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In accordance with Massachusetts State Law: Any student in an educational or vocational training institution who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he or she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

In accordance with Cambridge law, smoking is prohibited in all public or common areas of Harvard Divinity School, including residential facilities, unenclosed office areas, private offices that share ventilation systems with other areas, library areas, classrooms, restrooms, lobbies, dining areas, lecture halls, hallways, and stairways.

In compliance with the Student Right-to-Know and Campus Security Act of 1990, the Harvard University Police Department publishes annually a security booklet entitled Playing It Safe. The booklet describes Harvard’s security policies, provides statistical information about the occurrence of crime on campus, and outlines some of the counseling programs the University offers. Playing It Safe is available online at: www.hupd.harvard.edu.

While attempts have been made to make this publication accurate and current, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions and/or supplements.

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The Harvard Divinity School Handbook for Students, as well as additional information about the Divinity School, is available to persons with access to the World Wide Web at the Divinity School’s website at www.hds.harvard.edu. Additionally, information for all the faculties of the University can be found on the Harvard University website at www.harvard.edu.

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Handbook for Students
2018-19

Harvard Divinity School
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# Table of Contents

**Notice** .......................................................................................................................................................5

2018-19 Academic Calendar .......................................................................................................................6

**Abbreviated Calendar for 2019-20** .........................................................................................................11

**Required Courses and Courses Listed by Instructor** ........................................................................12
- Master of Divinity Required Courses ..................................................................................................12
- Master of Theological Studies Required Courses ...............................................................................12
- Courses Listed by Academic Year and Instructor ................................................................................12
  - Academic Year 2018-19 Courses ........................................................................................................12
  - Academic Year 2019-20 Projected Courses .......................................................................................20
  - Academic Year 2020-21 Projected Courses .......................................................................................23

**The Faculty of Divinity** .......................................................................................................................25

**Members of the Faculty Emeriti** ........................................................................................................29

**Others Offering Instruction** ...............................................................................................................30

**Denominational Counselors** ............................................................................................................33

**Academic Procedures and Rules** ........................................................................................................34
- Check-In ..............................................................................................................................................34
  - Financial Obligations ..........................................................................................................................34
  - Immunization ......................................................................................................................................35
  - International Students .........................................................................................................................35
  - University ID Cards .............................................................................................................................35
  - Harvard Key ..........................................................................................................................................36
  - Official Communication ......................................................................................................................36
  - Course Registration ............................................................................................................................36
  - Shopping Period ..................................................................................................................................36
  - Cross-Registration ..............................................................................................................................37
  - Auditing Courses ...............................................................................................................................40
  - Reading and Research Courses .........................................................................................................41
  - Dropping and Adding Courses ...........................................................................................................41
  - Grading Option Changes and Last Day to Drop with Notation .......................................................41
  - Enrollment Confirmation ....................................................................................................................42
  - Submission of Written Work ..............................................................................................................42
  - Examinations ......................................................................................................................................42
  - Examination Accommodations for Students with Disabilities .......................................................42
  - Make-up Examinations for Students .................................................................................................42
  - Incompletes .........................................................................................................................................43
  - Grading System ..................................................................................................................................44
  - Correction of Grading Errors .............................................................................................................45
  - Cancellation of Classes .......................................................................................................................45
  - Course Evaluations ............................................................................................................................45
- Faculty Advising ......................................................................................................................................46
- Program Requirement Advising ...........................................................................................................46
# Degree Programs and Requirements

- **Master of Divinity** ................................................................. 58  
  - Requirements for the Degree ............................................... 58  
  - Other Degree Requirements .................................................. 61  
  - Additional Information ............................................................ 64
- **Advanced Standing** ............................................................... 64
- **Master of Theological Studies** ............................................... 64  
  - Requirements for the Degree ............................................... 64  
  - Areas of Focus ....................................................................... 66  
  - Advanced Standing ................................................................. 68
- **Complementary Programs to the MDiv and MTS** ................. 69  
  - Dual Degree Candidacy ......................................................... 69  
  - Programs in Other Geographic Locations .............................. 69  
  - Certificate in Religious Studies and Education .................... 70
- **Master of Theology** ............................................................... 71  
  - Areas of Focus ................................................................. 71  
  - Requirements for the Degree ............................................... 71
- **Doctor of Theology** .............................................................. 73  
  - Handbook for ThD Students ................................................. 73  
  - Teaching Opportunities and Guidelines for Doctoral Students 73  
  - Part-Time ThD Candidates ................................................... 74
- **Language Study** ................................................................. 75
NOTICE

At times, a mid-year review of academic, financial, or other considerations may lead to changes in policies, rules, and regulations. Harvard Divinity School therefore reserves the right at any time to make changes to the Student Handbook that may affect such matters as tuition and other fees, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.
Fall Semester 2018

JULY 31, TUESDAY

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

AUGUST 13, MONDAY

- Last day to apply for November graduation.

AUGUST 28, TUESDAY

- New Student Orientation begins.
- New Student Check-In: 2:00 p.m. to 5:00 p.m. in Divinity Hall.

AUGUST 30, THURSDAY

- Returning Student Check-In: All returning students are required to complete the check-in process online via their my.harvard account by this date. The Registrar’s Office will have open office hours between 9:30 a.m. and 1:00 p.m. on this date for anyone needing assistance. There is a $50 fee for not completing check-in by the deadline.

AUGUST 31, FRIDAY

- Incomplete work from spring semester 2018 is due in the Registrar’s Office.

SEPTEMBER 3, MONDAY

- Labor Day: University holiday – no classes.

SEPTEMBER 4, TUESDAY

- Fall term begins. First meeting of classes.

SEPTEMBER 6, THURSDAY

- Convocation/Ingersoll Lecture, 4:30 p.m., Sanders Theatre.

SEPTEMBER 7, FRIDAY

- Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, New Testament Greek, and Pali. 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 11, TUESDAY

- Deadline for fall course submission via Crimson Cart. This must be completed and approved online by student’s adviser by this date. A $40 late fee will be assessed the first day late,
Wednesday, September 12. Each day thereafter, an additional late fee of $10 will be charged if not submitted.

SEPTEMBER 18, TUESDAY

• Last day for November ThD degree candidates to complete on-line thesis submission process.

SEPTEMBER 21, 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 21 and before November 2 (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.
• 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.

OCTOBER 8, MONDAY

• Columbus Day (Federal)/Indigenous People’s Day (City of Cambridge) – no classes.

NOVEMBER 2, FRIDAY

• 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 12, MONDAY

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

NOVEMBER 21, WEDNESDAY – NOVEMBER 25, SUNDAY

• Thanksgiving recess.

DECEMBER 5, WEDNESDAY

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

DECEMBER 6, THURSDAY - DECEMBER 10, MONDAY

• Fall reading period.

DECEMBER 11, TUESDAY - DECEMBER 20, THURSDAY

• Fall semester final course examinations.

DECEMBER 20, THURSDAY

• Last day to file an Incomplete Grade Agreement for a fall semester course. (Forms are available in the Registrar’s Office.)
DECEMBER 21, FRIDAY - JANUARY 27, 2019, SUNDAY

• Winter recess.

JANUARY 2, WEDNESDAY

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

JANUARY 21, MONDAY

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

Spring Semester 2019

JANUARY 28, MONDAY

• Spring semester begins; first meeting of classes. Check-In for all returning students must be submitted by Tuesday, January 29. There is a $50 fee for not completing check-in by the deadline.
• Last day to apply for May graduation.

JANUARY 31, WEDNESDAY

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

FEBRUARY 1, FRIDAY

• German, French, and Spanish qualifying examinations held in Andover Hall.
• Last day for March ThD degree candidates to complete on-line thesis submission process.

FEBRUARY 4, MONDAY

• Deadline for spring course submission via Crimson Cart. This 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 5. Each day thereafter, an additional late fee of $10 will be charged if not submitted.

FEBRUARY 8, 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 8 and before March 29 (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.
• 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 18, MONDAY

• Presidents’ Day: University holiday – no classes.

MARCH 16, SATURDAY – MARCH 24, SUNDAY

• Spring recess.
MARCH 25, MONDAY

- Incomplete work from fall 2018 semester is due in the Registrar’s Office.

MARCH 29, FRIDAY

- 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.

MAY 1, WEDNESDAY

- Last day of spring classes.
- May ThM degree candidates must submit thesis to Faculty readers.

MAY 2, THURSDAY - MAY 8, WEDNESDAY

- Spring reading period.

MAY 3, FRIDAY

- Language qualifying examinations. Exams offered in French, Arabic, German, Spanish, Christian Latin, Biblical Hebrew, New Testament Greek, and Pali. 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 9, THURSDAY - MAY 18, SATURDAY

- Spring semester final course examinations.

MAY 17, FRIDAY

- MDiv Senior Papers are due in the Library.
- Last day for May ThD degree candidates to complete on-line thesis submission process.
- Bound ThM papers due in the Registrar’s Office.

MAY 20, 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 27, MONDAY

- Memorial Day: University holiday.

