p.m. in the Registrar’s Office
For May 2016 Graduation: January 25, by 5:00 p.m. in the Registrar’s Office

Before a student may graduate, she or he must formally declare intent to do so by filing a Degree Application in the Registrar’s Office. These applications are due according to the deadlines above. The Degree Application form requests verification of the student’s name as it should appear on the diploma and correct information about previous degrees to be published in the commencement book. Candidates who do not receive a degree on the date for which application was made must file a new Degree Application to reactivate their candidacy for a later conferral date. No degree will be conferred until all financial obligations to the University have been met.

**Prizes and Awards**

**The Billings Prize**

Each spring the Divinity School holds a preaching competition under the auspices of the Robert Charles Billings Fund. The Fund was established in 1904 to recognize preaching and “pulpit delivery” among Divinity School students, and was named in the bequest as the “Billings Prize.” The competition is open to second and third year MDiv students. Each candidate has a ten-minute period in which to read a scripture passage, if desired, and to preach a sermon before a panel of three faculty judges. The judges select finalists, who then preach their sermons before a larger jury of faculty, denominational counselors, and local ministers in a Wednesday noon multi-religious service. A prize of $500 is presented to the winner, or divided among first-place candidates. The judges also select the best reader of scripture from among those contestants who choose to read scripture. The winner of the scripture reading is presented a Bible, of the winner’s choosing, from the Massachusetts Bible Society.
The Thayer Award

This scholarship, created in 1857 with the bequest of John E. Thayer, is a prize given each spring to the “most meritorious” MTS and MDiv graduating candidates with financial need. The names of the two recipients are announced at the HDS Graduation Service.

Commencement and Multireligious Service

Multireligious Service of Thanksgiving for the Graduating Class: Wednesday, May 25, 2016

Commencement exercises are held in May for candidates receiving degrees throughout the academic year (November, March, and May). Candidates and two of their guests are invited to the morning ceremonies in Harvard Yard, where degrees are conferred on students from all nine Harvard faculties. This portion of the festivities offers extremely limited seating and each participating graduate receives two guest tickets to the Yard ceremonies. Other guests may view the ceremonies from any one of a number of television monitors located throughout the University that day, including the Sperry Room in Andover Hall. A luncheon and diploma-awarding ceremony for the Divinity School community immediately follow the morning exercises. Tickets for the luncheon go on sale in the Registrar’s Office one month prior to Commencement. Each graduate receives a free luncheon ticket and may purchase additional tickets for guests.

The Multireligious Service honors the graduating class and is held at the Memorial Church. Wearing Harvard robes, students gather for the service outside the Church. The service lasts about one hour, is open to all guests, and is followed by a group class photo session and a reception on the HDS Campus Green.

Communications concerning the various activities and requirements for Commencement go to potential graduates in March. Information regarding appropriate regalia to wear and how to rent or buy it will also be distributed. Questions may be directed to commencement@hds.harvard.edu, or to the COOP contact noted on the form supplied in the mailing.

Diplomas

Diplomas are awarded at the HDS diploma-awarding ceremony on the afternoon of May 26. Students who have not cleared all financial obligations to the University will not receive their diplomas at the ceremony. Instead, they will be handed an empty envelope. Once their financial obligations are cleared and their exit surveys submitted, their diplomas will be available for pick-up in the Registrar’s Office.

Graduates who cannot attend Commencement exercises or pick up their diplomas in person may have them mailed by making arrangements with the Registrar’s Office. A shipping and handling fee of $5 will be charged for domestic shipping; a $15 fee covers international shipping.

Transcripts

Harvard Divinity School has authorized the National Student Clearinghouse to provide online transcript ordering for current students and alumni. You can order official transcripts using any major credit card, 24 hours a day, seven days a week. A fee of $5.00 per copy is required, along with a
$2.25 transaction fee per recipient.

To order an official transcript, please log in to the National Student Clearinghouse secure site: www.getmytranscript.com. Ordinarily, transcripts will be processed within five to seven business days; requestors also have the option of requesting that their transcripts be rush shipped for an additional $5.00. In addition to the convenience of a credit card payment, the online service provides email notifications once orders are received and processed by the Registrar’s Office. Your credit card will only be charged after your order has been completed.

All transcripts are sent in sealed envelopes with official stamp across the seal. Transcripts provided for students who have outstanding financial obligations to the University are so marked. In such a case, only one copy of the transcript will be issued, and only to the student.

If you need help or have questions about the National Student Clearinghouse’s transcript ordering service, contact them via email at transcripts@studentclearinghouse.org or by phone at 703.742.7791.
Master of Divinity

Students in the MDiv program learn to work at the intersections of the academic study of religion and the practices of religious communities, the past and the present, classroom study and field study, and the convictions and practices of various religious traditions.

The primary educational goals of the MDiv degree are as follows:

1. Demonstrate the capacity and tools to analytically address and critically confront issues of social justice and structured forms of violence in our society.

2. Engage the sacred texts and the histories, theologies, and practices of their traditions, as well as multireligious and multicultural contexts in which they practice their ministries with critical generosity and respect.

3. Demonstrate understanding of “ministry” as a practice that emerges out of a rich intellectual life brought to bear upon the needs and hopes of the world and which integrates diverse academic, spiritual, and social-cultural resources.

4. Demonstrate the capacity to lead and cultivate communities in ways that build deep spiritual, intellectual, and ethical bonds.

5. Demonstrate the capacity to practice ministry in ways that are attuned to and cultivate surprising, unexpected and creative ingenuity.

Requirements for the Degree

Conferral of the MDiv degree is dependent upon the satisfactory completion of the following requirements: (1) Course Requirements; (2) Arts of Ministry Requirements; (3) Supervised Field Education Requirements; (4) Second-Year Review; and (5) Two Portfolio Papers, and (6) Financial Requirements:

1. Course Requirements:

   - MDiv students must satisfactorily complete the equivalent of three years of full-time study (24 courses) within four years from the initial date of registration for the degree (including leaves of absence) according to the following stipulations:

     - No less than one-half (12) of the total number of required courses must be taken for a letter grade.

     - No courses with grades below C- may be counted toward the degree.

     - An overall grade average of B must be maintained. Using the scale detailed in the section titled “Grading System”, the Registrar’s Office will calculate the student’s average at the end of each semester and when grades for Incompletes or ABS courses are received. Each incomplete grade (temporary or permanent) must be offset by two A’s (irrespective of the minus). Failure to maintain the B average will trigger an automatic review of academic progress.
• A minimum of 12 of the courses completed must be selected from those offered by the Divinity School. Of these, at least half must be taken for a letter grade.

• One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School.

• No more than one polity course may be counted toward the twenty-four course minimum requirements for the degree.

The Summer Language program may be taken once during the program, either the summer immediately prior to matriculation or the summer between the first and second years or second and third years, or their equivalent for part-time students. Due to the demands of both field education and the SLP, students are not permitted to enroll in field education during the same summer they enroll in the SLP. Additionally, students are not permitted to audit a class in the SLP while registered for field education. Students who wish to take the SLP a second time may not count the coursework toward their program, and must pay an additional tuition charge.

The normal course load is four courses per term, two courses for students in part-time status. For full-time students, the maximum course load is five courses. Excepting the residency semesters, provided that a student is on pace to complete his or her degree within the permitted time and has the permission of his or her advisor, a student may register for as few as three courses per term. Full-time students who need to register for a seventh or greater term (or the equivalent additional term for students with advanced standing) to complete degree requirements may register for as few courses as needed in these terms.

Additional Course Requirements:

A. Full Course-Load Residency Requirement

A residence of at least one year (understood as two consecutive terms) spent in full-time study at the full tuition rate is required, meaning that a student must be enrolled in and complete at least four courses or the equivalent each term. This requirement must be fulfilled within the first three terms of a student’s program. Exception to this requirement is allowed only when a student is initially admitted to the degree program in part-time status or, after matriculation when, based on extraordinary circumstances, the MDiv Committee or its delegate either allows a student to defer this requirement to later in their program or places a student on part-time status and overtly sets aside the residency requirement.

Students who, due to extraordinary circumstances, would like to petition to be a part-time student should see the section titled “Part-Time Study” for details. For students granted part-time status, the residency requirement is automatically waived and the maximum period for completion for the MDiv is five years.

B. Introductory Courses Requirement

MDiv students must successfully complete in their first year HDS 4510 Introduction to Ministry Studies and HDS 4515 Introduction to Theories and Methods in the Study of Religion. These courses must be taken for a letter grade. Students who do not successfully complete these courses in their first year may be reviewed for satisfactory academic progress.
C. Distribution Requirements

All students in the MDiv program are required to take 12 courses in scriptural interpretation and histories, theologies and practices to meet their distribution requirement. Of these 12 courses:

- A minimum of three must be in theories and practices of scriptural interpretation.
- A minimum of six must be in histories, theologies, and practices. Courses listed in the “Introductory Courses Requirements” will not satisfy this requirement. Courses in history, theology, ethics, religion and society and arts of ministry will satisfy this requirement, and students are expected to pursue course work in as many of these areas as possible.
- No more than a total of nine may be a) courses in the same religious tradition, or b) courses listed in no religious tradition(s).
- A minimum of six must be taken at HDS
- No more than three may be taken outside of Harvard University
- No more than three may be principally in the practice of an art of ministry.

D. Language Requirement

MDiv students must satisfactorily complete three semesters of study in one language relevant to their program through course work at Harvard. Language courses at the third-term level or higher may count toward scriptural interpretation or histories, theologies and practices distribution requirements, if the reading content of the course meets the standard for the distribution category.

The study of foreign languages is an indispensable part of education for ministry. Many students take this opportunity to learn a scriptural language and to work with the sacred texts of their tradition in the original language, while others choose to study a modern language. Summer Language Program may be used only once toward this requirement.

E. Theological Reflection Requirement

Students must take and successfully complete HDS 2933 Meaning Making: Thinking Theologically about the Practice of Ministry, for a letter grade or sat/unsat, concurrently with the first academic year field education placement.

F. Senior Seminar and Paper Requirement

MDiv students must successfully complete HDS 4591 MDiv Senior Seminar course for a letter grade, the senior paper, and the required paper discussion. All MDiv students must take HDS 4591 MDiv Senior Seminar course during their last year of study. Students write a senior paper of 30-40 pages in their final year of study in which they explore a question in ministry using resources from their studies in the classroom and in the field. The paper is written in close consultation with a faculty advisor and in the context of the MDiv Senior Seminar. The experience culminates with a discussion in April with the advisor and the seminar leader. A copy of the final version of the senior paper must be submitted to the Andover Harvard Theological Library upon completion.
**OTHER DEGREE REQUIREMENTS**

2. Arts of Ministry Requirement

MDiv students must demonstrate proficiency in at least three of the six Arts of Ministry through a combination of course work and field education. The School provides course work and field placements leading to competence in six Arts of Ministry: Preaching and Worship; Pastoral Care and Counseling; Religious Education and Spiritual Development; Administration and Program Development; Public Leadership, Community Organizing and Planning; and Denominational Polity. In each of the three Arts selected, satisfactory completion of one course focusing directly on the area of competence, combined with evidence of basic competence attested to in the field education evaluation, will normally serve to satisfy the requirement.

Arts of Ministry descriptions:

- **Preaching and Worship**: The ability to prepare and deliver effective sermons, and to plan and lead various forms of worship. One can choose to separate preaching and worship, selecting one or the other as the focus of basic competence, or one can combine the two, as might those students from denominations and traditions in which they are seen as closely integrated. Those who select preaching or worship as a separate area of competence must choose two other areas from within the remaining five (that is, a student may not choose preaching, worship, and one other as the three areas).

- **Pastoral Care and Counseling**: The ability to provide counsel with attention to the spiritual dimensions, faith issues, and social contexts of people’s lives.

- **Religious Education and Spiritual Development**: The ability to recognize the importance of nurturing religious faith and knowledge in all aspects of ministry, and to design and lead learning programs for the development of personal and community faith and life.

- **Administration and Program Development**: The ability to take responsibility in directing a variety of aspects of institutional ministry (policy, planning, staff, plant, financial concerns, etc.), and to develop and implement programs related to the stated goals of an institution or community of faith.

- **Public Leadership, Community Organizing and Planning**: The ability to relate a significant social policy issue (at local, community, national, or international levels) to one’s ministry, to provide leadership in planning and analysis in the public sphere regarding that issue, and to engage the resources of a community of faith in addressing that issue. Work in this area focuses on and allows examination of contemporary social systems, institutions, and problems, strengthening the minister’s ability to connect religious symbols and meaning with the dynamics of contemporary public life.

- **Denominational Polity**: The ability to appropriate and interpret critically the history, theology, and polity of a denominational tradition, to relate these to significant contemporary issues raised within or outside the denominational church, and to participate in shaping the changing experience of a denominational religious community.

In each of the three Arts selected, satisfactory completion of one course focusing directly on the area of competence, combined with evidence of basic competence attested to in the field education evaluation, will normally serve to fulfill the degree requirement. The courses may count for Area
distribution within the twenty-four course minimum requirement. Courses ordinarily used to meet the Arts of Ministry requirement are so noted in the course description.

In order to receive Arts of Ministry credit in a course, students must formally register for the Art on their study cards at the beginning of the semester and then complete the Arts of Ministry components of the course to the satisfaction of the instructor. In order to receive Arts of Ministry credit for a course for which the particular Art of Ministry is not noted in the course description, the student and the faculty member must, in addition, complete the Art of Ministry Special Faculty Agreement form and return it to the Registrar’s Office.

In order to receive Arts of Ministry credit for a cross-registered course in the BTI or another Harvard school (except in the case where the Art of Ministry is evident, e.g., a course titled “Pastoral Care and Counseling”), the student must submit a one-page statement to the Office of Ministry Studies that describes the ways in which the student understands themselves to have met the Arts of Ministry requirements in the course. A single course may not serve to fulfill more than one Art of Ministry.

A single field education placement may serve to fulfill one or more Arts of Ministry. In order to receive Arts of Ministry credit in any field education placement, the student must formally declare that Art on the Field Education Learning Agreement at the beginning of the placement and complete that Art of Ministry component of the experience to the satisfaction of the field education supervisor, who will indicate successful completion of the Art on the Final Evaluation form.

In order to meet Arts of Ministry requirements and develop satisfactory vocational preparation, students should work closely with their academic advisors and the Office of Ministry Studies faculty to coordinate their field education placements and their courses.

3. Supervised Field Education Requirements

Every MDiv student is required to complete two units of supervised field education. (Specific requirements and a complete list of placements are described in the field education handbook and online at: http://www.hds.harvard.edu/academics/field-education.) One unit of field education, requiring 12-15 hours of work per week, must be completed concurrently with academic work during the year. Students earn the second unit of field education credit through a full-time summer internship or a second year-long placement. Due to the demands of each program, students are not permitted to enroll in field education during the same summer they enroll in the Summer Language Program. Additionally, students are not permitted to audit a class in the Summer Language Program while enrolled in field education.

The fundamental purpose of the field education program is to provide experience and to develop the Arts of Ministry through supervision in actual situations of ministry. Students reflect upon these ministerial experiences theologically and integrate them with their course work. The Office of Ministry Studies assists students in selecting an appropriate field education placement from the approximately 100 settings available. These placements cover a broad range of ministries in settings including congregations, clinical and counseling sites, social action agencies, and institutions of secondary and higher education. Additional placement opportunities are available through the BTI. For further information about field education sites, please see the Field Education Handbook available in the Office of Ministry Studies.

Concurrently with their first placement during the academic year, all students take HDS 2933 Meaning Making: Thinking Theologically About the Practice of Ministry in which seasoned local ministers lead small groups of students in theological reflection. In addition, students in field edu-
cation are supervised by their site supervisor and by faculty in the Office of Ministry Studies. Students must register for and complete HDS 4516, Field Education, in order to receive course credit for their field education requirement.

4. Second-Year Review Requirement

During the second semester of their second year, MDiv students are required to submit a brief review of their progress to their advisors. MDiv progress review forms are distributed by the Registrar’s Office. This review details the ways in which the student is fulfilling the aims and degree requirements of the program. The advisor and student meet prior to the end of the semester to discuss the review form. The advisor makes specific recommendations regarding any deficiencies that need to be completed. MDiv students will not be able to enroll for the fall semester of their senior year until their review has been filled out completely, signed by their advisor, and the signed form is turned into the Registrar’s Office. The registrar or the student’s advisor may refer any questions about requirements or concerns regarding the student’s progress to the MDiv Curriculum Committee.

5. Two Portfolio Papers

Before the end of their final term students are required to submit two papers in electronic form to the registrar. Students must submit one paper, which has previously been submitted in a course taken toward their degree, for each of the two goals outlined below. In each case, the paper should represent, in the student’s estimation, the best example of a paper from his or her work that addresses the program goal. A randomly selected and anonymized set of these papers will be used by the MDiv curriculum committee to help the faculty assess how effectively students meet specific program goals.

a. Sacred Texts: knowledge of religious heritage
   Engage the sacred texts of their traditions, as well as the multi-religious and multicultural contexts in which they practice their ministries, with critical generosity and respect.

b. Histories, Theologies and Practices: knowledge of religious heritage
   Engage the histories, theologies and practices of their traditions, in addition to the multi-religious and multicultural contexts in which they practice their ministries, with critical generosity and respect.

6. Financial Requirements

MDiv students must pay three years of full tuition. Students who must enroll for a seventh term in order to complete requirements must pay for these courses on a per-course basis. Students who have been approved to be part-time will pay tuition on a per-course basis throughout their programs and for no fewer than twenty-four courses.

Additional Information

**Advanced Standing**

The MDiv program is the only program at the Divinity School in which credit may be granted for academic work completed prior to enrollment at HDS. MDiv candidates may be eligible to receive advanced standing for up to eight courses taken outside HDS while enrolled in an MDiv program at another institution. See the section titled “Advanced Standing” for more information.
**Master of Theological Studies**

**Requirements for the Degree**

The Master of Theological Studies (MTS) program enables students to explore deeply and broadly the languages, literatures, thought, institutions, practices, normative claims, and structures of a variety of religious traditions. It also enables them to think critically, with sophistication and self-awareness, about the scholarly study of these traditions. The program is flexible and can be adapted to satisfy students’ diverse educational interests and vocational goals. It may be considered as preparatory to entering a doctoral program in religion or related discipline, or as a means to approach another field or profession from a perspective enriched by theological study.

MTS students must select one Area of Focus or develop an individualized Area with the assistance of their advisor and the approval of the Chair of the MTS Committee. Conferral of the MTS degree is dependent upon the successful completion of the following requirements: (1) Course Requirements; (2) Course Distribution Requirements; (3) Language Requirement; (4) Financial Requirements; and (5) Time to Degree.

1. Course Requirements

MTS students must satisfactorily complete the equivalent of two years of full-time study (16 half-courses) within two and one-half years from the initial date of registration for the degree (including leaves of absence) according to the following stipulations:

- A residence of at least one year (understood as two consecutive terms) spent in full-time study at the full tuition rate is required, meaning that a student must be enrolled in and complete at least four courses or the equivalent each term. This requirement must be fulfilled within the first three terms of a student’s program. An exception to this requirement is allowed only when a student is initially admitted to the degree program in part-time status or, after matriculation when, based on extraordinary circumstances, the MTS Committee or its delegate either allows a student to defer this requirement to later in their program or places a student on part-time status and overtly sets aside the residency requirement.

- Thirteen of the required 16 courses for the degree must be taken for a letter grade. No courses with grades below C- can be counted toward the degree.

- An overall grade average of B must be maintained. Using the scale detailed in the section entitled “Grading System,” the Registrar’s Office will calculate the student’s average at the end of each semester and when grades for Incompletes or ABS courses are received. Each incomplete grade (temporary or permanent) must be offset by two A’s (irrespective of the minus). Failure to maintain the B average will trigger an automatic review of academic progress.

- One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School. FAS courses primarily aimed at undergraduates that are not cross-listed in the HDS catalog (i.e., those numbered 99 and below) may not be counted toward Area of Focus requirements. The normal course load is four courses per term, two courses for students in part-time status.
• For full-time students, the maximum course load is five courses. Excepting the residency semesters, provided that a student is on pace to complete his or her degree within the permitted time and with the permission of his or her advisor, a student may register for as few as three courses per term. Full-time students who need to register for a fifth or greater term to complete degree requirements may register for as few courses as needed in these terms.

Students who, due to extraordinary circumstances, would like to petition to be part-time students should see the section titled “Part-Time Study” for details. For students granted part-time status, the residency requirement is automatically waived and the maximum period for completion of the MTS degree is four years.

MTS students are welcome to enroll for credit in the required MDiv course, HDS 4510, Introduction to Ministry Studies, and denominational polity courses, if space is available. An MTS student may also enroll in one unit of Field Education for credit, by arrangement with the Office on Ministry Studies. These courses can only be used as electives.

The Summer Language (SLP) program may be taken once during the program, either during the summer immediately prior to matriculation or the summer between the first and second years, or their equivalent for part-time students. Students who wish to take the SLP a second time may count the coursework toward their program and may have the course appear on their transcript. They must pay a reduced tuition rate. Students may also take the SLP after their final semester of full-time registration. They may not count the coursework toward their program, and they must pay a reduced tuition rate. Financial aid is not available for any student taking the SLP for a second time after their final semester of full-time registration.

2. Course Distribution Requirements

Required Courses: HDS 4515, Theories and Methods in the Study of Religion. MTS students must take this course for a letter grade in the first year of enrollment.

Area of Focus Requirement:

MTS students must successfully complete no fewer than six courses within his or her chosen area of focus. All of these must be taken for a letter grade and completed with a grade of B- or better. At least three courses in the student’s chosen area of focus must be in the Divinity School.

MTS students must successfully complete three courses outside their chosen area of focus. Two of the three courses must be HDS courses. In addition, these two courses must have a designation within the 18 areas of focus other than the student’s chosen area that have been assigned to an area of focus and are not also assigned to the student’s chosen area of focus.

MTS students in their first semester and in consultation with their advisors declare an area of focus. Typically, a student selects an area from the eighteen listed below which are fully supported by the resources of the School.
Areas of Focus

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Occasionally, if a student’s interests are not accommodated by the established areas, the student, in conjunction with their academic advisor, may request the pursuit of an individually designed area of focus. Such a request is made to the MTS Curricular Committee and must show why an established area of focus is inadequate and how the proposed area is sufficiently supported by the resources of the University. This petition begins in the Registrar’s Office.

At the beginning of each semester, an MTS student in consultation with their advisor creates a plan of study indicating the sixteen courses that will make up their program. On this study plan the student indicates which courses will satisfy the distribution categories. The courses that automatically satisfy an area of focus are indicated as such in the course listings. A student may request that a course satisfy an area of focus requirement that is not designated by discussing it with their advisor and indicating her or his preference on her or his study plan. Such requests are reviewed by the MTS Curriculum Committee who may ask for additional information, such as a written rationale or a course syllabus before making a determination.

Additional Distribution Requirement: Submission of Four Assessment Statements Related to MTS goals (“Meta Statements”).

Each semester, MTS students will submit a two-three page statement articulating the ways in which the knowledge, skills, and abilities learned in one course contributed to meeting one of the first four MTS program goals. The statement is to be submitted to the instructor of the course for which the statement is written. The MTS Program goals can be found online at: http://hds.harvard.edu/academics/degree-programs/mts-program/mts-degree-goals.

Each student must submit four such “meta-statements” over two years in order to be eligible for graduation, and the instructor of the course in which the reflective statement is done must approve the statement in order for the requirement to be met for that term. These statements are separate from assignments done to satisfy course requirements, and are not intended to be an evaluation of the course instructor. The statements are not graded, and do not earn academic credit.

4. Language Requirement

MTS students, in consultation with their advisor, must demonstrate intermediate-level reading competency in a language that is normally and preferably relevant to the student’s area of focus. HDS offers instruction and examination in a number of theological and religious studies languages: New Testament Greek, Biblical Hebrew, Latin, French, German, Spanish and Arabic. MTS students, however, are not limited to these. If another language of theological and religious studies scholarship is more appropriate to their studies, they are encouraged to seek instruction in this language
through Harvard’s Faculty of Arts and Sciences courses. For example, students choosing Buddhist Studies as an area of focus may choose Sanskrit or Tibetan to fulfill their language requirement.

Options for demonstrating competency in a language are described in full in the section titled “Language Study.” Students are asked to familiarize themselves with these options and to create a strategy for meeting the language requirement early in their program.

5. Financial Requirements

MTS students must pay two years of full-time tuition. Students who must enroll for a fifth term in order to complete requirements must pay for that term on a per-course basis at the current per-course rate. Students who have been approved to be part-time will pay on a per-course basis and must pay for a minimum of sixteen courses.

6. Time to Degree

Completion of all degree requirements ordinarily must be within two and one-half years of matriculation into the MTS program, inclusive of leaves of absence. Transferees from the MDiv program ordinarily must complete the degree within two and one-half years of matriculation into the MDiv program. Special Students who are admitted to the MTS program ordinarily must complete the degree within two and one-half years from matriculation at HDS inclusive of leaves of absence while an MTS candidate, but exclusive of any time not a Special Student or MTS candidate at the Divinity School.

Students who have completed all requirements for the degree and have met the four-term tuition requirement or the pro-rated equivalent are not permitted to register for a final semester should one remain in their time to degree.

**Advanced Standing**

Advanced standing for work completed at another institution before matriculation at HDS is not applicable to the MTS degree. However, students who have completed course work at HDS as a Special Student, Resident Graduate, Minister in the Vicinity, or Harvard employee under the Tuition Assistance Program may apply for advanced standing for up to eight courses. To apply for advanced standing for courses completed at HDS as a non-degree student, the courses must have been completed no more than three years prior to admission to the MTS degree program. The rules governing advanced standing are explained in full in the section, “Academic Rules and Procedures.”

Advanced standing for up to four courses may be available to MTS candidates based on dual degree candidacy with another school at Harvard or the Fletcher School of Diplomacy.

MTS students may also participate in the programs described in the section titled “Degree Program Requirements” under the heading, “Programs in Other Geographic Locations.”

In the case of dual degree status and participation in Programs in Other Geographical Locations, approval must be obtained in advance from the MTS Curriculum Committee.
Complementary Programs to the MDiv and MTS

Dual Degree Candidacy

MTS and MDiv students may take advantage of the opportunity to pursue degree programs concurrently in two schools of the University. HDS students who have also been admitted to another Harvard graduate program or to the Fletcher School of Diplomacy of Tufts University may in some cases combine the two programs so as to integrate theological studies with advanced training in another field. Harvard Divinity School students have earned dual degrees from Harvard Law School, The Harvard T. H. Chan School of Public Health, and the Harvard Kennedy School, among others. Such coordination of fields allows students to enrich their theological studies, prepare themselves for further cross-disciplinary work, and gain the credentials that will allow them to take advantage of a broader range of professional possibilities.

Interested students should first discuss their plans with the Registrar. Once they have been admitted to the other Harvard School, they may then formally apply for dual degree status to the Associate Dean for Faculty and Academic Affairs and the other School. Once the course work at the other school has been completed, the student then petitions the MTS or MDiv Curriculum Committee to receive advanced standing. MTS students may receive advanced standing for no more than four courses based on dual degree candidacy status.

Programs in Other Geographic Locations

HDS recognizes three programs of special interest in locations outside the Boston-Cambridge area for participation by its students (typically MDiv students). Advanced standing for work completed in these programs may be granted. Interested students must obtain prior approval from the Committee on Academic Programs.

The National Capital Semester for Seminarians

The National Capital Semester for Seminarians (NCSS) offers theology students the opportunity to spend a semester in Washington, D.C., studying public policy issues from the perspective of Christian faith. Significant public policy issues and political processes and their theological and practical implications are explored through seminar meetings with public officials, political figures, lobbyists, and church social action leaders. Through individual research, students address the theological/ethical dimensions of a selected public issue, as well as its implications for Christian action. NCSS also offers both a supervised internship in social ethics and a summer program.

NCSS is open only to students who have completed one year of theological education. Wesley Theological Seminary, which hosts NCSS, offers full academic credit for the program. For further information, contact the Office of Ministry Studies, or:
National Capital Semester for Seminarians Wesley Theological Seminary
4750 Massachusetts Avenue, NW Washington, DC 20016-5690 800.882.4987

Lutheran Studies Program for Master of Divinity Students

In order to help Lutheran students attending non-denominational seminaries prepare for ordination requirements, the Lutheran Theological Seminary of Philadelphia offers a year-long Lutheran
Studies program. Students are encouraged to enroll in their second year, although other alternatives are possible. Courses are available in such areas as Lutheran Confessions, the ELCA today, liturgy, Christian education, homiletics, and social ethics, with special attention to the commitments and concerns of the Evangelical Lutheran Church in America. For further information, contact the Office of Ministry Studies or Lutheran Theological Seminary of Philadelphia 7301 Germantown Avenue Philadelphia, PA 19119-1794 215.248.4616; www.ltsp.edu

Field Education and Study Year at Goethe University, Frankfurt Germany

In cooperation with the Protestant Theological Faculty (Fachbereich Evangelische Theologie) of Goethe University in Frankfurt Germany, HDS offers qualified MDiv students the opportunity to spend an academic year in Frankfurt, during which the student will participate in a field education placement in a local Protestant Church and enroll in courses at the University. At the successful conclusion of the year, students may apply to the Committee on Academic Programs to count appropriate field education and course credits toward meeting their MDiv requirements.

In order to qualify for the program students must have or be prepared to develop reading and speaking proficiency in German. Generally students should have a minimum of two years of college level German. There is available a five or six week intensive language program in Frankfurt that will run from the beginning of September until the start of classes in mid-October. Unless students are fluent in German, they should plan to enroll in this intensive German language program.

A student who has little or no German may participating in the HDS summer language program (eight week and two terms credit) and then the five or six week intensive program of German language study in Frankfurt immediately preceding the beginning of fall classes at the University in the middle of October. To be successful, the student would need to begin learning spoken German during the summer language program and would need to continue language study throughout the year.

Certificate in Religious Studies and Education

HDS students have the opportunity to earn a Certificate in Religious Studies and Education (CRSE) in the context of their regular degree program. The CRSE is jointly sponsored by HDS and Harvard Extension School (HES), and is designed to provide teachers with a multidisciplinary foundation for approaching the study of religion in the classroom.

The certificate is awarded upon the completion of five courses:

Required:
HDS 2916 - Religion, Democracy and Education
RELI E-2000 - Methods in Religious Studies and Education: Integrating the Study of Religion into Curricula (offered through HES). HES will offer a tuition waiver to HDS students who enroll in this course.

Electives:
Three HDS elective courses with a cultural studies focus. Courses applying toward the CRSE are designated annually by the CRSE director.

A minimum grade of B is required in all CRSE courses.
There is no application process. Within two weeks after the final grade in the fifth course is recorded, a student completes a certificate request form through HES, which will review and approve the request. Retroactive certificates are not awarded. Once the request is approved a printed certificate is issued, and will be noted on the student’s HDS transcript.

**MASTER OF THEOLOGY**

The Master of Theology (ThM) program affords an opportunity for students who have received the Master of Divinity degree or its equivalent (three years of graduate theological study) to pursue advanced theological studies for one year. The program is especially recommended for students who seek to gain additional competence for the ministry beyond that provided by the Master of Divinity degree. It is equally appropriate for those who, after some years in ministry, teaching, or another field, wish to return to a theological institution to clarify their thinking, to prepare themselves for new tasks, or to acquire further competence in a specific area of study. Applicants should be aware that admission to the Master of Theology program is not a step toward the doctoral program at Harvard or an indicator of future admission to the joint Doctor of Philosophy program.