MAY 29, WEDNESDAY

- Multireligious Commencement Service.
MAY 30, THURSDAY

- Commencement.

MAY 31, FRIDAY

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

Summer 2019

JUNE 17 – AUGUST 8

- Summer Language Program.
Abbreviated Calendar for 2019-20

- September 2, Monday: Holiday - Labor Day.
- September 3, Tuesday: fall semester begins.
- October 14, Monday: Holiday - Columbus Day (Federal)/Indigenous People’s Day (City of Cambridge).
- November 11, Monday: Holiday - Veterans Day observed.
- November 27, Wednesday – December 1, Sunday: Thanksgiving recess.
- December 4, Wednesday: Last day of fall term classes.
- December 5, Thursday - December 9, Monday: fall reading period.
- December 10, Tuesday - December 19, Thursday: fall term final examinations.
- January 27, Monday: spring semester begins.
- February 17, Monday: Holiday - Presidents’ Day.
- March 14, Saturday - March 22, Sunday: spring recess.
- April 29, Wednesday: Last day of spring term classes.
- April 30, Thursday - May 6, Wednesday: spring reading period.
- May 7, Thursday - May 16, Saturday: spring term final examinations.
- May 28, Thursday: Commencement.
Courses at Harvard Divinity School are typically offered as follows: courses offered on a weekly basis for one full semester (4 unit courses); courses offered on a weekly basis for the entire year (8 unit courses); courses offered biweekly, or on a schedule set by the professor, for the entire year (4 unit courses). Credit for courses meeting for the entire year is awarded only upon enrollment and completion of both semesters. The course listing encompasses required degree program courses and listings by academic year and instructor including projected offerings through spring 2021. 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 2018-19 Courses**

**Abdur-Rashid, Khalil**  
HDS 3171 Spiritual Cultivation in Islam Part I: The Classical Era (Fall 2018)  
HDS 3172 Spiritual Cultivation in Islam Part II: The Modern Era (Spring 2019)

**Aharony, Irit**  
HDS 4015A/Mod-Heb BA Elementary Modern Hebrew (Fall 2018)  
HDS 4015B/Mod-Heb BB Elementary Modern Hebrew (Spring 2019)  
HDS 4040/Mod-Heb 120A Intermediate Modern Hebrew I (Fall 2018)  
HDS 4041/Mod-Heb 120B Intermediate Modern Hebrew II (Spring 2019)  
HDS 4042/Mod-Heb 130A Advanced Modern Hebrew I (Fall 2018)  
HDS 4043/Mod-Heb 130B Advanced Modern Hebrew II (Spring 2019)  
HDS 4045/Mod-Heb 241R Advanced Seminar in Modern Hebrew: Israeli Culture: Cinema and Literature (Fall 2018)

**Ahmed, Leila**  
HDS 3223/Religion 1009 Religion, Gender, and Politics in Transnational Perspective (Fall 2018)  
HDS 3601/Religion 1834 Contemporary Voices in Western Islam (Fall 2018)

**Alkyam, Sami**  
HDS 4345A/Arabic AA Elementary Arabic (Fall 2018)  
HDS 4345B/Arabic AB Elementary Arabic (Spring 2019)
Asani, Ali
HDS 3375/Islamciv 184/Religion 1814 Muslim Devotional Literatures in South Asia: Qawwalis, Sufiana Kalam (Sufi Poetry) and the Ginans (Fall 2018)
HDS 3628/Cultblf 19 Understanding Islam and Contemporary Muslim Societies (Spring 2019)
HDS 3939/Religion 1816 Ismaili History and Thought (Spring 2019)

Barmada abida, Nour
HDS 4360/Arabic BA Intermediate Arabic I (Fall 2018)
HDS 4361/Arabic BB Intermediate Arabic II (Spring 2019)

Bazzana, Giovanni
HDS 1534/Religion 2420 Papyrology and the New Testament (Fall 2018)
HDS 1558/Religion 1316 Spirit Possession and Exorcism in Early Christianity (Fall 2018)

Berlin, Chris
HDS 2936 Clinical Chaplaincy: Interfaith Caregiving Skills and Practice (Fall 2018)
HDS 3013 Binding the Raft: Buddhist Polity in Sangha and Practice (Spring 2019)
HDS 3053 Compassion and Heart Cultivation: Buddhism and the Clinical Approach (Spring 2019)

Boylston, Nicholas
HDS 3042/Religion 1838 What is Good in Islam? Ethics in the Islamic Tradition (Fall 2018)

Braude, Ann
HDS 3223/Religion 1009 Religion, Gender, and Politics in Transnational Perspective (Fall 2018)

Brekus, Catherine
HDS 2180/Religion 1512 Cities on a Hill: Images of America as a Redeemer Nation, 1630-present (Spring 2019)
HDS 2185/Religion 2510 Narratives of American Religion: The Canon and Its Revisions (Fall 2018)

Bremer-McCollum, Lydia
HDS 4240 Graeca - Reading of Greek Texts: Seminar (Fall 2018)
HDS 4240 Graeca - Reading of Greek Texts: Seminar (Spring 2019)

Brown, Alexis
HDS 4053 Elementary Pali II (Spring 2019)

Carrasco, David
HDS 3140/Anthro 1401 Human Migration & US-Mexico Borderlands: Moral Dilemmas & Sacred Bundles in Comparative Perspective (Spring 2019)
HDS 3158/Socworld 30 Moctezuma’s Mexico: Then and Now (Fall 2018)

Cesari, Jocelyne
HDS 3354 Political Violence in the Name of God: Jihad, Holy War and Just War (Fall 2018)

Chrystall, Beatrice
HDS 4052 Elementary Pali I (Fall 2018)
HDS 4053 Elementary Pali II (Spring 2019)
HDS 4054 Intermediate Pali I (Fall 2018)

Click, Emily
HDS 2925 Administration and Leadership (Spring 2019)
HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience (Fall 2018)
HDS 2933B Meaning Making - Thinking Theologically about Ministry Experience (Spring 2019)
HDS 4516A Field Education (Fall 2018)
HDS 4516B Field Education (Spring 2019)

Clooney, Francis
HDS 2780/Religion 1658 The Jesuits in India: Missionaries, Pioneers, Scholars (Spring 2019)
HDS 3070/Religion 64 Krishna and Christ: Text, Practice, Person, Experience (Spring 2019)
HDS 3101/Religion 1040 Thinking Theologically in an Interreligious Perspective (Fall 2018)
HDS 3754/Religion 1629 The Complete Hindu Theologian: Ramanuja (1017-1137) as Intellectual, Devotee, and Reformer (Fall 2018)

Cohen, Shaye
HDS 1640/Hebrew 159 Studies in the Babylonian Talmud: Parents and Children (Fall 2018)

Dionne, E.J.
HDS 2042/HKS DPI 227 Religion in America’s Conscience and at the Ballot Box (Fall 2018)

Eck, Diana
HDS 3429/Cultblf 60 Religion in India: Texts and Traditions (Spring 2019)

El-Rouayheb, Khaled
HDS 3602A/Islamciv 145A Introduction to Islamic Philosophy and Theology: The Classical and Medieval Period (Fall 2018)

Fash, William
HDS 3158/Socworld 30 Moctezuma’s Mexico: Then and Now (Fall 2018)

Fiorenza, Francis
HDS 2477/Religion 48 Catholicism Faces Modernity: Classics of Twentieth Century Roman Catholicism (Fall 2018)
HDS 2583/Religion 1044 Political Theology (Fall 2018)

Frederick, Marla
HDS 2429/Religion 1086 Black Women and Divinity in the African Diaspora (Fall 2018)

Frediani, Judith
HDS 2844 Unitarian Universalist Religious Education: Seminar (Spring 2019)

Friedlander, Nuri
HDS 3028 Spiritual Care and Counseling in Muslim Communities (Spring 2019)

Garfield, Jay
HDS 3470 Buddhist Ethics: Śāntideva’s Bodhicāryāvatāra (How to Lead an Awakened Life) (Spring 2019)

Gates Jr., Henry Louis
HDS 2465/English 276X African American Literary Tradition (Spring 2019)

Giles, Cheryl
HDS 2139 Trauma and Resilience: Empowering Those Who Care for Others (Fall 2018)
HDS 2927 Spiritual Care and Counseling (Fall 2018)
HDS 2931 Adversity and Resilience in Adolescent Development: Seminar (Spring 2019)
HDS 2996 Counseling for Wellness and Resilience: Fostering Relational Wisdom (Spring 2019)

Giron Negron, Luis
HDS 3725/Complit 193 What’s Love Got to Do With It: Love Poetry of the Middle Ages and Early Modernity (Spring 2019)
HDS 3802/Complit 211 Mysticism and Literature (Fall 2018)

Granara, William
HDS 3535/Arabic 130A Upper-Level Classical Arabic I (Fall 2018)
HDS 4354/Arabic 130B Upper-Level Classical Arabic II (Spring 2019)

Grimm, Geraldine
HDS 4414 Advanced Intermediate German Readings (Fall 2018)

Grundler-Whitacre, Karin
HDS 4412 German for Reading (Fall 2018)
HDS 4413 Intermediate German Readings (Spring 2019)

Gyatso, Janet
HDS 3247/Religion 1736 Forms of Life: Buddhist Ethics for a Posthuman World (Spring 2019)
HDS 3545/Tibetan 291 Tibetan Religious Texts (Fall 2018)

Haley, Judy
HDS 4220 Intermediate Greek I (Fall 2018)
HDS 4221 Intermediate Greek II (Spring 2019)

Hall, David
HDS 2132/Hist 1905 The Mediated Book: Texts, Writers, and Readers in Early Modern Britain and Early America (Spring 2019)

Hallisey, Charles
HDS 3546 Buddhist Systematic Thinking and Scripture (Fall 2018)
HDS 3837 Moral Anthropology: Buddhist Insights (Fall 2018)
HDS 4056 Reading Post-Canonical Pali I (Fall 2018)

Harris, Jay
HDS 3682/Jewishst 111 Modern Jewish Thought (Fall 2018)

Hehir, J. Bryan
HDS 2853/HKS IGA 220 The Politics and Ethics of the Use of Force (Spring 2019)
HDS 2854/HKS IGA 112 The Politics and Ethics of Statecraft (Fall 2018)
HDS 2861/HKS IGA 121 Religion and World Politics: Connections and Collisions (Spring 2019)

Holland, David
HDS 2185/Religion 2510 Narratives of American Religion: The Canon and Its Revisions (Fall 2018)
HDS 4515 Theories and Methods in the Study of Religion (Fall 2018)

Hollywood, Amy
HDS 2003/Religion 1448 Mystical Theology (Spring 2019)
HDS 2759/Religion 2555 Readings in Twentieth and Twenty-First Century Theory (Spring 2019)
Hossfeld, Christopher  
HDS 2034 Leading Music In Ritual (Spring 2019)

Husayn, Nebil  
HDS 3029/Islamciv 135 Early and Medieval Islamic History, 600-1500 (Spring 2019)

Jacobs, Andrew S.  
HDS 4226 Advanced Greek: Heresy (Fall 2018)  
HDS 4227 Advanced Greek: Jewish Christian Dialogues (Spring 2019)

Jackson, Michael  
HDS 3256/Religion 1017 The Shock of the New (Fall 2018)  
HDS 3818/Religion 1095 Ritualization and Transitional Phenomena (Spring 2019)

Johansen, Baber  
HDS 3384 The Concept of Knowledge in Maghribi Mystics – From Zarruq (d. 1483) to Ahmad ibn Idris (d.1873) (Fall 2018)  
HDS 3385 Marriage and Filiation in Syrian Hanafi Law Texts of the 17th and the 19th Centuries (Fall 2018)

Jordan, Mark  
HDS 2080 Sexual Ethics and Religion (Spring 2019)  
HDS 2393/Religion 1471 Christian Ethics, Persuasion, and Power I (Fall 2018)  
HDS 2394/Religion 1474 Christian Ethics, Persuasion, and Power II (Spring 2019)  
HDS 2709 Queer Theologies, Queer Religions (Fall 2018)

Kane, Ousmane  
HDS 3171 Spiritual Cultivation in Islam Part I: The Classical Era (Fall 2018)  
HDS 3172 Spiritual Cultivation in Islam Part II: The Modern Era (Spring 2019)  
HDS 3357/Islamciv 179 Critical Perspectives on the Dynamics and Development of Islam in Africa (Fall 2018)  
HDS 3368/Islamciv 170 Islam, Modernity and Politics (Spring 2019)

Kerby, Lauren R.  
HDS 3303 Religious Literacy and Professions I: Government and Humanitarian Action (Fall 2018)

King, Karen  
HDS 1202/Religion 1400 Introduction to the New Testament (Spring 2019)  
HDS 4161 Intermediate Coptic (Fall 2018)

Korica-Sullivan, Nevenka  
HDS 4361/Arabic BB Intermediate Arabic II (Spring 2019)

Lamberth, David  
HDS 2431/Religion 1543 Nineteenth-Century Religious Thought: Theology and the Critique of Religion (Spring 2019)  
HDS 2506/Religion 2537 Religion and the Human Mind: Philosophy of Religion Then and Now (Fall 2018)
**Larsen, Donald**  
HDS 2961 Lutheran Confessional Theology (Spring 2019)

**Levenson, Jon**  
HDS 1416/Religion 1232 Ancient Jewish Wisdom Literature (Fall 2018)  
HDS 1625/Clas-Heb 130AR Rapid Reading: Classical Hebrew I (Fall 2018)  
HDS 1626/Clas-Heb 130BR Rapid Reading: Classical Hebrew II (Spring 2019)  
HDS 1802/Hebrew 218 The Joseph Story and the Book of Esther: Seminar (Fall 2018)  
HDS 1816/Hebrew 236 The Song at the Sea: Seminar (Spring 2019)  
HDS 3668/Religion 1255 Selected Works of Twentieth Century Jewish Theology (Spring 2019)

**Maloney, Kerry**  
HDS 2032 Comparative Monasticisms (Spring 2019)

**Manuelian, Peter**  
HDS 4120/Egyptian AA The Language of Pharaohs: Introduction to Egyptian Hieroglyphs I (Fall 2018)  
HDS 4121/Egyptian AB The Language of Pharaohs: Introduction to Egyptian Hieroglyphs II (Spring 2019)

**McKanan, Daniel**  
HDS 2005/Religion 1057 Theology without God (Fall 2018)  
HDS 2310/Religion 2561 Transcendentalism and Nature (Spring 2019)  
HDS 2773/Religion 1565 Religion and the Left (Spring 2019)  
HDS 4591 Master of Divinity Senior Seminar (Fall 2018)

**Moballegh, Zahra**  
HDS 3041 Discovering Femininity in the Gendered Language of the Qur’an (Spring 2019)

**Monius, Anne**  
HDS 3162/Religion 1006 Religion and Literature: An Introduction (Spring 2019)  
HDS 3433/Religion 2065 Space and Time in South Asian Religions (Spring 2019)  
HDS 3926/Religion 1635 Reading Pre-modern Hindu Narrative Literature: Seminar (Fall 2018)

**Moore, Diane**  
HDS 2916 Religion, Democracy and Education (Fall 2018)  
HDS 3303 Religious Literacy and the Professions I: Government and Humanitarian Action (Fall 2018)  
HDS 3304 Religious Literacy and the Professions II: Journalism and Entertainment Media (Spring 2019)  
HDS 3334 Religion, Conflict, and Peace in the Contemporary Middle East (Fall 2018)  
HDS 3335 Learning in Context: Narratives of Displacement and Belonging in Israel and the West Bank (Spring 2019)  
HDS 3336 Religion, Conflict, and Peace Internship Seminar (Spring 2019)

**Nasrallah, Laura**  
HDS 1551/Religion 1441 Greek Exegesis of 1 Corinthians (Spring 2019)
HDS 2075/Religion 2360 Antioch from the Seleucids to Late Antiquity (Fall 2018)

O’Connor, Eileen
HDS 4460 Elementary Spanish for Reading (Fall 2018)
HDS 4463 Intermediate Spanish Readings (Spring 2019)
HDS 4465 Communication Skills for Spanish Ministry (Spring 2019)

Olupona, Jacob
HDS 3690/Aframer 187 African Religions (Fall 2018)
HDS 3702/Aframer 161 Religion, Diaspora, and Migration: Seminar (Spring 2019)

Parsitau, Damaris
HDS 3080 Religion, Gender and Sexuality in Africa (Fall 2018)

Patton, Kimberley
HDS 3071/Religion 1326 Holy Laughter: Humor, Satire, and Joy in Religion (Spring 2019)
HDS 3115/Religion 1324 Animals in Classic Antiquity: Religion, Art, and Archaeology (Fall 2018)
HDS 3121/Religion 1084 Encountering Motherhood: Sacred Histories (Spring 2019)

Paulsell, Stephanie
HDS 2610 Contemplative Prayer in Christianity (Spring 2019)
HDS 2965 Virginia Woolf and Religion (Fall 2018)
HDS 3162/Religion 1006 Religion and Literature: An Introduction (Spring 2019)

Perez-Brennan, Tanya
HDS 4464 Advanced Intermediate Spanish Readings (Fall 2018)

Possekel, Ute
HDS 4102A Elementary Syriac (Fall 2018)
HDS 4102B Elementary Syriac (Spring 2019)

Ragab, Ahmed
HDS 2195/HistSci 192 The Empire Strikes Back: Science Fiction, Religion, and Society (Fall 2018)
HDS 2992A Science, Religion and Culture Colloquium (Fall 2018)
HDS 2992B Science Religion and Culture Colloquium (Spring 2019)
HDS 3345 Sick and Pious: Medicine, Piety and Patienthood in Medieval and Modern Islam (Fall 2018)
HDS 3346 Critical Approaches to the Study of Science and Religion (Spring 2019)
HDS 3990 Advanced Readings and Research in Science, Religion and Culture (Fall 2018)
HDS 3990 Advanced Readings and Research in Science, Religion and Culture (Spring 2019)