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**Requirements for the Degree**

ThM students plan a coherent program of advanced study with an advisor in their area of focus. Receipt of the degree is furthermore dependent upon the candidate’s fulfillment of (1) the Course Requirements; (2) Language Requirement; (3) Oral Examination Requirement; and (4) Financial Requirements.

1. **Course Requirements**

ThM students must satisfactorily complete the equivalent of one year of full-time study (eight semester courses) within one year from the initial date of registration for the degree, according to the following stipulations:

- Both semesters must be spent in full-time study (four courses each term).
- No course with a grade below B- may be counted toward the degree.
- Four courses must be completed in a student’s chosen Area of Focus, of which one must be a seminar or colloquium.
• A minimum of four of the courses completed must be selected from those offered by the Divinity School. Of these, at least half must be taken for a letter grade.
• One-half of the total number of courses attempted each semester must be chosen from those offered by the Divinity School.
• No more than two courses may be taken in the schools of the Boston Theological Institute.

A student who has completed an MDiv program and subsequently enrolled as a non-degree student at HDS may petition to receive advanced standing for up to four courses taken while a non-degree student. Courses must have been taken within four years immediately preceding matriculation. Advanced standing is not granted under any other circumstances. An exception to the requirement of full-time study is allowed for students who, upon successful petition to the appropriate curriculum committee, have officially been placed on part-time status (see the section titled “Part-Time Study”).

2. Language Requirement

Students must demonstrate intermediate-level reading competence in one of the eight theological languages examined by the School. In addition, areas of concentration and particular topics of study may require intermediate knowledge of a second language. Options for demonstrating competence in a language are described in full in the section titled Language Study. Students are asked to familiarize themselves with these options and to create a strategy for meeting the language requirement early in their program.

3. Oral Examination Requirement

Students must satisfactorily complete an oral examination by a committee of the faculty. ThM students will be examined orally by a committee of the faculty when the course requirements are nearing completion. A candidate must submit one large paper (normally 40-60 pages in length) or two smaller papers (each normally 20-30 pages in length) which provide a starting point for, or focus of, the questioning at the one-hour final oral examination. All papers should be submitted to the readers prior to the oral exam. Following the oral examination a bound copy of the approved thesis must be submitted to the Registrar’s Office for submission to the Andover-Harvard Theological Library. These papers may have been prepared in connection with, or as part of the requirements for, the courses which the student has taken as part of the ThM program.

4. Financial Requirements

ThM students must pay one year of tuition. Students who must enroll for a third term in order to complete requirements must pay for that term on a per course basis at the current per course rate. Students who have been approved to be part-time will pay on a per course basis and must pay for a minimum of eight courses.

Doctor of Theology

The Doctor of Theology program (ThD) trains students in the appropriate linguistic, historical, comparative, analytical or constructive skills for research and teaching in religious and theological studies. Its scope includes religious traditions of the world, the relation between religion and culture, the self-understandings of distinct religious traditions, and the interpretation of any one religious tradition in relation to other traditions and to the study of religion in general.
During the student’s residency, up to approval of the thesis prospectus, their progress will be monitored by the Doctoral Subcommittee of the Standing Committee on the Study of Religion in cooperation with each student’s advisor. Once the prospectus is approved, the dissertation shall be written under the supervision of one or more advisors approved by the Standing Committee.

For specific program requirements, ThD students should refer to the ThD Handbook for Students on the Harvard Committee on the Study of Religion website: studyofreligion.fas.harvard.edu/pages/thd-program.

In 2014 Harvard Divinity School changed its doctoral designation from ThD to PhD. All future doctoral students in religion at Harvard, beginning with those entering in fall 2015, will enter as PhD students. Those currently in the ThD program in the Study of Religion will continue to be candidates for the ThD.

**Handbook for ThD Students**

Upon entrance to the program students are provided with the Handbook for ThD Students. This handbook is meant to give an overview of the structure and requirements of the ThD program and to serve as a reference for students as they progress through the program. It is a compilation of existing documents, many of which will also be sent to the students separately as they enter each phase of the degree program.

**Teaching Opportunities and Guidelines for Doctoral Students**

The contributions of teaching fellows are essential to teaching at HDS, and teaching experience is an integral component of doctoral education. The following guidelines apply for doctoral students.

1. Teaching fellows may not be in a peer to peer relationship with their students. Consequently, teaching fellows may not both take and teach the same course in a semester, and should not grade doctoral students in a course.

2. First-year doctoral students are ordinarily not eligible for appointment. Requests for exceptions must be made in writing to the Teaching Fellow Coordinator, Kathryn Kunkel, and include a letter of support from the student’s advisor. Final hiring authority rests with the HDS Registrar. Priority for teaching fellow appointments will be given to ThD candidates in their third and fourth years. Doctoral candidates who have completed their general exams will be considered next and then candidates who are pre-generals.

3. Second-year doctoral students are permitted a maximum of 1/5 time per term, or, if teaching two sections in the same course where no additional preparation for the second one is required, a maximum of 2/5.

4. After the second year, doctoral students: (a) who have not passed their departmental General Examinations may hold a maximum appointment of 2/5 time per semester; or (b) who have completed their departmental General Examinations may hold a maximum appointment of 6/5 time in an academic year, with no more than 4/5 appointment in a single term. Students are expected to use good judgment in accepting employment that might delay their academic progress.
Usually, no doctoral student may hold a teaching fellowship for more than four years in the University, regardless of whether the appointment is for one or two terms within the same year. Exceptions to this may be granted when other eligible candidates are not available, and when the candidate has taught fewer than 16 fifths at the University.

**Part-Time ThD Candidates**

Once admitted, and under certain circumstances, a ThD candidate may petition the Committee on the Study of Religion to work as a part-time student in order to take less than four credit courses per term during the first two years. Part-time students are charged on a prorated basis.

Tuition requirements for ThD candidates are described under Tuition and Fees in the HDS Handbook. Ordinarily Harvard grants will be reduced to reflect part-time status. Students must petition the Committee on the Study of Religion prior to registration for part time status. Separate petitions must be filed for each academic year. On the petition, ThD candidates should indicate the reasons part-time status is sought and the number of courses for which they wish to register each term. Part-time study ordinarily is approved for the following reasons:

- pregnancy or having to care for small children at home
- personal ill health
- severe illness of other family members
- outside employment (but ordinarily not until after one year of full-time study)
- extreme financial strain in cases which the student has dependents

Part-time students are subject to the same requirements and regulations as full-time students.
The study of languages is considered an integral part of education in theological and religious studies at HDS. HDS offers instruction in several languages and examinations in eight languages: Greek of the Roman age, Biblical Hebrew, Christian Latin, French, German, Pali, classical Arabic and Spanish. Students are not limited to these languages, however, and are encouraged to consider the extensive offerings of the Faculty of Arts and Sciences. Students are expected to address their language requirements as early in their programs as possible.

**Language Requirements for the MTS and ThM Degrees**

MTS and ThM students must satisfy a language competency requirement by demonstrating intermediate reading competency in a language of scholarship in theological and religious studies. Students in these programs are not limited to the eight languages examined by the School and may meet their requirement with another language subject to the approval of the appropriate curriculum committee. ThM students may additionally be required to demonstrate competency in a second language based on their area of concentration and particular topic of study.

The MTS and ThM language requirement can be met by completing one of the following options:

- Passing an HDS language qualifying examination in Greek of the Roman age, Biblical Hebrew, Christian Latin, French, German, Pali, classical Arabic or Spanish.
- Completing with a grade of B- or better the second semester of an HDS intermediate-level course in Greek or Hebrew, or one semester of an HDS advanced intermediate-level course in Latin.
- Receiving a grade of A- or higher on the final exam in a modern language course in the School’s Summer Language Program.
- Receiving an A- or better in the HDS Advanced Intermediate German, French, or Spanish.

For languages taught at Harvard University other than the eight offered and examined by the Divinity School:

- Intermediate competency, which is usually measured as finishing with a B- or better the fourth semester of a language course that follows the four semester model. For languages that do not fit the four semester model, the student should contact the Registrar and provide a description of the courses from the FAS catalog or from the instructor.
- For languages not taught by any instructor at Harvard University, intermediate competency will be demonstrated by a satisfactory grade (B- or better) in a language examination. In such rare cases:
  - The student must submit a petition signed by their advisor to the MTS Committee that details the reasoning for the student’s choice of language. If the MTS Committee approves of the petition, the exam will be administered by the HDS Registrar in collaboration with the Assistant Dean for Faculty and Academic Affairs.
• ThM students who wish to have a language other than the usual eight to meet the language requirement must receive approval from the appropriate curriculum committee. On such a petition, the student must demonstrate that the language is essential to her or his academic program.

LANGUAGE COURSE REQUIREMENT FOR THE MDIV DEGREE

MDiv students are required to satisfy a language course requirement by successfully completing three semesters of study in one language relevant to their program (three courses) through coursework at Harvard with a minimum of a passing grade in each semester of coursework.

THD LANGUAGE REQUIREMENTS

• All doctoral students—in consultation with their advisors—must achieve at least intermediate reading competence in two modern languages of secondary scholarship relevant to their course of study (such as French, German, Japanese), in addition to whatever primary source languages are required in their field. (Note that languages needed for ethnographic or other research, requiring verbal competence, are for primary scholarship and thus may not be used as one of the modern languages of secondary scholarship).

• The requirement in modern languages of scholarship commonly taught and examined at Harvard University (French, German, Spanish, etc.) can be met either by achieving a grade of B+ or better in two semesters of a second-year language course (in either HDS or FAS); by receiving a grade of A- or better in the Harvard Divinity School one-semester advanced intermediate language reading courses in French, Spanish, and German; or by achieving a “high pass” on an HDS qualifying exam.

• Students whose first language is not English may meet the requirement with a “pass” on the language exam. In the case of modern languages of scholarship for which there is not an intermediate two-semester course at Harvard or a qualifying exam at HDS, the number of years required to achieve “intermediate reading competence” and the equivalent of “high pass” on language examinations will be determined by faculty in the relevant field. This involves an exam comparable to the HDS qualifying exam: translating a text of moderate difficulty in a one-hour exam with one dictionary, using a text of religious or historical significance, or a scriptural text. The student will arrange the administration of the exam with the HDS Registrar, and consult with the HDS registrar about the academic guidelines for the exam.

• All language requirements must be met before General Examinations are taken.

LANGUAGE EXAMS FOR 2015-2016

If you intend to take more than one language at any given date, please contact the Registrar’s Office before the exams take place. Generally, a second language exam will commence 15 minutes after the end of the previous exam session (e.g., 1:15 p.m. on September 4 for the fall semester and 1:15 p.m. on April 29, 2016 for the spring semester).

FRIDAY, SEPTEMBER 4, 2015
Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali and Spanish: 12:00 noon - 1:00 p.m
French, Spanish, and German: 12:00 noon - 1:00 p.m.

Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali and Spanish: 12:00 noon - 1:00 p.m.

Language qualifying exams in Arabic, Biblical Hebrew, New Testament Greek, Christian Latin, German, French, Pali and Spanish are given twice a year, in September and April/May. In addition, French, Spanish, and German exams are given a third time in January/February. These tests certify reading competency at an intermediate level in a language of theological or religious studies scholarship for the purpose of meeting the HDS language requirement for the MTS, ThM, or ThD degrees. These exams are not placement tests.

A passing mark on a language exam attests that a student has sufficient knowledge and skill to use the language in scholarship. Some mistakes in recognizing grammar or vocabulary are allowed if they do not seriously undermine the student’s ability to understand the passage in question. All exam papers are evaluated by this same standard independent of the degree program in which a student is enrolled.

Texts of intermediate difficulty are selected to permit the grader enough flexibility in evaluating varying levels of performance and ability. Dictionaries (printed and not electronic) are permitted. The exams are designed to be taken within one hour. Copies of previous exams for practice are available on-line at http://www.hds.harvard.edu/registrar/language-qualifying exams, under the respective degree program’s requirement section and in the Registrar’s Office.

The grades of Pass or Fail are given to exam papers in Greek, Hebrew, Latin and Pali; exams in modern languages are graded from Low Pass to High Pass. The mark of High Pass means that the translation was flawless or nearly so; the designation of Low Pass means that there were more mistakes, but the passage was generally understood. Grades of Low Pass and Pass are noted as Pass on a student’s transcript and a High Pass is noted as such. Failing grades do not appear on transcripts.

Suggested Courses for MTS and ThM Language Requirement

- **French**: 4453 Intermediate French Readings; 4454 Advanced Intermediate French Readings; Reading Modern French (FAS-French Ax)

- **German**: 4412 German for Reading; 4413 Intermediate German Readings; 4414 Advanced Intermediate German Readings; German for Reading Knowledge (FAS German Ax)

- **Spanish**: 4463 Intermediate Spanish Readings; 4464 Advanced Intermediate Spanish Readings; Reading Spanish (FAS-Spanish Ax)

- **Greek**: 4211 Elementary Greek I; 4212 Elementary Greek II; 4220 Intermediate Greek I; 4221 Intermediate Greek II

- **Hebrew**: 4010 Elementary Classical Hebrew; 4020 Intermediate Classical Hebrew I; 4021 Intermediate Classical Hebrew II

- **Latin**: 4310 Introduction to Christian Latin; 4311 Intermediate Grammar and Readings in Christian Latin; 4320 Intermediate Readings in Christian Latin
• **HDS Summer Language Program**: courses offered in French, German, Pali, Spanish, Greek, Latin, Hebrew, and Arabic.

Suggested course sequences at HDS for satisfying the MDiv language course requirement are given below. Courses may be taken at FAS as well. Students should be aware that FAS may require two full courses of study for certain languages and that oral proficiency is required for many language courses.

**Suggested Courses for MDiv Language Requirement**

• HDS Summer French (full course); 4454 Advanced Intermediate French Readings (fall); OR: French Ax, Reading Modern French (FAS); 4453, Intermediate French Readings (spring); 4454 Advanced Intermediate French Readings (fall).

• HDS Summer German (full course); 4414 Advanced Intermediate German Readings (fall); OR: 4412 Introduction to German for Reading (fall); 4413 Intermediate German Readings (spring); 4414 Advanced Intermediate German Readings (fall).

• HDS Summer Spanish (full course); 4464 Advanced Intermediate Spanish Readings (fall); OR: Spanish Ax, Reading Spanish (FAS); 4463 Intermediate Spanish Readings (spring); 4464 Advanced Intermediate Spanish Readings (fall).

• HDS Summer Latin (full course); an advanced intermediate readings course in Christian Latin (fall); OR: 4310 Introduction to Christian Latin (fall); 4311 Intermediate Grammar and Readings in Christian Latin (spring); 4320 Intermediate Readings in Christian Latin; an advanced intermediate readings course in Christian Latin (spring).
THE SUMMER LANGUAGE PROGRAM

Summer 2016: Monday, June 13, 2016 - Thursday, August 4, 2016

- Elementary Biblical Hebrew
- Intermediate Biblical Hebrew
- Elementary New Testament Greek
- Intermediate New Testament Greek
- Christian Latin*
- French for Reading in Theology and Religious Studies
- German for Reading in Theology and Religious Studies
- Elementary Pali
- Spanish for Reading in Theology and Religious Studies
- Intermediate Classical Arabic*.

* additional mandatory weekly meetings with the language tutor are required.
** prerequisite: one year of Arabic (first 18 chapters of Al-Kitab I, or Ahlan wa Sahlan, or equal preparation).

Students are encouraged to take advantage of the HDS Summer Language Program as a means of preparing to meet language requirements without the pressures of other courses. The courses offered correspond both in quality and quantity of work to a full course (or to two courses) given throughout the academic year. Many students have found the amount of work required by the SLP to prohibit full-time employment. Good judgment is advised. Courses must be taken for a letter grade only. Students may audit with permission of the Program Director, but only with payment of full tuition. HDS degree students who take courses through the SLP may include these courses as part of their degree program once, provided they will be registered and paying tuition during the fall term immediately following the SLP. Students who attempt but do not successfully complete the SLP due to either failing or dropping the course may petition the appropriate curriculum committee to be allowed to take the SLP a second time and use it toward their program. If this petition is granted the student may be required to pay additional tuition that may not be eligible for financial aid assistance.