Rivera Rivera, Mayra
HDS 2584/Religion 2478 Coloniality, Race, and Philosophy of Religion (Fall 2018)
HDS 2795/Spanish 242 Latina/o Theory: Being and Knowing (Spring 2019)

Robson, James
HDS 3010/EABS 241 East Asian Religions: Traditions and Transformations (Spring 2019)

Roosth, Sophia
HDS 2195/Histsci 192 The Empire Strikes Back: Science Fiction, Religion, and Society (Fall 2018)
Rose, Dudley
HDS 2895 Dietrich Bonhoeffer: Theologian, Pastor, Citizen of the World (Spring 2019)
HDS 2933A Meaning Making - Thinking Theologically about Ministry Experience (Fall 2018)
HDS 2933B Meaning Making - Thinking Theologically about Ministry Experience (Spring 2019)
HDS 4516A Field Education (Fall 2018)
HDS 4516B Field Education (Spring 2019)
HDS 4592 MDiv Senior Capstone Course (Fall 2018)

Saley, Richard
HDS 1819/ANE 210 Textual Criticism of the Hebrew Bible: Seminar (Fall 2018)

Sanchez, Michelle
HDS 2188/Religion 1469 The Protestant Reformation (Spring 2019)
HDS 2197/Religion 1524 Sovereignty, Providence, and History (Fall 2018)
HDS 2271 Calvin: Seminar (Spring 2019)
HDS 4510 Introduction to Ministry Studies (Fall 2018)

Schussler Fiorenza, Elisabeth
HDS 1571/Religion 2546 Wo/men and Early Christian Beginnings: Revisiting In Memory of Her (Fall 2018)
HDS 2074/Religion 1563 The Bible in the Public Square (Fall 2018)

Skedros, James
HDS 4211 Elementary Greek I (Fall 2018)
HDS 4212 Elementary Greek II (Spring 2019)

Smith, Daniel
HDS 2907 Introduction to Public Preaching (Spring 2019)

Smith, Gary
HDS 2908 Preaching in the Unitarian Universalist and Free Church Traditions: Seminar (Fall 2018)

Stang, Charles
HDS 2310/Religion 2561 Transcendentalism and Nature (Spring 2019)
HDS 2725/Religion 2433 Late Neoplatonism (Fall 2018)

Stern, David
HDS 1134/Complit 137 Child Sacrifice, Pros and Cons: The Binding of Isaac in Western Culture (Spring 2019)
HDS 1832/Hebrew 153 Critical Study of Midrash (Fall 2018)

Sun, Anna
HDS 2037 Women and Lived Religion in Contemporary Life (Spring 2019)

Tuach, Laura
HDS 4592 MDiv Senior Capstone Course (Fall 2018)

Teeter, D. Andrew
HDS 4021/Clas-Heb 120B Intermediate Classical Hebrew II (Spring 2019)

Tichelkamp, Craig
HDS 4320 Readings in Christian Latin (Fall 2018)
Thomas, Todne
HDS 2125/Religion 2058 Religion and Neoliberalism (Fall 2018)
HDS 2126/Religion 1083 Religion and Family (Spring 2019)
HDS 2127/Religion 1587 Religion and Race in the United States (Spring 2019)
HDS 2429/Religion 1086 Black Women and Divinity in the African Diaspora (Fall 2018)

Torracinta, Pascale
HDS 4451 Elementary French for Reading (Fall 2018)
HDS 4453 Intermediate French Readings (Spring 2019)
HDS 4454 Advanced Intermediate French Readings (Fall 2018)

Walton, Jonathan L.
HDS 2591 Faith in the Fire: Religious Public Intellectuals (Spring 2019)

Walton, Regina
HDS 2038 Liturgical Theology (Fall 2018)
HDS 2161 Spiritual Formation in Community (Spring 2019)

West, Cornel
HDS 2729/Aframer 123Y The Historical Philosophy of W. E. B. Du Bois (Fall 2018)
HDS 2591 Faith in the Fire: Religious Public Intellectuals (Spring 2019)

Williams, Preston
HDS 2721/Religion 1472 The Ethical and Religious Thought of Martin Luther King, Jr.: Seminar (Spring 2018)

Wilson, Wylin
HDS 2035 An Integrative Approach to Bioethics, Gender and Theology (Fall 2018)

Woolf, Michael
HDS 2950 Baptist Polity, Practice, and History (Spring 2019)

Zakovitch, Yair
HDS 1437/ANE 209 Biographies in the Hebrew Bible (Fall 2018)
HDS 1771/Hebrew 204 Reading the Song of Songs (Fall 2018)

Zimbalist, Barbara
HDS 2044 Women and Mysticism from Medieval Europe to Modern America (Fall 2018)

Academic Year 2019-20 Projected Courses

Asani, Ali
HDS 3620/Religion 1802 Introduction to Islamic Mystical Traditions (Fall 2019)
HDS 3625/Islamiciv 178 Muslim Societies in South Asia: Religion, Culture, and Identity (Spring 2020)
HDS 3627/Aesthint 54 For the Love of God and His Prophet: Religion, Literature and the Arts in Muslim Cultures (Spring 2020)

Bazzana, Giovanni
HDS 1202/Religion 1400 Introduction to the New Testament (Spring 2020)
HDS 1527/Religion 1424 Greek Exegesis of Mark (Spring 2020)
HDS 1536/Religion 1426 Apocalyptic Literature from the Second Temple period to Byzantium and Early Islam (Fall 2019)
HDS 1553 The Bible and the Economy (Fall 2019)
HDS 1556/Cls-Stdy 202 Pasts and Future Pasts in the Hellenistic Worlds (Fall 2019)

**Berlin, Chris**
HDS 2935 Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2020)
HDS 2966 Change, Adversity and Spiritual Resilience (Spring 2020)
HDS 2993 Advanced Chaplaincy Seminar: Case Studies, Ethics and Clinical Competencies (Fall 2019)

**Braude, Ann**
HDS 2345/Religion 1590 Issues in the Study of Native American Religion (Fall 2019)

**Brekus, Catherine**
HDS 2186 Women, Religion, and the Problem of Historical Agency (Spring 2020)
HDS 2187 Evangelicalism in America (Spring 2020)

**Chrystall, Beatrice**
HDS 4053 Elementary Pali II (Spring 2020)
HDS 4054 Intermediate Pali I (Fall 2019)

**Clooney, Francis**
HDS 3745/Religion 2630 Introduction to Mimamsa Ritual Theory (Spring 2020)
HDS 3760/Religion 1060 Hindu Goddesses and the Virgin Mary (Fall 2019)
HDS 3928/Religion 1660 The Brhadaranyaka Upanisad with Sankara’s Commentary in Translation (Fall 2019)

**Giles, Cheryl**
HDS 2139 Trauma and Resilience: Empowering Those Who Care for Others (Fall 2019)
HDS 2927 Spiritual Care and Counseling (Fall 2019)
HDS 2931 Adversity and Resilience in Adolescent Development: Seminar (Spring 2020)
HDS 2935 Compassionate Care of the Dying: Buddhist Training and Techniques (Spring 2020)

**Grundler-Whitacre, Karin**
HDS 4412 German for Reading (Fall 2019)
HDS 4413 Intermediate German Readings (Spring 2020)

**Gyatso, Janet**
HDS 3888/Religion 2710r Buddhist Studies Seminar: The History of South Asian Buddhist Texts (Spring 2020)

**Hallisey, Charles**
HDS 3244 The Lotus Sutra: Engaging a Buddhist Scripture (Spring 2020)
HDS 3505 Theravada Buddhism (Spring 2020)
HDS 3836 Religion 1701 Introduction to Buddhist Scriptures and Their Critical Interpretation (Fall 2019)
HDS 4057 Reading Post-Canonical Pali II (Spring 2020)

**Hardacre, Helen**
HDS 2043/Religion 14 Studying Religion and Media (Spring 2020)
Hempton, David
HDS 2357/Religion 1463 Evangelical Conversion and Disenchantment Narratives (Fall 2019)

Hollywood, Amy
HDS 2566/Religion 2492 Disobedience: The Defiance of Genre in Contemporary English Language Poetry (Fall 2019)
HDS 2692/Religion 1572 Sex, Gender, and Sexuality I (Fall 2019)
HDS 2693/Religion 1573 Sex, Gender, and Sexuality II (Spring 2020)

Hossfeld, Christopher
HDS 2034 Leading Music In Ritual (Spring 2020)

Jordan, Mark
HDS 2374/Religion 2454A God and Modern Writing I (Fall 2019)
HDS 2375/Religion 2454B God and Modern Writing 2 (Spring 2020)
HDS 2609/Religion 2455 Aquinas: Incarnation, Narration, Sacrament (Fall 2019)

King, Karen
HDS 1501/Religion 1408 Martyrdom: Bodies, Death, and Life in Ancient Christianity (Spring 2020)