Current HDS students and recently (in the past academic year) graduated students may repeat the SLP with the payment of reduced tuition rates. Please see the SLP website for more details: http://www.hds.harvard.edu/academics/nondegree-programs/summer-language-program.

As of the summer of 2015, incoming doctoral students to the Ph.D. in Religion, who will be full-time in the coming fall semester are eligible to take the SLP free of fees and tuition.

Students who successfully complete the SLP course will receive credit equal to two courses toward their degree requirements. The courses (and the grades earned) will appear on the students’ transcripts. Participation in the SLP is not counted toward the full course-load residency requirement; that is, a student who takes a SLP course and registers for three courses in the fall and three in the spring has not met this requirement. ThD students who are paying reduced tuition in the fall will be responsible for the full amount of the SLP tuition. All students counting the SLP courses as part of their degree program are required to pay a $350 program fee at the time of registration.
Credits earned will not appear on the student’s transcript, but separate transcripts may be requested. The SLP tuition rate is set each spring.

Updated information regarding the Summer Language Program is also available online: http://www.hds.harvard.edu/academics/nondegree-programs/summer-language-program.

**Special Student Program**

The Special Student program is a non-degree status affording students the opportunity to take courses at HDS and to pay for these courses on a per-course basis. Students in this category may enroll for the equivalent of up to eight courses for credit within a period of up to two years. International Special Students whose visas are being sponsored by HDS must enroll for a minimum of four courses for credit each term per US government regulations. Students receive full credit for work completed in these programs and may transfer these credits elsewhere, or, in some cases, may petition to have some or all of the work count toward completion of one of the School’s degree programs. Special Students may audit courses with the permission of the instructor and payment of the normal auditor’s fee ($550 per course). All tuition charges must be paid prior to registration each semester.

Special Students are limited to enrollment in Divinity School courses only. Students are not eligible for financial aid, nor may they enroll in field education placements. Information regarding this program can be obtained from the Divinity School’s Office of Admissions.

**Resident Fellows Program**

Harvard Divinity School provides an opportunity for sabbatical study for missionaries and executives of denominations and religious bodies who wish to be in residence at the School while on leave from their regular duties. During the 2015-16 academic year Resident Fellows pay $6,698 in tuition charges for their semester in residence. Inquiries should be made to the Registrar’s Office.

**Ministers in the Vicinity Program**

Ministers, pastors, priests, rabbis, and others who are engaged in full-time ministry in the Boston area, and hold a first theological degree, may be permitted to register and receive academic credit for a limited number of courses, paying tuition at half the normal rate. Such students may take up to four courses within four years of admission (no more than one course in any one term) and, if admitted subsequently to a degree program such as the Master of Theology, may petition to have their courses credited toward that degree. Official transcripts of courses taken as Ministers in the Vicinity may also be obtained for submission to other institutions. Students who do not require academic credit are referred to the Auditor status (see section on “Auditors” below). Ministers in the Vicinity may not cross-register into the other schools of the University or Boston Theological Institute and are not eligible for financial aid. In some cases admission may be restricted to certain designated HDS courses.

**Resident Graduate Program**

The Resident Graduate program allows HDS faculty to bring doctoral students from other institutions to HDS in order to further the student’s research in a field of study supported by the work of HDS. The Registrar’s Office is the primary contact for the Resident Graduate Program.
Provided the student meets the basic admissions requirements, Resident Graduates will be admitted so long as they have support of at least one member of the HDS voting faculty who will serve as their host during their time at HDS. The basic admission requirements for applicants are that they are: a) currently enrolled in a doctoral program at an institution that is accredited by a recognized body and has completed at least two years of full-time coursework; and b) a student in good standing at his/her current institution, which must be demonstrated by the submission of an official transcript and a letter of support from at least one faculty member at his/her home institution.

A complete application is required by the annual application deadline of March 1 for the upcoming academic year. Exceptions to this rule require the approval of the Academic Dean.

Some international students must demonstrate English language proficiency by submitting official TOEFL scores. Please refer to the HDS TOEFL policy available on the Office of Admissions website. If the TOEFL requirements are applicable, the Resident Graduate applicants must receive a score of 620 or higher on the paper-based test, or 105 or higher on the Internet-based test.

International students must provide proof of funds required in order to undertake study at HDS. Once the proper documentation is provided, the HDS Registrar’s Office will submit the form needed for the visa.

Resident Graduates will be charged the same tuition rate as a fifth year Th.D. student, which includes an active file, University health fee and insurance, and facilities fee.

Ordinarily Resident Graduates will not register for courses for credit; however they may do so with the support of the host faculty member and by paying the standard per-course tuition rate. Resident Graduates may audit courses informally and not for credit with permission by the course instructor.

Resident Graduates are not eligible for financial aid, nor eligible for teaching assistantships.

Ordinarily the length of the Resident Graduate Student appointment shall be one semester; however this may be extended to one year at the discretion of the host faculty member. Normally, a student shall be in the program for not more than one calendar year.

Resident Graduates who take courses for credit may not later receive advanced standing for these courses toward a degree at Harvard Divinity School.

**Auditors**

Members of the public who wish to audit courses may do so by obtaining the instructor’s permission and paying the auditor’s fee of $550 per course, as well as a $50 registration fee. No credit for this work is given, nor is a transcript issued. Forms may be obtained in the Office of the Registrar during the first week of classes.
FINANCIAL REQUIREMENTS

TUITION FOR 2015-16 ACADEMIC YEAR

M.Div, MTS, and ThM programs: $26,792 ($3,349 per course)

Th.D Program:
Full Tuition: $41,832
Reduced Tuition: $10,876
Guidance and Facility Fee: $2,768

Active File Fee for Students Registered in Absentia: $600

Special Students: $3,349 per course taken for credit, $550 per course audited

Auditors: $550 per course plus a $50 registration fee

Ministers in the Vicinity: $1,674.50 per course taken for credit, $275.00 per course audited

Resident Fellows: $6,698 for the term (after grant is applied)

The required $500 acceptance fee that all students pay upon accepting their offer of admission is credited toward the student’s first term bill.

BILLING FOR MASTERS STUDENTS

MTS Students

MTS students are required to pay full term tuition ($13,396 in the current year) for a minimum of four semesters. In each of these semesters students may take up to five courses and, after having met the full course-load residency requirement, may take as few as three. Four courses a term is considered the normal load.

MTS students may also participate once in the Summer Language Program (during the summer before their first semester, or between their first and second years) and receive two course credits for it toward their degree. Tuition for this initial participation in SLP is covered by the normal term tuition of the following year. However, MTS students enrolled in SLP are required to pay an additional $350 program fee and $50 application fee.

An MTS student who needs to register for a fifth semester must pay tuition for each course at the per-course rate ($3,349 in 2015-16). In such a case, the total number of courses attempted by the student may not exceed eighteen without approval of the curriculum committee.

MTS students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on “Part-Time Masters Tuition” below.
MDiv Students

MDiv students are required to pay full term tuition ($13,396 in the current year) for a minimum of six semesters. In each of these semesters, students may take up to five courses and, after having met the full course-load residency requirement, may take as few as three. Four courses a term is considered the normal load.

MDiv students may also participate once in the Summer Language Program (during the summer before their first semester, or between their first and second or second and third years) and receive two course credits for it toward their degree. Tuition for this initial participation in SLP is covered by the normal term tuition of the following year. However, MDiv students enrolled in SLP are required to pay an additional $350 program fee and $50 application fee.

An MDiv student who needs to register for a seventh or eighth semester must pay tuition for each course at the per-course rate ($3,349 in 2015-16). In such a case, the total number of courses attempted by the student may not exceed twenty-seven without approval of the curriculum committee.

MDiv students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on Part-Time Masters Tuition below.

ThM Students

ThM students are required to pay full term tuition ($13,396 in the current year) for a minimum of two semesters. In each of these semesters, students may take up to five courses and no fewer than four. Four courses a term is considered the normal load.

ThM students may also participate once in the Summer Language Program in the summer before their first semester. Tuition for this initial participation in The SLP is covered by the normal term tuition of the following year. However, ThM students enrolled in The SLP are required to pay an additional $350 program fee and $50 application fee.

ThM students who have petitioned and have been formally recognized as part-time are billed in a different way and should refer to the section on Part-Time Masters Tuition below.

Part-Time and Per-Course Masters Tuition

For students who have successfully petitioned and are formally recognized as studying part-time, tuition is assessed according to a different schedule. Part-time masters students will be charged on a per-course basis, meaning a charge will be assessed for each course for which they register ($3,349 per course for 2015-16). For example, a student who takes two courses in a semester will be billed $6,698. If more than two courses are taken in a single semester, then full tuition will be assessed (this year, $13,396 per term) and the student will be switched to full-time status. Once a student has gone to full-time status they must re-petition to return to part-time status. If only a single course is taken in a single term, then the student is billed for it at the current course rate ($3,349 in 2015-16). It should be noted that students taking less than two courses in a term are not eligible to receive financial aid nor to defer their current loans.
Part-time students may only take the exact number of courses they need to complete their program inclusive of the Summer Language Program. Part-time master’s students and students on the per-course billing scheme may only take the number of courses required for their degree (see the section on Degree requirements for more information). Additional courses may only be taken if they are needed to replace courses failed, withdrawn, or left incomplete. Normal tuition at the per-course rate will be assessed ($3,349 in 2015-16) and financial aid ordinarily is not available for these extra courses.

Students who successfully petition to go to part-time status after matriculation may be required to pay additional tuition in order to create a 1:1 ratio for courses taken: courses paid for. Students who switch to full-time status ordinarily are required to continue to pay on a per-course basis.

**Billing for Doctoral Students**

Full ThD tuition is assessed each semester of the two prescribed years of residence (this year, $20,916 per semester). During the following two years, reduced tuition is charged (this year, $5,438 per semester). For each additional year that a candidate remains in the Boston area, a Guidance and Facilities Fee will be assessed (this year, $1,384 per semester) until the degree is granted or candidacy is terminated. All ThD students must have paid a minimum total of two years of full tuition and two years of reduced tuition prior to the receipt of the degree. Candidates living and working outside the Boston area will be charged an Active File Fee (this year, $300 per term). Completion of the ThD degree is expected no later than seven years after the date of the student’s entrance into the program.

**Special Student Billing**

Special Students pay tuition according to the number of courses taken (this year, $3,349 per course). If fewer than eight courses are taken, pro rata credit is not given for courses not completed for any reason. All charges must be paid in advance of registration.

**Fees**

- Student Activities Fee: $35 per semester
- Student Health Fee: $521 per semester
- Student Health Insurance Plan: $1,195 per semester

**Student Activities Fee**

The Student Activity fee is required of all degree candidates and is added to their term bills, mid-term, each semester. The funds generated are used by the Harvard Divinity School Student Association (“HDSSA”) to support their activities and the activities of formally recognized student organizations.

**Student Health Insurance and Fees**

Required Student Health Insurance

Massachusetts law requires that students enrolled in an institution of higher learning in Massachu-
setts 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**

The Student Health Fee is required of all students who are enrolled more than half time and are studying in Massachusetts. This fee covers most services at Harvard University Health Services (HUHS), including internal medicine, medical/surgical specialty care, mental health/counseling services, physical therapy, radiology, and urgent care. Visit: hushp.harvard.edu for more details.

**Student Health Insurance Plan**

The Student Health Insurance Plan provides hospital/specialty care through Blue Cross Blue Shield of Massachusetts and prescription drug coverage through Catamaran. Coverage includes emergency room visits, hospitalizations, diagnostic laboratory/radiology services, ambulatory surgery, specialty care outside HUHS (limited), and prescription drug coverage. Benefit limits and cost-sharing may apply. Visit: hushp.harvard.edu for more details.

Waiving the Student Health Insurance Plan or the Student Health Fee

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

Before waiving, carefully evaluate whether your existing health plan will provide adequate, comprehensive coverage in the Boston area. Visit hushp.harvard.edu to review a waiver checklist for guidance. You will be fully responsible for all medical claims and prescription drug costs if you waive the Student Health Insurance Plan.

International students studying on campus at Harvard are not eligible to waive the Student Health 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. A limited number of students who meet certain criteria (e.g., students studying out of the area) are able to also waive the Student Health Fee. Visit hushp.harvard.edu for more information. The deadline to waive is July 31, 2015, for the fall term and January 31, 2016, for the spring term. Waivers are available online at: Hushp.harvard.edu.

**Dependent coverage**

Students may enroll their spouse/same-sex domestic partner and/or unmarried dependent children (under age 26) in HUSHP. Enrollment and renewal for dependents is not automatic. Rates and enrollment forms are available at hushp.harvard.edu. The deadline to enroll dependents is September 30, 2015 for the fall term, and February 28, 2016 for the spring term.

**Optional Dental Coverage**

An optional dental plan will be available for students and their eligible dependents. Coverage is effective from August 1, 2015 to July 31, 2016. Enrollment and renewal are not automatic and the
deadline for both is September 30, 2015. Students are eligible for a special preventive service pack age and a discount of all specialty services at Harvard Dental Service if they choose not to enroll in the optional student dental plan.

For information on the Harvard University Student Health Program policies, benefits, limitations, and exclusions, including waiver eligibility and dependent enrollment, visit: hushp.harvard.edu.

**Payment of University Obligations**

All students are required to settle all financial obligations to the University before they are allowed to register each semester. Student bills for the fall semester are issued in July and payable in August; for the spring they are issued in December and payable in January. A student’s term bill balance at registration each semester must not exceed anticipated Harvard University financial aid.

Degree students may elect to pay the tuition portion of their term bill in monthly installments. Under this plan, students pay one-quarter of their tuition in August and the balance in three installments in October, November, and December. In the spring participants pay one-quarter of their tuition in January and three additional payments in March, April and May. There is a service charge of $35 per term for participation in the monthly payment option. A student enrolled half-time or less is required to pay the entire amount in advance. A student who leaves the University for any reason must pay all charges immediately upon receipt of the bill.

Candidates for degrees must have satisfied all indebtedness to the University at least one day before the day on which the degrees are voted by the Governing Boards. Students should see the Registrar to inquire about these dates. The names of candidates who have not so paid will be removed from the list of degree candidates before the meeting of the Governing Boards and their degrees will be withheld. Their degrees will be voted on by the Governing Boards once their bills have been paid.

The University has instructed the bank to redeposit any returned checks received for payments of students’ bills. There is a $50 charge assessed for the first dishonored check and $75 for the second and subsequent checks. If your account indicates a history of dishonored checks, the University may also require that future payments be made in cash, or by a certified or bank check. A check is regarded as dishonored when it has been returned because of insufficient funds, lack of a bank account, or because payment has been inappropriately stopped.

Current account information is available online through the Harvard Student Receivables student billing site at http://isites.harvard.edu/icb/icb.do?keyword=k69147. In order to access this utility, current students need their Harvard University Identification Number (HUID) and Harvard University Personal Identification Number (PIN).

**University Policy on Outstanding Account Balances**

Any student who leaves the University with an amount due on their student bill that remains unpaid for 60 days or more may be subject to collection activities. The costs associated with collecting an unpaid account will be added to the student’s outstanding debt and must be paid in full.
Projected Student Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$26,792</td>
</tr>
<tr>
<td>Health Fees</td>
<td>3,432</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>70</td>
</tr>
<tr>
<td>Housing Allowance</td>
<td>11,315</td>
</tr>
<tr>
<td>Food Allowance</td>
<td>4,140</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>4,608</td>
</tr>
<tr>
<td>Books</td>
<td>1,204</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$51,561</strong></td>
</tr>
</tbody>
</table>

The expected expenses listed above are for a masters-level student living off campus with a roommate over the nine-month academic year. Students should be aware that these figures are based on a minimum allowance and that many students find it necessary to have additional funds available.

Married students and students with dependents should expect to pay higher rent. Students maintaining automobiles in Cambridge should budget additional funds for parking in the Cambridge area.

Financial Aid

The goal of the Divinity School financial aid program is to assist students in meeting basic educational and living expenses incurred while pursuing their studies. For detailed financial aid information please refer to the Office of Financial Aid and the booklet entitled Financial Aid Handbook.
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

Harvard Divinity School 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 Harvard Divinity School. 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 the Registrar’s Office of Harvard Divinity School. 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 of Harvard Divinity School. If 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

Harvard Divinity School regards the following information as “directory information,” that is, information that, under FERPA, can be made available to the general public: a student’s full name and reported date of birth; current address and telephone number; email address; program, dates of attendance, awards granted, and expected date of graduation; previous schools attended and degrees earned or expected with field of study and date of degree; and photograph captured for the HUID card. Please note that Harvard University’s definition of “directory information,” found at: http://www.security.harvard.edu/book/3.2./ferpa-directory-information, may include elements in addition to those used by Harvard Divinity School, and that requests for directory information received at the University level thus may result in disclosure of such additional elements. Students may direct Harvard Divinity School not to disclose their directory information, usually known as putting in place a "FERPA Block." To do so, a student must inform the Registrar of Harvard Divin-
ity School, in writing, of that decision. Students should be aware of the possible consequences of putting in place 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 put in place a FERPA Block may decide to reverse this decision, also by informing the Registrar of Harvard Divinity School 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 Harvard Divinity School or the University; members of Harvard’s governing boards; and students serving on an official Harvard Divinity School or University committee, or assisting another Harvard official in performing his or her tasks. A student’s education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, Harvard Divinity School will forward a student’s education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

If Harvard Divinity School 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 the Harvard Divinity School’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.

Missing Persons Policy

As required under federal law, the Harvard Divinity School 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 appro-
priate external law enforcement agency; (2) contact anyone the student has identified as a missing person contact under the procedures described below; (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. 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 the School of HUPD will contact a custodial parent or guardian.

Students are reminded that they must provide the Registrar with emergency contact information and/or confidential missing person contact information if they have not already done so.
Standards of Conduct and the Learning Environment

RULES GOVERNING ACADEMIC INTEGRITY

The Divinity School seeks to maintain a learning environment characterized by academic integrity and fair access to educational resources. The following actions represent clear violations of academic integrity and fair access, and will be treated as disciplinary matters:

1. Cheating on examinations either by copying the work of others or through the use of unauthorized aids.

2. Plagiarism: presentation of the work of others (either written or visual) as one’s own work. All work submitted to meet course requirements must be the student’s own. In the preparation of papers and other written work, a student must be careful to distinguish between original ideas and those that have been derived from other sources. Information and opinions are to be attributed specifically to their sources. Students should be aware of and use the proper forms of citation; see, for example, The Chicago Manual of Style, 14th edition (Univ. of Chicago Press, 1993). Quotations must be properly placed within quotation marks and fully cited; paraphrased material must also be fully cited. In all cases where ideas or materials presented are derived from a student’s reading and research, the source must be indicated. A student who submits work either not her or his own or without clear attribution to the original source, for whatever reason, may be required to withdraw from the Divinity School.

3. Simultaneous or repeated submission without permission of substantially the same work (either written or visual) to more than one course. Normally, one term 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, but both instructors must give their approval in advance. Papers submitted for more than one course must show both course numbers on the title page.

4. Theft, vandalism, or destruction of the work of another student or group of students.

5. Theft, vandalism, or destruction of any educational resource (including library materials).

6. Altering or misrepresentation of academic records.

7. Other actions that present a serious threat to the learning environment at the University.

A student who has a concern about academic integrity or feels that she or he has been treated unfairly in the academic context normally speaks with the faculty member in question or an appropriate teaching fellow or the Associate Dean for Faculty and Academic Affairs.

MISREPRESENTATION OF APPLICATION MATERIALS

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

**Bomb Scares**

Students should note the following provision of Massachusetts law concerning bomb scares:

Whoever, knowing the same to be false, transmits or causes to be transmitted to any person by telephone or other means a communication falsely reporting the location of any explosive or other dangerous substance or contrivance 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 twenty years, or by imprisonment in a jail or house of correction for not more than two and one-half years or by a fine of not more than ten thousand dollars or by both such fine and imprisonment. [Massachusetts General Laws, c.269§ 14(a)]

Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons Possession and/ or use on University property of firearms or ammunition, explosives, combustible fuels, fire-crackers, and potential ingredients thereof is forbidden. Students should note the following statute of the Commonwealth of Massachusetts:

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, 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 one thousand dollars or by imprisonment for not more than one year or both. 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 by whatever means.

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 failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. [Massachusetts General Laws, c.269§ 10(j)]

In addition, 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. The definition of firearms is a broad one and includes pistols or guns operated by air, carbon dioxide, or other gases. Carrying any firearm (even if unloaded) in violation of the law is punishable by imprisonment with a mandatory minimum sentence of one year, which cannot be suspended or reduced. Students should consult the Cambridge police if they intend to possess firearms on non-University property, in order to assure strict compliance with the applicable statutes.

According to Harvard’s legal counsel, the definition of “dangerous weapon” includes items designed to do bodily injury, such as a stiletto, ballistic knife, black-jack, brass knuckles, billy stick, switchblade knife, and martial arts items such as throwing stars, kung fu sticks, and nunchaku (sticks connected by a rope, chain, wire, or leather).

**Hazing Regulations**

Students should note the following provisions of Massachusetts law prohibiting the practice of hazing in connection with the initiation of students into student groups and organizations. The law
applies to both officially recognized and unrecognized groups and to practices conducted on and off campus.


Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined here- in, 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 con- duct or method of initiation into any student organization, whether on public or private prop- erty, 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 affect adversely the physical health or safety or 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 reason- ably 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 post- secondary 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 seven- teen 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 provision of this section and sections seventeen and eighteen. Each institution of secondary education and each pub-
lic 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, at least annually, a report with the regents 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 regents 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.

**Federal Drug Free Schools and Communities Act**


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 activities is a violation of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol if anyone is under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of law and Harvard policy. The University holds students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to unlawfully serve or consume alcohol. Further, it expects students and employees to create and maintain an environment for learning and work that is safe and healthy and encourages responsible conduct. Violations of these rules are considered a disciplinary matter.

When alcohol is served at any Divinity School event, the sponsoring department, individual, or organization will be held responsible for maintaining the laws appropriate for such occasions. Persons wishing to be served alcoholic beverages by the School or its agents must be able to demonstrate proof of minimum drinking age. Non-alcoholic beverages and food must always be available when alcohol is served. The School and its agents will not serve or provide alcoholic beverages to any individuals who are or appear to be intoxicated.

Any student or employee who knowingly makes a false statement about his or her age, who transfers or abuses the University ID card, or who makes alcohol legally obtained from the School available to someone underage is subject to disciplinary action.

Help for students having drug problems or difficulties controlling their use of alcohol is available on a confidential basis from the Divinity School’s Office of Student Life, and other officers of the Divinity School. Medical and psychiatric services are available at the Harvard University Health Service.

Students may receive diagnoses and treatment recommendations by calling their HUHS primary care clinician for an appointment, 617.495.5711, or calling Harvard University Counseling and Mental Health Services directly, 617.495.2042. For evening, weekend, or holiday care, the After Hours Urgent Care Clinic is available, 617.495.5711.
University Statement of Rights and Responsibilities

The University and the Divinity School community include persons from a wide variety of backgrounds and cultures, but there exists a common expectation that all members are responsible for maintaining an environment conducive to the pursuit of knowledge, intellectual freedom, and the integrity of each individual member of the community. Such a learning environment depends upon considerate behavior toward all members, respect for one another’s privacy, and accurate representation of one’s own work. Students, faculty, and staff are subject to the policies of Harvard University that govern the conduct of members of the School as articulated in the University-wide Statement of Rights and Responsibilities as stated below.

The following Statement, and the interpretation that follows it, were adopted on an interim basis by the Governing Boards of Harvard University 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 consent 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 orderly fashion, 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 process 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 or willful destruction of the property of the University or its members 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 the University. All members of the community—students and officers alike—should uphold the rights and responsibilities expressed in this Statement 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.

**INTRODUCTION**

In accordance with its mission and with Harvard University policy, Harvard Divinity School does not discriminate against any person on the basis of gender, race, color, sexual orientation, gender identity, religious commitment, age, national ethnic origin, political belief, veteran status, or disability in admission to, access to, treatment in, or employment in its programs and activities. HDS condemns all forms of discrimination or harassment whether subtle or overt, and asserts that all members of the community should join in assuring that all students are accorded the dignity and respect called for in the University Statement of Rights and Responsibilities, as well as the Divinity School’s Statement of Community Values. Students who believe that they may be victims of any form of discrimination or harassment have recourse to grievance procedures. Likewise, Harvard Divinity School expects that those with whom it deals will comply with all applicable anti-discrimination laws.

Harvard University has adopted a new Sexual and Gender-Based Harassment Policy (“University Policy”) as well as new Procedures for Handling Complaints Involving Students Pursuant to the [University’s] Sexual and Gender-Based Harassment Policy (“University Procedures”): http://diversity.harvard.edu/pages/title-ix-sexual-harassment. The University Policy applies to all Harvard students, faculty, staff, Harvard appointees, and third parties. The University Procedures govern allegations of sexual and gender-based harassment involving Harvard students, including students in the Harvard Divinity School. Members of the Harvard Union of Clerical and Technical Workers (“HUCTW”) are also covered by the sexual harassment policies agreed to in the collective bargaining agreement and described in the HUCTW Personnel Manual:


For HUCTW members those policies take precedence over the policies governing other members of the University community.

A comprehensive review of HDS policy and procedures will be undertaken by HDS over the course
of the academic year 2014-2015. The policy and procedures set forth below ("Interim Policy" and "Interim Procedures") will be followed until the final version of HDS policy and procedures ("Final Policy" and "Final Procedures") has been adopted by the Faculty. To the extent that any existing HDS policies and procedures interfere with compliance with the Interim Policy and Interim Procedures application of such policies and procedures shall be suspended until adoption of the Final Policy. The Dean of the Harvard Divinity School may make modifications to the Interim Policy and Interim Procedures and in the event he or she does so, interested parties shall be notified.
HDS Sexual and Gender-Based Harassment Policy

The Interim Policy adopts the University Policy and incorporates the University Procedures, including for purposes of student discipline. The University Policy is included in its entirety here:

Policy Statement

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

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

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

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 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, non-verbal, 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 witness 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, non-verbal, 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 affect of creating a hostile environment for a member of the University community.

**Monitoring and Confidentiality**

A variety of resources is available at HDS and Harvard 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 for all members of the HDS community, including both the faculty and students to understand that while HDS and 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**

HDS encourages the reporting of all concerns regarding sexual or gender-based harassment. Sometimes individuals are hesitant to report incidences of sexual or gender-based harassment because they fear they may be charged with other policy violations, such as underage alcohol consumption. Because HDS and the University have a permanent 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.

**Resources**

_Harvard University Title IX Officers_
Mia Karvonides, J.D.
Office of the Assistant to the President for Institutional Diversity and Equity Smith Campus Center 951
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138
Tel: 617.495.4134

_Harvard Divinity School Title IX Officers:_
Annmarie Allen
Director of Human Resources Rockefeller Hall 205
47 Francis Avenue
Cambridge, MA 02138
Tel: 617.495.5683

Tim Whelsky
Assistant Dean for Student Affairs Divinity Hall 204
14 Divinity Avenue
Cambridge, MA 02138
Tel: 617.496.3091
Director of Religious and Spiritual Life:
Kerry Maloney
Andover Hall 109
45 Francis Avenue
Cambridge, MA 02138
Tel: 617.495.5778

University Resources:
Harvard University Police Department Sensitive Crime Unit
Tel: 617.495.1976

Cambridge Police Department Sexual Assault Unit
Tel: 617.349.3371

Harvard University Health Services
Smith Campus Center
Medical treatment and, if needed, collection of medical evidence
Tel: 617.495.5711

Harvard University Counseling and Mental Health Services
Tel: 617.495.2042

Harvard Chaplains
Tel: 617.495.5529

Boston Area Rape Crisis Center (“BARCC”)
24 Hour Hotline: 800.841.8371

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

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

Harvard students, faculty, staff, and other 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 of unit Title IX Coordinator, the Title IX Officer, or other staff in ODR, but may, if they choose, contact another School or University officer, who will refer the matter as appropriate.

As set forth, 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 process described below.
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.

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 conducted within two to three weeks of the date of the request.

Procedures for Formal Complaints

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

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

As described in the University Procedures, an Initiating Party may file a formal complaint against a student for violations of the University Policy. The complaint will be investigated by an ODR Investigator assigned by the University’s Title IX Officer. The Associate Dean for Faculty and Academic Affairs will designate one of its Title IX Coordinators to act as a liaison (“Liaison”) between the HDS Sexual Misconduct Review Board (SMRB), which is responsible for discipline and the Investigator. The Liaison’s responsibilities may include the following: 1) be available to answer the Investigator’s questions (including, but not limited to, questions about other HDS policies or student life); 2) serve as a conduit for information to travel between ODR and the SMRB; 3) apprise the Sexual Misconduct Review Board and the relevant Title IX Coordinator of the progress of the investigation; 4) assist the Title IX Coordinator and the ODR with interim measures.

When the SMRB is informed that a formal complaint has been filed with the ODR, the appropriate Title IX Coordinator will meet with the Respondent to explain, among other things, the disciplinary process that may take place following the issuance of the final report, the range of the disciplinary sanctions, and the appeals process following the imposition of any discipline. The Title IX Coordinator will also be available to meet with the Complainant.

Under the University Policy and the Interim Policy, ODR is responsible for determining whether a violation of University Policy by a student took place. HDS remains responsible for student discipline through the HDS Sexual Misconduct Review Board. Nonetheless, any disciplinary proceedings against a HDS student based on allegations of a violation of the sexual or gender-based harassment policies must be conducted in a manner consistent with University Procedures. Accordingly, the following disciplinary procedures will apply to allegations of sexual or gender-based harassment brought against any HDS student.

**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. The School or unit 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.

**Time Frame for Filing a Complaint**

The University does not limit the time frame 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 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.

**Initial Review**

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

The Investigative Team will contact the Complainant or Reporter in an attempt to gather a more complete understanding of the allegations, as well as any relevant conduct that may implicate the Policy. When a complaint is brought by a Reporter, the Investigative Team will endeavor to meet with the person identified as the potential Complainant both to gather information and to discuss his or her interest in participating in an investigation. Based on the information gathered, the Investigative Team will determine whether the information, if true, would constitute a violation of the Policy such that an investigation is warranted or whether the information warrants an administrative closure. The Investigative Team will convey this determination to: the Complainant (and the Reporter, if there is one), the Title IX Officer, and the School Title IX Coordinator. The Investigative Team will work with the School Title IX Coordinator to implement any appropriate interim measures to be put in place by the School pending the completion of the case (or to revise as necessary any measures already in place).

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

**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 purpose 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.

**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 interviews briefly if they feel their advisees would benefit from a short break.

**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.

**Coordination of 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.

**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 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 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 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 School or unit through their relevant policies.

**Special Circumstances**

**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.

**Administrative Closure**

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

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

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

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

**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 over-arching commitment to provide a non-discriminatory environment. Thus, in certain circumstances, the Title IX Officer may determine that investigation is appropriate despite a Complainant’s request to withdraw the complaint, or failure to cooperate. Other circumstances also may result in a request to withdraw the complaint being declined, where, for example, a request to withdraw is made after a significant portion of the investigation has been completed and terminating the investigation would be inequitable.

**Request for Informal Resolution after a Complaint has been Filed**

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

If such a request is approved, the time frames 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.