Kosmin, Paul
HDS 1556/Cls-Stdy 202Pasts and Future Pasts in the Hellenistic Worlds (Fall 2019)

Lamberth, David
HDS 2755/Religion 2538 The Examined Life: Philosophy, Religion, and the Crises of Modernity (Fall 2019)

Madigan, Kevin
HDS 2133 History of Christianity through Biography and Autobiography II, ca 1300-2000 (Spring 2020)
HDS 2293/Religion 1529 The Holocaust and the Churches, 1933-45 (Spring 2020)

McKanan, Daniel
HDS 2315 Theologies of Universal Salvation (Spring 2020)
HDS 2776/Religion 1557 Unitarian and Universalist History in the United States (Fall 2019)
HDS 2798/Religion 1046 Introduction to Religion and Ecology (Spring 2020)
HDS 4591 Master of Divinity Senior Seminar (Fall 2019)

Monius, Anne
HDS 2043/Religion 14 Studying Religion and Media (Spring 2020)

Moore, Diane
HDS 2825 Religion, Conflict, and Peace in Contemporary Global Affairs (Spring 2020)
HDS 2875 Bridges to JustPeace: Understanding Fragmentation & Building Coalitions for a Just & Peaceful Future (Spring 2020)
HDS 3334 Religion, Conflict, and Peace in the Contemporary Middle East (Fall 2019)
HDS 3336 Religion, Conflict, and Peace Internship Seminar (Spring 2020)

Potts, Matthew
HDS 2171 Forgiveness (Spring 2020)
HDS 2175 Prophetic Preaching (Fall 2019)
HDS 2176 Religion and Contemporary Fiction (Spring 2020)
HDS 2179 Love and Loss (Spring 2020)

Sanchez, Michelle
HDS 2188/Religion 1469 The Protestant Reformations (Fall 2019)
HDS 2196/Religion 1527 After Luther: Faith, Will, Law, and the Question of Goodness (Spring 2020)
HDS 2278/Religion 1522 Calvin, Schleiermacher, Barth, Cone (Fall 2019)

Teeter, D. Andrew
HDS 1102/ANE 120A Introduction to the Hebrew Bible/Old Testament 1: Pentateuch and Former Prophets (Fall 2019)
HDS 1103/ANE 120B Introduction to the Hebrew Bible/Old Testament 2: Latter Prophets and Writings (Spring 2020)
HDS 1300/Jewishst 202 Studies in the Former Prophets: Seminar (Fall 2019)
HDS 1302/Jewishst 207 Rewriting Scripture in Jewish Antiquity: Seminar (Spring 2020)
HDS 4020/Clas-Heb 120A Intermediate Classical Hebrew I (Fall 2019)
HDS 4021/Clas-Heb 120B Intermediate Classical Hebrew II (Spring 2020)

West, Cornel
HDS 2755/Religion 2538 The Examined Life: Philosophy, Religion, and the Crises of Modernity (Fall 2019)

Academic Year 2020-21 Projected Courses

Bazzana, Giovanni
HDS 1277/Religion 1467 Historical Jesus (Spring 2021)
HDS 1538 Greek Exegesis of John (Spring 2021)
HDS 1557 Greek Exegesis of Luke (Fall 2020)
HDS 1872/Religion 1422 History of the Exegesis and Reception of the Gospel of Matthew: Seminar (Spring 2021)

Clooney, Francis
HDS 3751/Religion 1059 God, Hindu and Christian (Fall 2020)
HDS 3931/Religion 1661 Yoga Sutras in a Comparative Perspective (Fall 2020)

Cohen, Shaye
HDS 1277/Religion 1467 Historical Jesus (Spring 2021)

Giles, Cheryl
HDS 2927 Spiritual Care and Counseling (Fall 2020)

Grundler-Whitacre, Karin
HDS 4412 German for Reading (Fall 2020)
HDS 4413 Intermediate German Readings (Spring 2021)

Gyatso, Janet
HDS 3830/Cultblf 25 Studying Buddhism Across Time and Place (Fall 2020)

Hallisey, Charles
HDS 3546 Buddhist Systematic Thinking and Scripture (Spring 2021)
HDS 3576/Religion 1722 Buddhist Ethics (Fall 2020)
HDS 3776/Religion 1742 Introduction to Buddhist Narrative and Story Literature (Fall 2020)
HDS 3777/Religion 1741 Modern Buddhism and Fiction (Spring 2021)

**Hossfeld, Christopher**
HDS 2034 Leading Music In Ritual (Spring 2021)

**Jordan, Mark**
HDS 2393/Religion 1471 Christian Ethics, Persuasion, and Power I (Fall 2020)

**Madigan, Kevin**
HDS 1872 History of the Exegesis and Reception of the Gospel of Matthew: Seminar (Spring 2021)

**McKanan, Daniel**
HDS 2319 Process Theologies (Fall 2020)
HDS 2360/Religion 1562 Alternative Spiritualities in the United States (Spring 2021)
HDS 2415/Religion 1538 Liberal and Liberation Theologies in Dialogue (Spring 2021)
HDS 4591 Master of Divinity Senior Seminar (Fall 2020)

**Monius, Anne**
HDS 3405/Religion 62 Indian Religions Through Their Narrative Literatures: The Epics (Fall 2020)
HDS 3411/Religion 1636 Hinduism Through the Modern Novel (Fall 2020)
HDS 3925/Religion 2063 South Asian Religious Aesthetics: Seminar (Spring 2021)
HDS 3930/Religion 2030 Thinking About History in South Asia: Seminar (Fall 2020)

**Moore, Diane**
HDS 2835 Religion, Conflict, and Peace Seminar (Spring 2021)
HDS 2916 Religion, Democracy and Education (Fall 2020)
HDS 3334 Religion, Conflict, and Peace in the Contemporary Middle East (Fall 2020)
HDS 3336 Religion, Conflict, and Peace Internship Seminar (Spring 2021)

**Potts, Matthew**
HDS 2170 Liturgical Preaching (Fall 2020)
HDS 2173 The Sacramental Imagination (Spring 2021)
HDS 2176 Religion and Contemporary Fiction (Spring 2021)
The Faculty of Divinity

Lawrence S. Bacow
President of Harvard University
SB Massachusetts Institute of Technology; MPP, JD, PhD Harvard University

David N. Hempton
Dean of the Faculty of Divinity
Alonzo L. McDonald Family Professor of Evangelical Theological Studies
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 (On leave spring 2019)
Professor of New Testament
PhD International School of Modena, Italy

Ann D. Braude (On leave spring 2019)
Senior Lecturer on American Religious History
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
Lecturer on Ministry
BA Pomona College; MDiv Bethany Theological Seminary; PhD Claremont School of Theology

Francis X. Clooney, S.J.
Parkman Professor of Divinity
Professor of Comparative Theology
BA Fordham University; MDiv Weston School of Theology; PhD University of Chicago

Diana L. Eck
Professor of Comparative Religion and Indian Studies
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
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
Harvard University Distinguished Service Professor
Murray A. Albertson Professor of Middle Eastern Studies (Faculty of Arts and Sciences)
Member of the Faculty of Divinity
BA, University of North Carolina; AM, PhD Harvard University

Janet Gyatso
Hershey Professor of Buddhist Studies
Associate Dean for Faculty and Academic Affairs
BA, MA, PhD University of California at Berkeley

Charles Hallisey (On leave spring 2019)
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 (On leave spring 2019)
John A. Bartlett Professor of New England Church History
BA Brigham Young University; MA, PhD, Stanford University

Amy Hollywood (On leave fall 2018)
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

Mark D. Jordan
Richard Reinhold Niebuhr Professor of Divinity
BA, St. John’s College; MA, PhD, University of Texas at Austin

Ousmane Oumar Kane
Prince Alwaleed Bin Talal Professor of Contemporary Islamic Religion and Society
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  
Albert A. List Professor of Jewish Studies  
AB Harvard College; MA, PhD Harvard University

Kevin J. Madigan (On leave academic year 2018-19)  
Winn Professor of Ecclesiastical History  
BA College of the Holy Cross; MA University of Virginia; MA, PhD University of Chicago

Dan McKanan  
Ralph Waldo Emerson Unitarian Universalist Association Senior Lecturer in Divinity  
AB Harvard College; MDiv Vanderbilt Divinity School; PhD University of Chicago

Anne E. Monius  
Professor of South Asian Religions  
AB, AM, PhD Harvard University

Diane L. Moore  
Director, Religious Literacy Project  
Lecturer in Religion, Conflict, and Peace  
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  
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  
Susan Shallcross Swartz Professor of the Practice of Christian Studies  
BA Greensboro College; MA, PhD University of Chicago

Matthew L. Potts (On leave academic year 2018-19)  
Associate Professor of Religion and Literature and of Ministry Studies  
BA University of Notre Dame; MDiv Harvard Divinity School; PhD Harvard University
Ahmed Ragab  
Richard T. Watson Associate Professor of Science and Religion  
PhD Ecole Pratiques des Hautes Etudes in Paris; MD Cairo University