**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:

1. A procedural error occurred, which may change the outcome of the decision; or

2. The appellant has substantive and relevant new information that was not available at the time of the 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 a complaint must be received by the Assistant to the President for Institutional Diversity and Equity or designee within one week of the date of the decision under appeal. Ordinarily, appeals will be decided within two weeks and the parties and the School Title IX Coordinator promptly will be informed of the outcome in writing.
Disciplinary Procedures Concerning Alleged Harassment by HDS Students

The Sexual Misconduct Review Board (the “SMRB”) is a trained group of faculty and administrators appointed by the Dean and will be composed of the Associate Dean for Faculty and Academic Affairs, each school Title IX Coordinator (the Director of Human Resources, the Associate Dean for Enrollment and Student Services, and the Assistant Dean for Student Affairs), and four faculty members. For any case that is reviewed by the SMRB, four SMRB representatives will be assigned to review the Final Report submitted by the ODR and make a determination about the imposition of sanctions, if the report has determined that there was a violation of the University policy. For any case involving an HDS student as the respondent, the reviewing committee will always include an HDS Title IX Coordinator (the HDS designee on the investigative team, if applicable), the Associate Dean for Faculty and Academic Affairs, and two faculty members. For a case involving a staff or faculty member as the respondent, the reviewing committee will always include the Director of Human Resources as the designated Title IX Coordinator.

Whenever a formal complaint of harassment against an HDS student results in the issuance of a final report, the SMRB must accept as final and non-reviewable the report’s findings of fact and its conclusions as to whether a violation of the University Policy has occurred. The SMRB disciplinary proceedings against that student based on conduct addressed by the report will proceed with the understanding that the final report carries the same validity as a determination reached by the SMRB itself.

When a report is received, any member of the SMRB who identifies a conflict of interest in the case is expected to request to be excused from the assignment. In any case, the Respondent and Complainant will be informed of the members of the Sexual Misconduct Review Board and may file an objection and request recusal of any members whom he or she believes has a conflict of interest. If the request is granted a substitute appointment will be made.

The SMRB will determine the sanction based on the findings included in the final report submitted by the ODR investigative team. Any disciplinary action requires at least a majority vote and, in the case of a requirement to withdraw, at least a two-thirds vote of the members. It is important to note that a first offense can result in immediate expulsion when the circumstances of the violation warrant it.

If the SMRB votes to impose discipline, it will notify in writing the Respondent and, as appropriate, the Complainant of the discipline imposed.

A student cannot receive a degree, and ordinarily may not participate in Commencement or related activities or exercises, before a pending disciplinary case is resolved, or before his or her status at HDS is restored to good standing. A student on a leave of absence, whether voluntary or involuntary, is ordinarily not allowed to return and register until any pending disciplinary case is resolved.

The SMRB may take a number of disciplinary actions, including admonish; place on probation, with or without requirements or restrictions); and require to withdraw with or without a recommendation to dismiss or expel.

Disciplinary Proceedings Following the Resolution of a Formal Complaint of Harassment That Results in a Finding of No Policy Violation

Whenever the final report concludes that an HDS student has not violated the University Policy, the appropriate HDS Title IX Coordinator shall forward the report to the Associate Dean for Fac-
ulty and Academic Affairs. If either party invokes the right to appeal a decision contained in a final report, granted by the University Procedures, the Title IX Coordinator shall notify the Associate Dean for Faculty and Academic Affairs of the appeal. If, on the basis of the factual findings contained in the report, the SMRB concludes that it is reasonably likely that a disciplinary infraction by an HDS student other than a violation of the University Policy can be established by sufficiently persuasive evidence, the SMRB may, at its discretion, initiate formal proceedings by a written charge which explains the nature of the alleged infraction. Any such proceedings shall be conducted in accordance with standard Ad Board Procedures.

**Conclusion of the Case**

Once an outcome has been reached, the appropriate representative of the SMRB will notify the Complainant and Respondent of the SMRB’s decision. The SMRB’s proceedings and decisions are communicated only to those with a need to know, including the Respondent and the Complainant.

After the case has been decided, regardless of the outcome, a redacted copy of the final report and the notice of decision of the SMRB and related materials will be placed in a sealed envelope in the Respondent’s file and in the file of the Complainant. These documents are part of the Respondent’s and Complainant’s educational record, as defined and protected by federal law.

**Appeals**

The Complainant and the Respondent have the option to appeal disciplinary decisions made by the SMRB regarding violations of the Interim Policy, including any decision not to impose discipline. Allowable grounds for appeal are:

1. the SMRB made a procedural error; or
2. based upon a review of the SMRB annual disciplinary statistics, as available, the sanction imposed by the SMRB was inconsistent with its usual practices and therefore inappropriate.

The only opportunity to appeal the findings related to the University Policy is provided by the ODR. Appeals within the Harvard Divinity School pertain only to the decision of the SMRB in determining discipline.

All appeals must be filed in writing with the HDS Dean within one week of the disciplinary decision of the SMRB. Once a student has been awarded a degree, the option to have the SMRB reconsider a decision or to appeal to the HDS Dean is closed. In consultation with the Associate Dean for Faculty and Academic Affairs and the Associate Dean for Enrollment and Student Services, the HDS Dean may grant or deny the appeal. In the event the Dean grants the appeal, it will remand the matter to the SMRB for action consistent with its decision. There are no circumstances under which a student may appeal a decision made by the Dean.

All members of the SMRB shall receive appropriate training in the handling and resolution of allegations of sexual and gender-based harassment.

Following the decision on appeal, documentation of the appeal decision and materials related to the appeal will be included in the sealed envelope in the Respondent’s file.
The Administrative Board of the Divinity School

The Faculty of Divinity has delegated to the Administrative Board the power to enforce the regulations of the Faculty in disciplinary matters involving students. The Board does not oversee academic matters involving a student’s progress and program, which are within the province of the degree committees and the Executive Committee on Academic Programs.

The Board is composed of five voting members, three Faculty members (one of which is the academic dean) and two students, as well as one non-voting member, the Associate Dean for Enrollment and Student Services. The chairperson of the Board is the Associate Dean for Faculty and Academic Affairs. The term of all appointments is one academic year beginning in September. Violation of the rules or standards of conduct of the Faculty of Divinity, such as lying to an officer of the University, cheating, plagiarism, or other forms of academic dishonesty, harassment, disorderly conduct, theft or damage to property of the University or others, possession of stolen goods, violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials), and other conduct that departs from generally accepted standards of behavior and integrity will be dealt with by the Administrative Board, and, if necessary, the Faculty. Formal complaints of sexual and gender-based harassment will be reviewed by the Sexual Misconduct Review Board or Rights and Responsibilities Committee in accordance with the University’s Sexual and Gender-Based Harassment Policy and Procedures located on pages 94 of this Handbook.

Procedures

1. For an Administrative Board case to ensue, the Divinity School has to know of an alleged violation of its rules. Usually a Faculty member, student, administrator or other University official reports an incident that appears to violate the HDS rules or standards of conduct to the associate dean for enrollment and student services, the Assistant Dean for Student Affairs, or the associate dean for faculty and academic affairs. Students who know they are in trouble may wish to contact any dean directly to start the process cooperatively.

2. The associate dean for enrollment and student services conducts a preliminary review to determine whether there is sufficient basis to refer the incident to the Administrative Board. In the course of the preliminary review, the student and the associate dean consult. During this consultation the student is normally provided an understanding of what might result from the Administrative Board hearing, a statement of the expectations of honesty by HDS, and a description of the associate dean’s role as fact-finder. In the event that the case turns out to be based on a misunderstanding, it will be dismissed by the associate dean in consultation with the chair of the Administrative Board.

3. If the incident will be referred to the Administrative Board, the associate dean prepares a charge letter to the student, identifying the incident and asking the student to prepare a statement. The charge letter is copied to the chair of the Administrative Board.

4. The student then prepares a statement that tells his/her view of the incident and reflects on it. Students should be aware that, if the associate dean or the chair of the Board believes it would be helpful to do so, the statement may be shared with the person presenting the complaint. (The dean will advise the student on when, as a general matter, statements normally would be shared.) The associate dean or the Board may also solicit statements from other relevant parties or witnesses. To assist the Board, complaining parties and responding students are encouraged to identify persons from whom the dean should consider soliciting statements or from whom the Board should otherwise hear.
5. The Chair of the Administrative Board calls a meeting, and the Associate Dean advises the student when the meeting will occur. Normally all hearings are conducted before the Board as a whole, although in given situations the Board may proceed differently. If the responding student believes that a member of the Board has a direct or personal interest in the case, he or she may request in writing that the chair excuse the member. The request should describe the basis for the student’s belief.

6. The Board hears the case. Meetings are private, but students charged are offered the opportunity to make an appearance. Students are not required to do so, and no conclusion is drawn based on appearance or non-appearance. Students appearing before the Board (responding or as complainants) may each ask a personal advisor who is an Officer of the University to accompany him or her. The advisor may not address the Board.

Ordinarily, the meeting with the responding student will proceed along the following lines:

• At the prescribed time, the associate dean will meet the student and his or her advisor and escort them into the meeting;
• The chair will introduce himself/herself to the student and outline the procedures;
• The chair or the associate dean will review the case briefly for the student;
• The dean will report the case orally to the Board, reviewing what the dean sees as the most relevant facts and information from the statements and conversations he or she has had concerning the incident;
• The chair will ask if the student has anything to add, to which the student may respond;
• If willing, the student will respond to questions from the Board;
• The student and advisor will then be excused from the meeting.

7. Immediately following, the Board will discuss and determine the case orally with an eye towards whether there was wrong-doing over which the Board has authority. The chair will ultimately call for a vote.

When voting an action of dismissal of charge(s), admonition, warning, or requirement to withdraw majority rule is sufficient to determine the outcome. In the case of a motion for dismissal or expulsion, a two-thirds majority is necessary to forward such a recommendation to the Faculty. Should such a motion fail, lesser sanctions may be considered.

When reviewing a case, the Board may consider any information it deems relevant. Decisions of the Board are final except for recommendations of expulsion and dismissal, which require a two-thirds vote of the Faculty present at a Faculty Meeting to be effective. Decisions of the Board (with the exception of dismissal and expulsion) take effect immediately.

8. Shortly after the Board meets, the associate dean will inform the student against whom the charges were brought of the decision. Following this, the associate dean writes a formal letter informing the student of the Board’s decision and describing generally how the case was seen, with a copy to the chair. Copies of letters and statements received and any other relevant documentation go into the student’s confidential file as a record of the case.

9. Ordinarily, deliberations of the Board or how members voted will not be discussed with anyone not on the Board, except that matters may be discussed with the Office of the General Counsel.
The following actions may be taken by the Board:

- **Dismissal of charge(s).** Charge or charges are not sustained, or found to be without foundation.

- **Admonition.** Cautioning to a student found to have violated standards of conduct. This action is a formal rebuke which does not become part of the student’s official record.

- **Warning.** Notice that a repetition of this or other offenses during a specified time period would provoke more serious sanctions. The warning becomes part of a student’s official record and is a formal disciplinary action.

- **Requirement to Withdraw for a Stated Period.** Suspension for a definite period of time as determined by the Board. Requirement to Withdraw is effective immediately upon the action of the Board, and a student who is required to Withdraw for whatever reason is not in good standing until readmitted. To apply for readmission, ordinarily a student must be away from Harvard for at least one but generally two or more terms, and must demonstrate that he or she has satisfied any other conditions the Board may have set. Readmission is the prerogative of the Administrative Board in all disciplinary Withdrawals. Students who have been required to Withdraw are still bound by the rules regarding financial aid and financial obligations (tuition and fees, library fines, etc.), of students granted a leave or on voluntary Withdrawal. Withdrawn students are not entitled to a University ID card until such time as they may have been officially readmitted.

- **Dismissal.** Action taken in serious disciplinary cases, which ends a student’s connection with the University. Dismissal must be voted by a two-thirds majority vote of the Faculty of Divinity present at a Faculty Meeting. Dismissal does not necessarily preclude the student’s return, but readmission requires a two-thirds majority vote of the Administrative Board as well as the Faculty.

- **Expulsion.** Expulsion is the highest censure, and is a final separation from the University. A recommendation of expulsion must be accepted by a two-thirds majority vote of the Faculty of Divinity present at a Faculty Meeting. A student who is expelled can never be readmitted or restored to good standing.

The Divinity School does not record a sanction of admonition on a student’s transcript. Both warning and requirement to withdraw appear on a student’s transcript. The fact that a student was withdrawn for a period of time for any reason remains on the transcript. Dismissal and expulsion are permanently noted.
Academic Resources

Andover-Harvard Theological Library

Circulation Desk: 617.495.5788
Reference Desk: 617.496.2485 http://library.hds.harvard.edu

Our rich and deep collection of print and electronic resources enables students to encounter the historical breadth, cultural diversity, and global scope of religious life and thought. Critical thinking and research skills are essential in this information age. Our friendly and knowledgeable librarians help students design efficient research strategies, select the best information from myriad options, and judge the reliability of sources. Research skills learned at HDS serve as a foundation for future education and professional careers.

The Andover-Harvard Theological Library provides the community with study space, a wireless network, and a collection containing over 530,000 volumes, including around 85,000 rare books and pamphlets, more than 1,300 current periodical titles and 100,000 microforms and many archival and other non-print materials.

The HOLLIS+ online catalog points the way to the entire University’s collections of over 18 million books and a wealth of journals, manuscripts, and other items. Harvard also provides access to thousands of electronic resources, including online full-text journals and databases, which can be accessed any time of day and from any location. In addition, students have access to the resources of the libraries of the Boston Theological Institute, collectively one of the largest and richest collections of theological literature in the world.

Current information regarding this library may be found at http://library.hds.harvard.edu. Information about other Harvard libraries may be found at http://library.harvard.edu.

Library hours during the academic year:

Monday-Thursday: 8:30 a.m. - 10:00 p.m.
Friday: 8:30 a.m. - 6:00 p.m.
Saturday: 10:00 a.m. - 6:00 p.m.
Sunday: 12 Noon - 10:00 p.m.

Except on University Holidays, reference assistance is available Monday through Thursday, from 8:30 a.m. to 9:00 p.m., and Friday from 8:30 a.m. to 6:00 p.m. Special Collections, including rare books, manuscripts, and archives, are available Monday through Friday, from 9:00 a.m. to 4:45 p.m. The library has reduced hours between semesters and during vacations and is closed for University Holidays. A complete schedule of library hours is available on the library website.

Library Rules and Regulations: Students, staff, faculty members, researchers, visitors and other users who fail to comply with library rules and regulations will be subject to revocation of library privileges and disciplinary action up to and including legal prosecution. In particular, unauthorized removal from the library or damage of any library materials, property, or other resources by a student may lead to the requirement to withdraw from the School. All library users will be subject to the fines and penalties of the Divinity School, the University, and the laws of the Commonwealth of Massachusetts governing crimes against property.
Licensed electronic resources are restricted to users of Harvard’s libraries for purposes of research, teaching, and private study. Under Harvard’s licenses for electronic resources, users generally may not permit anyone other than authorized users to use the licensed materials; modify or create a derivative work of the licensed materials without the permission of the licensor; remove, obscure or modify any copyright or other notices included in the licensed materials; or use the licensed materials for commercial purposes, including but not limited to the sale of the licensed materials.

In addition to respecting the copyrights of library print collections, all Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. No copyrighted work may be copied, published, disseminated, displayed, performed or played without permission of the copyright holder except in accordance with fair use or licensed agreement. This includes music, movies and other copyrighted material. Users are individually responsible for compliance with these terms.

**Boston Theological Institute**
Phone: 617.527.1073
www.bostontheological.org mainoffice@bostontheological.org

Member Institutions:

Andover Newton Theological School
Boston College
Boston University School of Theology
Episcopal Divinity School
Gordon-Conwell Theological Seminary
Harvard Divinity School
Hebrew College
Holy Cross Greek Orthodox School of Theology
St. John’s Seminary

The Boston Theological Institute (BTI) is an association of theological schools in and around Boston that provides opportunities for sharing facilities and programs and for collaborating on ecumenical projects. Through the BTI, students in all degree programs may cross-register for courses in any of the member institutions, use the network of library facilities, and participate in joint field education and clinical programs. Harvard Divinity School’s flexible curriculum design allows students to pursue study in different theological settings or to engage material with a single denominational viewpoint. Students may also earn certificates from the Institute in International Mission and Ecumenism and in Science and Religion for work completed through the member schools.