Mayra Rivera Rivera  
Professor of Religion and Latinx Studies  
Professor of Romance Languages and Literature (FAS)  
BS University of Puerto Rico; MTS, PhD Drew University

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

Michelle C. Sanchez  
Associate Professor of Theology  
BA New College; MDiv Harvard Divinity School, PhD Harvard University

Elisabeth Schüssler Fiorenza  
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  
Director of the Center for the Study of World Religions  
AB Harvard College; MDiv University of Chicago; ThD Harvard Divinity School

D. Andrew Teeter (On leave fall 2018)  
Professor of Hebrew Bible/Old Testament  
MA University of Wisconsin—Madison; PhD University of Notre Dame

Todne Thomas  
Assistant Professor of African American Religions (HDS)  
Suzanne Young Murray Assistant Professor (Radcliffe Institute for Advanced Study)  
BA, Cornell University; MA, PhD, University of Virginia

Jonathan L. Walton  
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

Cornel R. West  
Professor of the Practice of Public Philosophy with a joint appointment in the Faculty of Arts and Sciences  
AB Harvard University; MA, PhD Princeton University
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 Professor of Divinity, Emeritus

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

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

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

Peter Machinist, AB, MPhil, PhD, Hancock Research Professor of Hebrew and Oriental Languages

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

Preston N. Williams, BD, STM, PhD, Houghton Professor of Theology and Contemporary Change, Emeritus
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.

Khalil Abdur-Rashid, Instructor on Muslim Studies

Irit Aharony, Senior Preceptor in Modern Hebrew (FAS)

Sami Alkyam, Preceptor in Arabic (FAS)

Ali S. Asani, Professor of Indo-Muslim and Islamic Religion and Cultures (FAS)

Lydia Bremer-McCollum, Instructor on Greek

Alexis Bader Brown, Instructor on Pali

Nour Barmada abida, Preceptor in Arabic

Chris Berlin, Counselor to Buddhist Students; Instructor in Ministry and Pastoral Counseling

Boylston, Nicholas, College Fellow in the Committee on the Study of Religion

Lydia Bremer-McCollum, Instructor for Graeca

William M. (Scott) Campbell, Instructor in Ministry


Beatrice Chrystall, Lecturer on Pali

Shaye J. D. Cohen, Nathan Littauer Professor of Hebrew Literature and Philosophy (FAS)

E.J. Dionne, William H. Bloomberg Visiting Professor

Khaled El-Rouayheb, James Richard Jewett Professor of Arabic and of Islamic Intellectual History (FAS)

William L. Fash, Jr., Charles P. Bowditch Professor of Central American and Mexican Archaeology and Ethnology (FAS)

Marla Frederick, Professor of African and African American Studies and of Religion (FAS)

Judith Frediani, Instructor in Church Polity

Nuri Friedlander, Instructor in Spiritual Care and Counseling in Muslim Communities
Jay Garfield, Visiting Professor of Buddhist Philosophy

K. Healan Gaston, Lecturer on American Religious History

Henry Louis Gates, Jr., Alphonse Fletcher, Jr. University Professor; Director, Hutchins Center for African & African American Research (FAS)

Luis M. Girón Negrón, Professor of Romance Languages and Literatures and of Comparative Literature (FAS)

Elon Goldstein, Lecturer on Tibetan Buddhist Studies

Granara, William, Professor of the Practice of Arabic on the Gordon Gray Endowment

Geraldine Grimm, Lecturer on German

Karin Grundler-Whitacre, Assistant Dean for Faculty and Academic Affairs; Director of the Summer Language Program; Lecturer on German

Judy Ravesloot Haley, Lecturer on Intermediate Greek

Jay Harris, Harry Austryn Wolfson Professor of Jewish Studies (FAS)

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

Christopher Hossfeld, Director of Music and Ritual

Nebil Husayn, Visiting Assistant Professor of Near Eastern Languages and Civilizations (FAS)

Andrew S. Jacobs, Lecturer on Advanced Greek

Lauren R. Kerby, Lecturer in Religious Studies and Education

Nevenka Korica-Sullivan, Senior Preceptor in Arabic on the Ali Abdul Rahman Alturki Endowment (FAS)

Donald S. Larsen, Instructor on Lutheran Polity

Kerry Maloney, Chaplain and Director of Religious and Spiritual Life

Peter Der Manuelian, Philip J. King Professor of Egyptology (FAS)

S. Zahra Moballegh, Visiting Assistant Professor of Women’s Studies and Islam

Shady H. Nasser, Assistant Professor of Near Eastern Languages and Civilizations (FAS)

Eileen O’Connor, Instructor in Spanish

Damaris S. Parsitau, Visiting Associate Professor of Women’s Studies and African Religions

Tanya Perez-Brennan, Instructor in Spanish
Ute Possekel, Lecturer on Syriac

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

Sophia Roosth, Frederick S. Danziger Associate Professor of the History of Science (FAS)

Richard James Saley, Lecturer on Hebrew Bible (HDS); Lecturer on the Ancient Near East (FAS)

James Skedros, Lecturer on Elementary Greek

Daniel Albert Smith, Lecturer on Ministry

Gary E. Smith, Lecturer on Ministry

Burns Stanfield, Counselor to Presbyterian Students; Instructor in Church Polity

Piotr Steinkeller, Professor of Assyriology (FAS)

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

Anna Sun, Visiting Associate Professor of Women’s Studies and East Asian Religions

Craig Henry Tichelkamp, Lecturer on Latin

Pascale C. Torracinta, Instructor on French

Laura Tuach, Assistant Director of Field Education; Instructor in Ministry Studies

Regina Walton, Lecturer on Anglican Polity

White-Hammond, Gloria, Swartz Resident Practitioner in Ministry Studies

Wylin Wilson, Visiting Lecturer on Women’s Studies and African American Religions

Michael Woolf, Instructor in Church Polity

Yair Zakovitch, Weinstock Visiting Professor of Jewish Studies (FAS)

Barbara Zimbalist, Visiting Assistant Professor of Women’s Studies and Catholicism
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
Amy Fisher, Counselor to Methodist Students
Reebee Girash, Counselor to United Church of Christ Students
Samuel B. Hogan, Sr. Counselor to Pentecostal Students, Instructor in Polity
Jeremy Battle, Counselor to Baptist Students
Regina Walton, Counselor to Episcopal Students
Marta I. Valentin, 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
Liza Stern, Counselor to Jewish Students
Ousmane Kane, Counselor to Muslim Students
**CHECK-IN**

**Fall 2018**

New Student check-in: Tuesday, August 28, 2:00 p.m. – 5:00 p.m. in Divinity Hall. New students are required to attend the in person hours in order to finalize the ID card process and to have the opportunity to meet with members of the Office of Financial Aid to finalize financial aid matters.

Returning Student check-in: All returning students are required to complete the check-in process online via their my.harvard account by Thursday, August 30. The Registrar’s Office will have open office hours between 9:30 a.m. and 1:00 p.m. on August 30 as well, to accommodate returning students with questions and to resolve any holds on their student account.

No student is considered enrolled until they have completed the online check-in process through their my.harvard account at the beginning of each semester.

**Spring 2019**

Check-in for all Students: All students are required to complete the check-in process online via their my.harvard account. Check-in must be completed by Tuesday, January 29.

No student is considered enrolled until they have completed the online check-in process through their my.harvard account at the beginning of each semester.

There is a $50 fee assessed for not completing check-in by the deadline listed above. No one may check in and enroll in classes after September 21 in the fall term, and February 8 in the spring term. 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 term. Student bills for the fall term are issued in July and payable in August; for the spring term, 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 Financial Services Office directly. Under this plan, in the fall, students pay one-quarter of tuition in August and the balance in three installments in October, November, and December. In the spring, students 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 Financial Services Office (953 Smith Campus Center). Students may access their term bill and account balances via their my.harvard home page. Additional information on understanding and paying term bills can be found at http://sfs.harvard.edu/student-accounts. Tuition charges originate from the HDS Registrar’s Office, and questions may be directed to the Registrar.
Immunization

Massachusetts State law requires all students enrolled in 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: 617.495.2055; or at: https://huhs.harvard.edu/sites/default/files/pdf/form/DIV0170.pdf.

International Students

Incoming international students must register at the Harvard International Office (HIO) located at 864 Smith Campus Center before registering at HDS. Students must appear in the HIO system as cleared in order to enroll. 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. As policies can change while students are enrolled, 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 for their ID or have their pictures taken during check-in. Students who electronically submitted a photo will receive their official ID at check-in. Students who do not submit a photo will receive their ID card approximately one week after having their photo taken during check-in. ID cards are valid through the student’s anticipated graduation or completion date. 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 Card Services office, Smith Campus Center, Room 807. 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. Students who do not wish to have their images distributed may request an exemption by contacting the ID Office at idservices@harvard.edu. Since students will encounter occasions when they will need to produce their ID card (such as, University Health Services, shuttles, or libraries), 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 or are withdrawn from their program are required to return their ID card to the HDS Registrar.
Lost, stolen or damaged cards may be replaced by visiting ID Card Services, Smith Campus Center, Room 807. A $25.00 replacement fee will be charged. For more information visit: http://www.campusservicecenter.harvard.edu/services/id-cards/lost-stolen-or-damaged-id-card.