The BTI produces an on-line catalog that includes course offerings, academic calendars, maps, and contact information for participating schools. A copy of the BTI Catalog may be viewed online at www.bostontheological.org/courses. Please bear in mind, however, that the most accurate and up-to-date may usually be found on the course websites of the individual member schools.

Information regarding how to cross-register into the BTI can be found in the section titled Academic Procedures and Rules under “Cross-Registration.” Because the calendars differ among schools, students who intend to cross-register need to plan their schedules accordingly.
SCHOOLS OF HARVARD UNIVERSITY

Harvard College
The Graduate School of Arts and Sciences
Harvard Business School
Graduate School of Design
Harvard Graduate School of Education
Harvard Law School
Harvard Medical School
Harvard School of Dental Medicine
Harvard T.H. Chan School of Public Health
Harvard Kennedy School
Radcliffe Institute

HDS students are members of the greater Harvard University community and, according to their interests, may engage with individuals and groups University-wide. HDS students may cross-register into courses offered in the Faculty of Arts and Sciences (which consists of Harvard College and the Graduate School of Arts and Sciences) and Harvard’s eight other faculties. Many draw regularly on the libraries of these schools, which, along with numerous special collections, such as the Houghton Library of rare books and manuscripts and the Schlesinger Library on the History of Women in America, comprise the world’s largest university library system.

Along with the research resources of the Divinity School, Harvard University has numerous research institutes, including the W.E.B. Du Bois Institute for Afro-American Research, the Center for Jewish Studies, the David Rockefeller Center for Latin-American Studies, the Carr Center for Human Rights Policy, and the Hauser Center for Nonprofit Organizations. In addition, there are the collections and exhibits of more than a dozen University museums, including the Fogg Art Museum, the Peabody Museum of Archaeology and Ethnology, and the Carpenter Center for the Visual Arts.

Through its students, faculty, and staff, HDS intersects with multiple communities of learning and endeavor throughout the University. In this way the School’s institutional life reflects its curricular and intellectual mission: to encourage the examination of religion in relation to all dimensions of individual and collective human experience in this and other cultures.

INFORMATION TECHNOLOGY AND MEDIA SERVICES

Andover Hall,
Ground Floor
Phone: 617.496.9111
http://hds.harvard.edu/life-at-hds/technology - hdshelp@hds.harvard.edu

Recognizing the increasing role that information technology plays in research and teaching, the Divinity School continues to expand and enhance the computer resources and services that it makes available to its students. To further these goals and to take advantage of shared services across the university, the HDS Office of Information Technology and Media Services established a partnership in 2010 with University Information Systems (HUIT) to manage the delivery of network, server and desktop support.

Services provided to students consist primarily of email accounts (Harvard-Google Apps Gmail accounts), wireless network access, printing, on-campus computing facilities and email kiosks. Students can access their email accounts using either standard email software or through the Gmail web client. Public access kiosks can be found at several locations throughout the School and are
connected to the internet through Harvard’s high-speed data network. Students may access the internet via wireless access points throughout the entire campus.

The student computer lab is located in the Andover-Harvard Theological Library. Current versions of popular desktop applications (Microsoft Office, Adobe Photoshop, Internet browser software, etc.) are provided. All workstations are connected to high-speed network printers. Printing is charged on a per-page basis. In addition, there are two book-scanning stations in the student lab which are available for digitizing materials that can be saved to either a USB flash drive, or sent via email.

Please note that you will need a Crimson Cash account and a Crimson Cash-enabled card (usually your Harvard ID card) to pay for your printing. In addition to the hard-wired network printers in the student computer lab, students can print wirelessly from their personal laptops. For details on wireless printing, visit http://hds.harvard.edu/life-at-hds/technology/wireless-networking-and-printing. The Divinity School also provides extensive audio-visual support to students in the classroom, and throughout the HDS campus for a wide range of student organization-sponsored events. For additional information on our A/V support policies and to order support, please visit http://hds.harvard.edu/life-at-hds/technology/audiovisual-services.

Inherent in the use of computer systems are concerns of security, privacy, and conduct. Working in the student computer lab or via the wireless network connects the user to the entire Harvard network and makes computers vulnerable to unauthorized access. In order to prevent access by unauthorized persons, everyone is expected to conform to certain security measures including keeping passwords secret and not sharing their email account with others.

With regard to individual email account privacy, Google’s business model relies on providing a secure, private email service to individual users. Google’s Privacy & Security policy can be found at http://www.google.com/privacy.html. Privacy is also insured by not giving out electronic mail addresses to the public. In using the School’s computer resources, students are subject to all Harvard and Divinity School policies. Please refer to Computer Use Policy below or on the Internet http://hds.harvard.edu/life-at-hds/technology/policies-and-guidelines/hds-computer-use-policy for a complete description of user rights and responsibilities. Students will be required to abide by the Computer Use Policy while affiliated with Harvard Divinity School.

HDS Computer Use Policy

Individuals who are provided access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. The University expects individuals to be careful, honest, responsible, and civil in the use of computers and networks. Those who use wide-area networks (such as the Internet) to communicate with others or to connect to computers at other institutions are expected to abide by the rules for the remote systems and networks as well as those for Harvard’s systems. Be advised that, in addition to being a violation of College rules, certain computer misconduct is prohibited under Massachusetts General Laws, c.266 subsection 33 (a) and 12(f) and is, therefore, subject to criminal penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database, falsely obtaining electronic services or data without payment of required charges, and destroying electronically processed, stored, or in-transit data.

Use of Computer Facilities

The use of Harvard Divinity School computing resources is for purposes related to the School’s mission of education, research, and public service. Users are entitled to use the School’s computing
resources only for purposes related to their studies, their instruction, the discharge of their duties as employees, their official business with Harvard Divinity School, and other University-sanctioned activities.

User Responsibilities

1. Individuals assume personal responsibility for the use of their accounts. Consequently, users may not disclose their passwords or otherwise make Harvard’s facilities available to unauthorized individuals (including family or friends). Users are responsible for maintaining the security of their accounts.

2. The possession or collection of passwords, personal identification numbers (PINs), private digital certificates, or other secure identification information belonging to other users is prohibited.

3. Use of any Harvard University-owned computer or network for private, commercial, non-Harvard business purposes without explicit authorization is a violation of these terms and conditions of use and will result in the termination of computer privileges.

4. Computer facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft.

5. Users may not copy, publish, store or transmit data when doing so would constitute a violation of copyright. Users who are in any doubt as to the copyright status of data they wish to store or send should contact the HDS Information Technology and Media Services group for help in determining the legality of their planned use of the data. In the event that users are found to be in violation of the Digital Millennium Copyright Act, they will be notified by the office of IT and Media Services to cease and desist, with warnings about repeat offenses. In the event that an individual is found to have violated the policy a second time, the user must meet with the Director of IT and Media Services to remove all copyrighted material from their computer or device, and they must report to the Associate Dean for Enrollment and Student Services for disciplinary action. Harvard’s statement on copyright policy and the Digital Millennium Copyright Act, as well as frequently asked questions on the application of the law can be found at http://www.dmca.harvard.edu/.

6. Users are prohibited from installing, storing or using unlicensed software on HDS computers. Transmission of such software over either the HDS or University network is prohibited. The introduction of data or programs which in some way endangers computing resources or the information of other users (e.g., a computer worm, virus, or other destructive program), or which infringes upon the rights of other Harvard Divinity School users (e.g., inappropriate, obscene, pornographic, bigoted, or abusive materials) is prohibited.

Recognizing that computers and networks are limited resources, users must use them efficiently.

Individuals may not attempt to circumvent security systems or to exploit or probe for security holes in any Harvard or HDS network or system, nor may individuals attempt any such activity against other systems accessed through Harvard’s facilities. Execution or compilation of programs designed to breach system security is prohibited unless authorized in advance.

The compilation or redistribution of information from University and/or HDS directories (printed or electronic) to third parties is forbidden.

Harvard Divinity School is entitled to remove from any HDS computing resource data and programs that are found to be inappropriate, as defined above and/or to terminate the computing privileges of any user who violates the policies outlined above.
Security and Confidentiality

Harvard Divinity School considers all data stored on shared resources to be confidential, unless that information has been made explicitly available to other groups or individuals by the data’s owner. Harvard Divinity School will assume that computer users wish the information they store on our shared computing resources to remain confidential. Therefore, Harvard Divinity School will help users of its shared computing resources protect the data they stored on or transmitted through those resources from accidental loss, tampering, or unauthorized search, or other access.

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

Electronic Communication

Harvard University Policy on Access to Electronic Information

Effective March 31, 2014, Harvard University established a policy that sets out guidelines and processes for university access to user electronic information stored in or transmitted through any University system. The policy applies to all schools and units of the University. Please visit http://hwpi.harvard.edu/files/provost/files/policy_on_access_to_electronic_information.pdf for a copy of the complete policy.

Harvard neither sanctions nor censors individual expression of opinion on its systems. However, the same standards of behavior are expected in the use of electronic mail as in the use of telephones and written and oral communication. Therefore electronic mail, like telephone messages, must be neither obscene nor harassing. Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or broadcast indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. For example, email on a given topic that is sent to large numbers of recipients should in general be directed only to those who have indicated a willingness to receive such email.

Individuals are expected to abide by the rules and policies outlined in this document and to consult an official of the HDS Office of Information Technology and Media Services prior to any activity that would appear to violate any of them. Failure to do so may result in disciplinary action.

Digital Copyright Policy

The University prohibits the use of the Harvard network for illegal activities. Examples of relevant policies can be found on the Harvard site listed below for the Digital Millennium Copyright Act. Federal law prohibits the reproduction, distribution, public display or public performance of copyrighted materials over the Internet without permission of the copyright holder, except in accordance with fair use or other specifically applicable statutory exceptions. Harvard may terminate the network access of users who are found to have repeatedly infringed the copyrights of others. In addition, unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject you to civil and criminal liabilities. Harvard complies fully with the federal
Digital Millennium Copyright Act of 1998 ("DMCA") and has in place the mandated process for receiving and tracking alleged incidents of copyright infringement.

Harvard network users should be aware of recent changes in the pre-subpoena notification approach employed by the Recording Industry Association of America ("RIAA"). These changes include notices requesting the preservation of records in advance of a subpoena, and notices providing an option for users to settle in advance of potential lawsuits. University policy remains unchanged. We will continue to comply with the Digital Millennium Copyright Act and federal law pertaining to DMCA subpoenas, and will continue to update the community of significant changes to process or law. The University is committed to maintaining the integrity and availability of the Harvard network for vital educational and research purposes for which it was designed. We recommend that you become familiar with the laws pertaining to the use of digital material and to comply with federal law and University policy regarding use of copyrighted materials. More information may be found at: http://www.dmca.harvard.edu/copyright-policy and http://www.dmca.harvard.edu/faq.

THE REGISTRAR’S OFFICE
Divinity Hall, Room 208
Phone: 617.495.5760 - Fax: 617.495.0807
http://www.hds.harvard.edu/academics/registrar registrar@hds.harvard.edu
Office Hours: Monday-Friday 9:00 a.m. to 5:00 p.m.

The Registrar’s Office provides a range of service to HDS students, faculty, and staff:

- Keeping academic records
- Coordination of registration, course registration, and cross-registration
- Summer Language Program registration Publication of the Handbook for Students
- Online publication and updating of course listings and Courses of Instruction
- Exam scheduling and make-up examinations
- Grade collection, recording and reporting
- Grade audits and the monitoring of academic progress
- Coordination of academic petition process
- Transcripts and diplomas
- Academic advisor assignments
- International student visa maintenance
- Tuition and fees assessment
- Loan deferment processing

Students are encouraged to contact the Registrar’s Office staff by email, in person, or by phone with questions and concerns regarding these services. Drop-ins during office hours are welcome. In addition, the Registrar or Assistant Registrar are also available by appointment.

OFFICE OF MINISTRY STUDIES
Andover Hall, Room 112
Phone: 617.496.2943

The Office of Ministry Studies oversees the MDiv program, working with students and other faculty to ensure the integration of classroom and field-based learning, offer the MDiv required courses, teach other courses in the curriculum, provide denominational counseling for students preparing for various ministries, and to administer the field education program. The Field Education Program
offers over 100 sites for field-based learning, open to both MDiv and MTS students. Denominational Counselors are available through the Office of Ministry Studies for students preparing for either ordained or lay ministries. Counselors are available for the following denominational and religious groups: Baptist, Buddhist, Episcopal/Anglican, Jewish, Lutheran, Methodist, Muslim, Pentecostal, Presbyterian, Roman Catholic, United Church of Christ, and Unitarian Universalist.

**The Center for the Study of World Religions**
42 Francis Avenue  
Phone: 617.495.4495  
http://cswr.hds.harvard.edu  
http://www.facebook.com/harvardcswr

Founded in 1960, the Center for the Study of World Religions is an integral part of Harvard Divinity School as well as a center of the university. Its mission is to foster interdisciplinary and inter-religious exchange, learning, research and dialogue across religious and cultural boundaries. By sponsoring conversations and colloquia, film series, public lectures, conferences, and research projects, the Center draws upon the rich intellectual resources of the Divinity School, the Committee on the Study of Religion, and the schools and departments of the university, as well as the wider community of those interested in religions. The Center has particular interest in the historical and contemporary inter relationships among religions, and the theological, philosophical, comparative, and ethical challenges facing religious communities and those who study them. Students are important members of the Center community. Most members of the Center residential community are students, some of whom are junior fellows with an active role in Center programming. The Center hosts regular meetings of doctoral students and events specifically for MTS/MDiv students. Student suggestions for programming in keeping with and furthering the Center’s mission are most welcome. The Center’s Meditation Room is open to all for personal and group meditation or prayer.

**Women’s Studies in Religion Program**
The Carriage House 56 Francis Ave.  
Phone: 617.495.5705  
http://wsrp.hds.harvard.edu - wsrp@hds.harvard.edu

Each year, the Women’s Studies in Religion Program (WSRP), appoints Research Associates who are working on book-length research projects advancing our knowledge of religion and gender. Each Research Associate is appointed as a visiting faculty member and teaches a course related to her research, augmenting courses taught by the regular faculty listed under the Women, Gender, Sexuality and Religion area of focus. The Program explores the fundamental part played by religious traditions in defining and changing roles for women and men, both inside religious communities and in broader public spheres. The Program’s goal is the production of new primary research on religion and gender and the dispersal of that information through courses, publications, and public programs. All are warmly welcomed to participate in the courses, public lectures and other events sponsored by WSRP. Since the 1970s, the Program has supported more than one hundred and fifty scholars, representing dozens of institutions of higher learning in the United States and around the world, including China, France, Germany, Ghana, Korea, Mexico, Finland, Israel, South Africa, Nigeria, Switzerland and Morocco. Together, they have produced a body of scholarship that has helped transform the study of religion and the theological education of ministers and religious leaders.
This year’s WSRP Research Associates are as follows:

**Susana Drake** (Macalaster College)
Visiting Associate Professor of Women’s Studies and Early Christianity

*Veils and Revelations: Gender and Allegory in Early Christianity*
The first assessment of textual and material evidence for veiling in the first through fifth centuries, C.E., this book will explore the relation between the social history of the veil in late antiquity and the intellectual history of the concept of truth as veiled/revealed in early Christianity.

**Lynn Gerber** (University of California, Berkeley)
Visiting Lecturer in Women’s Studies and Christianity

*A Church Alive: AIDS and the Metropolitan Community Church of San Francisco*
During the first two decades of the AIDS epidemic, the Metropolitan Community Church of San Francisco, a gay/lesbian congregation, engaged AIDS as a religious issue. This book tells the story of the church and the women leaders who shaped theological, as well as practical responses to the epidemic.

**Septemmy Lakawa** (Jakarta Theological Seminary)
Visiting Assistant Professor of Women’s Studies and Theology

*Risky Dialogue: Women’s Interreligious Hospitality in the Aftermath of Violence in Indonesia*
Violence between Muslims and Christians rocked Indonesia at the opening of the 21st century. This project explores women’s practices of hospitality as a model for interreligious relationships that can heal rifts in a pluralistic society. It develops a model of interreligious dialogue as a risky practice that places women at the center, that accounts for the effects of trauma, and that takes seriously the legacy of mission enterprises.

**Yuhang Li** (University of Wisconsin at Madison)
Visiting Assistant Professor of Women’s Studies and East Asian Religions

*Gendered Materialization: An Investigation of Women’s Artistic and Literary Reproductions of Guanyin in Late Imperial China*
This project investigates women’s material practices in relation to the cult of Guanyin, the most popular Chinese female deity. It examines how secular Buddhist women pursued religious salvation through depictions of Guanyin in different media, including painting and embroidery, and through bodily portrayals of the deity incorporating jewelry and dance.

**Grace Nono** (University of the Philippines)
Visiting Lecturer in Women’s Studies and Religion and Ethnomusicology, Colorado Scholar

*Babaylan Sing Back: Philippine Shaman Voices on Gender, Religion and Transnationalism*
The study sets the ritual voices of the predominantly-female babaylan (Philippine shamans) in conversation with issues of gender, religion, and transnationalism. Singing back constitutes resistance to the babaylans’ silencing by forces of colonization, patriarchy, and elite feminism, as well as invocation of healing for historical wounds.
Named and Public Lectures

One of the many educational resources available through the Divinity School is the annual series of endowed lectureships. Each year distinguished lecturers come to address topics of current interest and concern and aspects of their research relevant to the fields of theological inquiry. Among these periodic lectures are:

- The Dudleian Lecture on Natural Religion, Revealed Religion, or Non-Episcopal Ordination (annually)
- The Ingersoll Lecture on Immortality (each fall semester)
- The William James Lecture on Religious Experience (annually)
- The Horace De Y. Lentz Lecture (every three years; the next lecture to take place 2017-18)

In addition to these lectureships, HDS provides numerous added opportunities for other special lectures on topics of interest to members of the Divinity School community, the University community, and the wider public.
The following information describes services and programs available to HDS students. These resources are provided to enhance the experience of being a student and member of the Divinity School community. Students are encouraged to become acquainted with the various offices providing the services and programs, and the ways in which they may be of help.

**Student Accessibility and Academic Accommodations**

Divinity Hall, Room 204  
Phone: 617.496.3091 - Fax: 617.495.0382  
http://www.hds.harvard.edu/life-at-hds

Accessibility and academic accommodations at the Divinity School are coordinated by the Assistant Dean for Student Affairs who serves as the central resource for all students with disabilities. HDS and Harvard University provide a process for determining eligibility for accommodations, which may include an assigned reader, note-taking, sign language interpreters and alternate text formats, and other accommodations as eligible.

**Notification of a Disability and Requesting an Accommodation:** students seeking accommodations for disabilities should notify the Assistant Dean for Student Affairs and provide supporting documentation as soon as possible to evaluate eligibility. Determinations will be based on comprehensive clinical documentation that validates the appropriateness of the particular accommodation. Each semester, an application for specific academic accommodations should be provided within a week of the study card deadline. Accommodations cannot be provided until formal documentation is reviewed and intake is completed—and cannot be provided retroactively. Last minute notification or the need to request further diagnostic information may result in delays and the inability to provide a reasonable accommodation in a timely manner.

**Temporary Illness or Injury:** although temporary illnesses and injuries may not technically be considered disabilities, students under such circumstances may also be eligible for accommodations to avoid disruption of academic programs. Therefore, students should contact the Assistant Dean for Student Affairs as soon as possible to discuss requests for temporary accommodation. Adequate clinical documentation is required in order to provide an accommodation for any student for any reason, including authorization for accessible van transportation.

**Office of Student Life (“OSL”)**

Divinity Hall, Room 204  
Phone: 617.496.6569 - Fax: 617.495.0382  
studentlife@hds.harvard.edu http://www.hds.harvard.edu/life-at-hds

The Office of Student Life has general responsibility for the welfare of Divinity School students and their community life, and serves as the primary resource to students regarding personal and community concerns. The Office of Student Life oversees new student orientation; provides writing and other academic assistance; organizes the weekly Community Tea; advises and recognizes student organizations; advises the HDS Student Association; maintains Virtual Tea, the student announcements blog; sends out the weekly HDS Student Community Bulletin; coordinates locker assignments and MBTA discount passes; and provides information and advising regarding available resources (such as counseling resources), current policies (such as sexual harassment and/or discrimination policies), and other support services available.
WRITING SUPPORT

The Office of Student Life provides several resources for academic writing, as well as for support of students for whom English is a non-native language. OSL hires a professional writing consultant who provides writing and editing assistance during weekly office hours, and they also maintain web-based and print resources for writing that may be used at any time. Other academic assistance programs are available upon referral from the Assistant Dean for Student Affairs.

BULLETIN BOARDS

Members of the Divinity School community will find essential information on the bulletin boards on the first floor of Andover Hall and the second floor of Divinity Hall. Especially important are the bulletin boards on either side of the main entrance of Andover Hall and the Registrar’s Bulletin Board on the second floor of Divinity Hall. The Andover Hall bulletin boards list upcoming activities in the Divinity School and events of interest to the local community; the Registrar’s board provides current information on course offerings, classroom assignments, final exam schedules, and Commencement information.

The Office of Career Services and the Office of Student Life have bulletin boards on the second floor of Divinity Hall and in Andover Hall. General information bulletin boards highlighting events and notices of interest for HDS and the larger University community are located on the lower level of Divinity Hall, the entrance to Rockefeller Hall and on the various levels of the library.

RESERVING DIVINITY SCHOOL ROOMS

The various rooms and facilities in Andover and Divinity Halls are available for community activities and may be reserved by recognized student groups. Students who are interested in reserving a room for a student group should contact the Office of Student Life and use the online reservation request system. It is advisable to plan well in advance of the activity or event. Depending on the times requested, there may be charges involved. For best results, those requesting rooms who also request audiovisual equipment, set-up, and parking should make reservations at least two weeks in advance.

HARVARD DIVINITY SCHOOL STUDENT ASSOCIATION

The Harvard Divinity School Student Association (“HDSSA”), which is composed of all currently registered Divinity School students and funded by the student activity fee, is an integral part of student life at HDS. It is governed by a Council of elected students. The HDSSA has two principle functions: facilitating student participation in the administrative and policy-making procedures of the school, and encouraging strong and active community life among HDS students, faculty, and staff.

The HDSSA Council represents students’ interests by providing public venues for discussion, such as Town Halls and Roundtables, by appointing students to serve on a number of the school’s standing committees and search committees, and by attending meetings of the Faculty Council, as necessary.
The HDSSA Council for 2015-16:
President, Sahar Shahid
Academics Chair, Rachel Dietch
Communications Chair, Tajay Bongsa
Events Chair, Sitraka Andriam
Social Justice Chair, Salma Elmehdawi
Spirituality Chair, Erika Nelson
Student Affairs Chair, Ryker Benavidez
Treasurer, Milena Naitoh

Divinity School Student Organizations

Harvard Divinity School recognizes and encourages the formation of student organizations. The intent is to create a breadth of student organizations that represent the full diversity of student needs and interests. All student organizations must register with the Office of Student Life on an annual basis. Recognized organizations are eligible for financial support from the HDSSA Finance Committee and may hold events in HDS facilities, in accordance with current HDS event policies and procedures. Student organization bulletin boards are assigned by the Office of Student Life and are located throughout the first floor of Andover Hall.

The Office of Career Services
Divinity Hall, Student Services Resource Center and Room 205
Phone: 617.496.3313 - Fax: 617.495.0382
careers@hds.harvard.edu www.hds.harvard.edu/careers

The Office of Career Services at Harvard Divinity School provides HDS students and alumni with access to career resources, advising, and programs that support the attainment of professional goals. Services offered include: Career Consultation; Hired, an Online Career Management and Jobs Database; Forums, Fairs, and Workshops related to careers and other advanced degrees; Alumni Advising and Networking; Fellowship Advising; Resume, Cover Letter and CV Review; and Career Resources Libraries, both print and online. Over 150 “HDS Alumni Career Stories and Advice Videos” are available on MyHDS.
During the academic year, the Office publishes a weekly electronic newsletter, Career Connections and announcements are regularly updated on MyHDS, Divinity and Andover Hall bulletin boards and in Hired. Copies of the HDS Career Planning and Job Search Guide are available in the Student Services Resource Center, the documents section of Hired and the Office of Career Services section of MyHDS.

The Office of Career Services is open Monday through Friday, and is directed by Susan Lawler. Please call 617.496.3313 or write to careers@hds.harvard.edu for appointments and further information.

Office of Religious and Spiritual Life
Andover Hall, Room 104
Phone: 617.496.7540 - Fax: 617.496.2330
http://www.hds.harvard.edu/life-at-hds/religious-and-spiritual-life

Harvard Divinity School is committed to honoring and supporting its students, faculty and staff in the study and practice of their many religious and spiritual traditions. We aim to encourage on our campus a climate of genuine religious pluralism, in which the differences among us are respectfully and fruitfully engaged, not muted or merely tolerated. We strive to develop a scholarly community
in which the practices of our diverse faith traditions can play a vital role in the intellectual and spiritual formation of all who learn and teach here.

One expression of our commitment to these aspirations is our weekly Wednesday noon service in Andover Chapel. Hosted each week by a different religious community of the HDS campus, this service allows all in the HDS community to pray and meditate with our companions across the boundaries of our many respective traditions. One week, the Harvard Buddhist Community at HDS may gather us for a sitting meditation and dharma talk; the next week, the Graduate Christian Fellowship (the campus’s evangelical Christian organization) may gather us for a service of Gospel music and preaching. The next week, the Episcopal or Lutheran students may sponsor an Eucharistic liturgy, while in yet another week, the Jewish Student Association may sponsor a mid-day Torah study, or the Muslim Student Council at HDS may gather us for noon prayers. Overseen by a steering committee of students representing several religious backgrounds, the Wednesday service aims to balance continuity with flexibility. Every gathering begins and ends with a common ritual that provides a unifying framework within which the diverse elements of each week’s service may be held.

One of the greatest strengths of the HDS community is the vibrant array of opportunities for meditation, prayer and worship sponsored throughout the week by many groups on campus. From a weekly silent prayer group to daily morning prayer in the Memorial Church, from weekly Bible studies to a regular sitting meditation in the Buddhist tradition, from weekly Unitarian Universalist services to a weekly ecumenical Eucharist in the Christian tradition, opportunities abound for students and employees of many traditions to engage in religious observances at HDS. Additionally, the Office of Ministry Studies employs several part-time denominational counselors who are available to assist students of their respective traditions in pursuing professional credentials and in arranging for services particular to their own faith communities.

The HDS Director of Religious and Spiritual Life is glad to help schedule, publicize or develop any of these events with the many respective groups that sponsor them. (A full schedule of services and gatherings for devotional practice is listed at http://hds.harvard.edu/life-at-hds/religious-and-spiritual-life/prayer-meditation-and-worship). Special services for the entire HDS community are also sponsored by the School each year, including “Seasons of Light,” a multi-religious observance held each December, of song, readings and ritual that honors the interplay between holy darkness and light in the world’s religious traditions, and the annual Commencement Service, a multi-religious occasion of prayer and thanksgiving on the eve of graduation. The ministry of preaching is also particularly honored and strengthened each year in our School by the Billings Preaching Prize competition, held in the spring.

Musicians, dancers and artists (of all media) are especially encouraged to contribute to the communal spiritual life of the HDS community. Our Director of Music oversees a choir that offers music from the world’s many religions to the Wednesday noon services and to the School’s special events. All are welcome and encouraged to join that group. Throughout the year, visual artists and dancers also make substantive, provocative and beautiful contributions to our life of prayer.

Of course, HDS is also part of a thriving University in which the study of religion as well as serious religious practice and inquiry play vital roles. The vast resources of Harvard University’s religious and spiritual life, available through the Harvard Chaplains and the Memorial Church, supply additional, rich resources to all students on the HDS campus.

Helping to nourish the opportunities for spiritual practice at HDS is but one aspect of the many responsibilities of the Director of Religious and Spiritual Life. Throughout the year, we aim to support and expand the lively conversation at the intersection of the intellectual and spiritual life of the
School and of the people who comprise it. We offer a variety of opportunities to students, faculty and staff for the support and nurture of soul and mind.

In addition to being available to all in the School for personal counsel as well as spiritual direction and care, the Director of Religious and Spiritual Life seeks to initiate and to join conversations pertaining to the promotion of justice and peace within and beyond our walls. Promoting an explicitly multireligious-orientation and program, we seek to contribute to the mission of HDS by helping to foster the lively pluralism toward which we aspire as an institution. People of all religious traditions as well as those who do not identify with any religious tradition are welcome to participate in all of our programs and to utilize our services.

For more information, please feel free to contact the Director of Religious and Spiritual Life, Kerry Maloney, at kmaloney@hds.harvard.edu or at 617.495.5778.

**Harvard International Office**
1350 Massachusetts Avenue
Smith Campus Center, Room 864
Phone: 617.495.2789 - Fax: 617.495.4088
www.hio.harvard.edu
Monday through Friday, 9:00 a.m. to 3:00 p.m.

The Harvard International Office (HIO) is part of the Central Administration of Harvard University and offers services to international students and scholars at Harvard College, graduate or professional schools, as well as numerous research centers and affiliated teaching hospitals. The HIO advises international students, scholars, and their families on visa-related matters. It also provides general information on a wide range of topics, including social security number application procedures, tax filing obligations, health insurance, adjustment to life in the United States, financial questions, and various personal concerns.

All incoming international students must check in with the HIO before registering at HDS. Please bring your passport, visa document (Form I-20 or Form DS-2019), and a printout of the form I-94, which is the Arrival/Departure Record. It is created electronically upon arrival by the United States Customs and Border Protection (CBP) and will be available immediately for verification purposes. It is crucial that you log into: https://i94.cbp.dhs.gov/I94/request.html to retrieve your I-94 record soon after you enter the United States and print out a copy for your HIO registration.

All international students are encouraged to visit the HIO website: http://www.hio.harvard.edu) regularly for updated information or to contact their designated HIO advisor via e-mail for questions and concerns. They may also use the HIO On-Line Appointment System (OLAS) to set up an in-office appointment with their HIO advisor: (http://www.hio.harvard.edu/about/hio/contactyouradvisor/olas).
The Harvard University Police Department is committed to assisting all members of the Harvard community in providing for their own safety and security. Harvard’s annual security report, prepared in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), is entitled Playing it Safe, and can be found on the HUPD’s website at http://www.hupd.harvard.edu/playing_it_safe.php.

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

The University has limited parking facilities in Cambridge and encourages all students to think carefully before bringing cars to campus. All of the streets surrounding the University are reserved for city residents with Cambridge car registrations only (parking stickers are issued by the Cambridge Traffic & Transportation Department, which is located at 238 Broadway in Cambridge). Student, parking in Cambridge on University property is limited to those who have mobility issues and cannot use the shuttle van service (as certified by a medical doctor). The University Parking Office and HDS Assistant Dean for Student Affairs will make determination of need for special parking.
Students who bring their cars to school, whether or not they plan to park on Harvard property, are required to register their cars with the University. This may be done in the Parking Office. In order to register for parking, all students requesting parking must provide the following information: A valid driver’s license, Proof of residency (e.g., lease, current utilities, cable or telephone bill with the student’s name and address on it), Vehicle registration, which clearly states the student’s or parent’s name. For current rates students should refer to the University Parking Services website.