**Harvard Key**

HarvardKey, together with the HUID (Harvard University ID), enables students to access the online resources of the University. Once a student has obtained their HUID and activated their HDS email account, and following the instructions under “Claim Your HarvardKey.” This location is also where a student can recover and/or reset their login and password.

HarvardKey login and password information is solely for the use of the student and may not be shared with others.

**Official Communication**

Formal HDS communication to students is via their HDS email account. Students are required to check their accounts regularly.

**Course Registration**

**Shopping Period**

**Fall 2018:** Crimson Cart submission via my.harvard due Tuesday, September 11.

**Spring 2019:** Crimson Cart submission via my.harvard due Monday, February 4.

Instructors’ signatures are required for Reading and Research courses, courses with limited enrollment, and other courses indicating this requirement in the course description.

The Crimson Cart 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 the Crimson Cart submission is due to avoid last-minute delays and complications. Failure to submit a completed Crimson Cart online by the required date will result in a $40 late charge for the first day overdue (Wednesday, September 12 in the fall and Tuesday, February 5 in the spring) with a $10 charge each overdue day thereafter. Students whose course enrollments 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 21, 2018 for the fall and February 8, 2019 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 (HSDM)
Harvard T.H. Chan School of Public Health (SPH)
The Harvard School for Continuing Education is not eligible for cross-registration

**Boston Theological Institute:**
Boston College (BC)
Boston University School of Theology (BU)
Gordon-Conwell Theological Seminary (GCTS)
Hartford Seminary (HS)
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 these guidelines:

- 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. A chart of University cross registration dates and deadlines for 2018-19 is on p.40.

- 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.

- 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.

- 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 14 for May graduation.

- 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:**

- Log in to my.harvard.edu. Use the “Course Search” tab at the top of the page to search for and select courses.

- If you know the course you are interested in, enter it in the search box.

- To view a list of courses available for cross-registration, navigate to Advanced Search, select a School and Term, select Available for Cross-Registration from the Cross-Registration drop-down. Click Search Courses.

- Click on the course title to view the full course description. On this page, check to see if the course requires instructor permission in order to enroll, then click “add to Crimson Cart.”

- Once the course is added to the Crimson Cart, then select course options (such as grading options, if applicable) and validate the course. If the course requires instructor permission the “Submit Petition” button will appear. This must be selected in order for the petition to move forward.

- View the petition status in the Crimson Cart. Orange status is pending. Red is denied. Green is approved.

- Once permission is granted, you may enroll in the course using the Enroll/Validate/Delete button. If you plan to enroll in the course you MUST complete this step as enrollment is not automatic once permission is granted.

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 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Classes Begin</th>
<th>Last Day to Submit Cross-Reg Petition(1)</th>
<th>Last Day to Drop without Notation</th>
<th>Last Day to Drop with Notation (2)</th>
<th>Last Day of Classes</th>
<th>Last Day of Exams</th>
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<tr>
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<td>Consult TUFTS</td>
<td>April 29</td>
<td>May 8</td>
</tr>
</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 deadline 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 (BTI):**

Students who wish to cross-register into classes at the member schools of the Boston Theological Institute do so online, using a Microsoft SharePoint online portal. To start the process, students should follow the steps below:

- Students should log on to the BTI public website at: www.bostontheological.org and click on the Cross Registration button on the top right-hand corner of the site, which will bring them to instructions for viewing the list of available cross-registered courses from all member schools.

- Students should follow the list’s instructions on how to start the BTI cross-registration process, and then email the BTI SharePoint administrator, (btioffice@bostontheological.org) from their HDS issued email account to request access to the portal, if this is the first time they have attempted to cross-register for a BTI course.

- The online cross-registration system will generate an e-mail notification to the student advising that their portal account is ready for use, and will contain a link to the login screen and a temporary password.

- Once students have submitted their cross-registration application, the portal will forward a confirmation, will request the student’s home registrar for permission, and will forward the application to the host school’s registrar, where the request will be either accepted or denied.

- Students who are not accepted must drop the course via a course change form available from the HDS Registrar’s office.

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 include the course in their Crimson Cart enrollment.

Students who plan to attend regularly and want the course to appear on their transcript should submit the course in their Crimson Cart, 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 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 by 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 2018: Friday, September 21
Spring 2019: Friday, February 8

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 drop with notation deadline (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 drop with notation deadline (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 Drop/Add deadline.

Cross-registered courses must be dropped both at HDS and at the host school, 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, whether at Harvard or at BTI schools, 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 2018: Friday, November 2
Spring 2019: Friday, March 29

Students may change their status in a course up to 5:00 p.m on the last day to drop with notation 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 drop with notation deadline (or the first non-holiday thereafter) of the fall semester.

**Enrollment Confirmation**

At the drop/add deadline, students should carefully review their Crimson Cart course enrollment information to confirm they are properly registered in their desired courses. It is the responsibility of the student to ensure that their course enrollment information 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 their final grade has been posted in my.harvard.

**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 2018-19 runs from Tuesday, December 11, through Thursday, December 20; the spring examination period runs from Thursday, May 9, through Saturday, May 18. Courses scheduled in the morning normally have morning exams beginning at 9:15 a.m.; afternoon courses have exams at 2:15 p.m.

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. Accommodations and services cannot be provided retroactively. For more information regarding the exam accommodation policies and procedures please visit: http://hds.harvard.edu/life-at-hds/accessibility.

**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 submitted to the Registrar’s Office from HUHS 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, must notify the Registrar prior to the examination. In accordance with Massachusetts law, students who are unable to participate in a final examination as a consequence of their religious beliefs shall be provided with an opportunity to make up the examination, without penalty, provided that the makeup examination does not create an unreasonable burden. In such instances, students must obtain a Petition for a Make-Up examination from the Registrar.

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. Dates and times for make-up exams for Divinity School courses must be arranged by the student with the course instructor and the Registrar.

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 with the written permission of the instructor. 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.

Please note that the rules regulating make-up exams vary from school to school. Students must follow the rules of the school where the course is offered. It is the student’s responsibility to contact the school where the course is offered if circumstances warrant the need for a make-up examination. Make-up exams for Faculty of Arts and Sciences courses take place on prescribed days in mid-September (for spring and full-year courses) and in early February (for fall courses).

Incompletes

An Incomplete refers to a contract between the student and the instructor to complete some required work for the course at a mutually agreed upon date after the end of the term. In the event that a student is unable to complete the final work for a course (excluding exams) they may request an Incomplete from the instructor, who has authority to approve or deny the request.

Both the student and the instructor must complete the Incomplete Grade Agreement Form and submit it to the Registrar’s Office no later than the last day of exams in the term in which the course was taken. In this contract, the student must give sufficient reason for the delay and provide a satisfactory plan for completion of the work. The student and instructor will agree upon and record a due date not to exceed the deadline in the subsequent semester. The instructor will note a contingency grade on this form, based on the calculation of the grade in the course in the absence of the unfinished work.

Students are limited to one Incomplete grade 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, including for courses taken at other Harvard schools and the BTI, must be made to the Registrar and are counted toward the one Incomplete allowance.

The due date for work in a fall course may be no later than the day after spring break the following term, (this year, March 25, 2019), and, for spring courses, no later than the last non-weekend day before the subsequent fall semester (this year, August 30, 2019). Outstanding work must be submitted electronically to the Registrar’s Office (registrar@hds.harvard.edu), and it will be forwarded directly to the instructor. Once the outstanding work has been received, the incomplete grade will...
be converted to a grade of NGR (no grade received) and the instructor will then submit a final grade for the course.

If a student fails to submit work for an incomplete directly to the Registrar’s Office by these deadlines, the contingency grade assigned by the instructor will be retained as a final grade for the course.

Grades of “I” incurred in cross-registered courses at another school are subject to HDS rules and HDS deadlines as listed above, unless the other school’s deadline is earlier.

On rare occasions, a student may be granted additional time to complete work on 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. In the instance of a request for an extension of time for a cross-registered course, both schools must approve such requests.

Courses that are incomplete because the student has been absent from the in-class 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: 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- = .67 and E, unsat, and abs = 0. 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.

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, therefore, 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 by the deadline of Thursday, December 20, for the Fall 2018 semester, and Monday, May 20, for the Spring 2019 semester.

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 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**

Classes as a whole are rarely canceled due to inclement weather. If a class is cancelled due to weather, faculty will notify students via email or by posting a message of cancellation on their course site page. Information about class cancellations due to weather is also posted on the home page of the HDS website or can be obtained by calling 617.496.6397. If an individual class meeting is cancelled, a notice will be posted on the course site as well as on the door of the classroom where the class is scheduled to meet.

**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. Graduating students do 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 enrollment, 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 Crimson Cart at the beginning of each semester before the Crimson Cart submission 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 degree audit 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 check-in, 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 the Crimson Cart submission is due, students should arrange to meet with their advisors briefly a second time to have their Crimson Cart approved. Students are asked not to wait until the last moment for this approval.

**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 (I), absent from exam (ABS), or withdrawn (W).

• In the case of MTS and MDiv students, fail to maintain a B average overall for the degree program to date.

• 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.

• Withdraw from the program with conditions for return. 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 for more than one semester normally is not eligible to receive institutional or federal financial aid for any subsequent semester on probation.
**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 Masters Students**

- 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.

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

- Each section (or “fifth”) taught counts as the equivalent of one course; the total course load 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.

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

- 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.

- 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 Executive Committee on Academic Programs (ECAP), 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 Executive Committee on Academic Programs 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 advanced standing. 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 ECAP 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.

**Voluntary 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 clarify such matters as tuition credit and insurance coverage. Students receiving financial aid may consult the Office of Financial Aid concerning the 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.

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 their 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.

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, they 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.

**Voluntary 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**

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

Transcripts do not distinguish between voluntary and involuntary 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 any person, or has seriously disrupted others in the student’s residential community or academic environment; and (b) either the student’s threatening, self-destructive or disruptive behavior is determined to be
the result of a medical condition, or the student has refused to cooperate with efforts by Harvard University Health Services to determine the cause of the behavior. The decision to place a student on an involuntary leave of absence for health-related reasons is made in consultation with Harvard University Health Services (which may consider information from the student’s current and/or former health care providers, if made available by the student) after an individualized assessment of all the pertinent factors, such as the nature of the student’s conduct, the nature, severity and duration of the risks, the likelihood of potential injury, and whether reasonable modifications of policies, practices or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the resources of staffing capabilities of HDS, or whether the required level of care or monitoring would exceed the standard of care that a university health service 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 for 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 risk to the safety or educational environment of the community.

- Indebtedness: the student’s term bill is unpaid and the student has not made arrangements acceptable to the School to address the issue.

- Failure to provide medical documentation of required immunizations.

- Unfulfilled academic requirements: the student has not met an academic requirement and has not taken steps acceptable to the School to meet the requirements.

- Failure to register: the student has not registered at the beginning of each term.

Prior to placing a student on involuntary leave of absence, the Dean will consult with the Associate Dean for Enrollment and Student Services, the Associate Dean for Faculty and Academic Affairs, and/or with the Administrative Board or the Executive Committee on Academic Programs and may also consult with other officers of the University (for example, with HUHS in the case of a leave for medical reasons), as appropriate.

Students will be notified in writing that they have been placed on an involuntary leave of absence and may petition the Dean for reconsideration. If the student disputes any of the factual considerations underlying the decision, the Dean may refer the matter to the Administrative Board or Executive Committee on Academic Programs for fact finding before making a final decision on reconsideration.

**WHILE ON LEAVE OF ABSENCE**

Any student who goes on leave of absence during the academic year is charged tuition and any applicable fees, including rent, to the end of the period in which they leave. Students receiving scholarship or other financial aid should consult the Financial Aid Office concerning the financial implications of going on leave. Foreign students should consult the International Office concerning their status.

The date on which a student goes on leave will affect the student’s health insurance through Harvard. For details, review the Leave of Absence policy on the HUHSP website, or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or mservices@huhs.harvard.edu.
Libraries and other facilities normally may be used only by students who are currently registered. Students on leave may not participate in extracurricular activities. Exceptions to this rule must be specifically approved in advance by HDS. If so instructed by the Dean, a student on leave must remain away from the University campus.

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

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

**Returning to School**

A student in good standing on a voluntary leave of absence ordinarily may return by notifying the Registrar twelve weeks in advance of the start of any term, although it remains the student’s responsibility to ensure that he or she has adequate time to complete the degree within the time limits established by HDS.

Students who were not in good standing at the time a voluntary leave of absence was granted and students who were placed on an involuntary leave of absence must petition the Associate Dean for Enrollment and Student Services for permission to return to HDS and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. The decision whether to allow a student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the chairperson of the Administrative Board, the Executive Committee on Academic Programs, or such other person as the Dean designates.

If the leave, whether voluntary or involuntary, was for medical reasons, then the student must petition the Associate Dean for Enrollment and Student Services for permission to return to HDS and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. In addition, so that HDS may conduct an individualized assessment of their circumstances, students on medical leave ordinarily will be required to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student’s stability and readiness to return can be shared with HDS. Please also note that if HDS learns of serious concerns about the health or well-being of a student who is away from HDS but not on a medical leave of absence, then the School similarly may require the student to consult with Harvard University Health Services (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student’s stability and readiness to return can be shared with HDS. In all such cases, the decision whether to allow a student to return is made by the Associate Dean for Enrollment and Student Services, in consultation with the chairperson of the Administrative Board, the Executive Committee on Academic Programs, or such other person as the Dean designates.

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

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

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

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

**Contracts for Enrollment**

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

**Lapsed Registration**

Students who fail to enroll 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**

Program withdrawal refers to the ending of a student’s enrollment in a degree program. A student is considered withdrawn from his or her program when the student (1) has filed a Withdrawal request with the Registrar, (2) has been withdrawn by a curriculum committee, (3) has failed to enroll by the add/drop deadline without an official leave granted 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 provide a written request of withdrawal from a degree program to the Registrar prior to the end of a semester are given a tuition refund according to the schedule below. Regular tuition is the only charge that is reduced according to the refund schedule.

**Fall Semester 2018:**

- On or before September 21: 100% tuition refund.
- On or before October 5: 75% tuition refund.
- On or before November 2: 50% tuition refund. No refunds after November 2.
Spring Semester 2019:
On or before February 8: 100% tuition refund.
On or before February 22: 75% tuition refund.
On or before March 29: 50% tuition refund. No refunds after March 29.

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 voluntarily withdrawn or 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 may be required to reapply to the program through the admissions process. In the case of expulsion by the faculty of HDS, a student is not allowed to apply for reinstatement. Students should contact the Registrar 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 May 1; 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. Petitions will not be reviewed until the successful completion of the first semester at HDS, or during a student’s final semester, except in extraordinary circumstances.

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:
• Students petitioning for alterations to the language requirement for any reason, must petition as soon as they are eligible to do so in 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.

**Transferring Degree Programs**

A student may petition to transfer from the MTS program into the MDiv program, or vice versa, after the successful completion of their first semester at HDS, but not later than the beginning of their third semester. Exceptions to this timeline will be considered only under extraordinary circumstances.

Petitions include the following:

• a narrative statement addressing the reasons for requesting a change, including a clear statement of specific professional and academic goals to be met by such a change.

• a completed plan of study outlining past, present, and future courses taken to meet degree program requirements within the time-frame for completion.

The petition process follows these steps:

• meet with the HDS Registrar’s Office to obtain the petition form, consult on degree requirements, and begin to draft a plan of study;

• meet with an HDS Financial Aid officer to consult on the financial aspects of program transfers and obtain their signature and comments on the petition form;

• meet with the program committee chair of the degree program into which the transfer is requested, and obtain their signature and comments on the petition form;

• meet with the student’s academic advisor to obtain their signature and comments on the petition form.

Completed petitions are then returned to the HDS Registrar’s Office.

**Degree Application**

**Deadlines:**

November 2018 Graduation: August 13
March 2019 Graduation: December 5
May 2019 Graduation: January 28

Before a student may graduate, they must formally declare intent to do so by filing a Degree Application with 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 Commencement Service: Wednesday, May 29, 2019
Commencement Exercises: Thursday, May 30, 2019

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 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 regarding regalia may be directed to commencement@hds.harvard.edu, or to the Harvard COOP contact noted on the regalia information form.

**Diplomas**

Diplomas are awarded at the HDS diploma-awarding ceremony on the afternoon of May 30. 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:

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

- Accurately and judiciously engage the sacred texts and the histories, theologies, and practices of the students’ tradition(s), as well as multireligious and multicultural contexts in which they practice their ministries.

- 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.

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

- 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 SLP while registered for field education. Students who wish to take 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 a minimum of 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 (three to six courses).
- A minimum of six must be in histories, theologies, and practices (six to nine courses). 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 address one or more religious tradition; of those six, only three may be in the same tradition.
- 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 may meet the language requirement in one of two ways: 1) by completing the MTS language competency requirement, or, 2) by satisfactorily completing three semesters of study in one language relevant to their program through coursework 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.
G. Capstone Course Alternative to the Senior Paper (to be evaluated in the spring of 2021)

MDiv students may successfully complete for a letter grade, a “Capstone Course” in the fall term of the final year as an alternative to the senior seminar and paper. Each spring the Academic Dean will designate one or more Capstone Courses to be offered in the following fall term. Capstone Courses will allow students to integrate resources from their studies in the classroom and in the field to explore a question or project in ministry. Interested students must apply and be accepted into a Capstone Course in the spring before their final year.

**Other Degree Requirements**

2. Arts of Ministry Requirement

HDS provides course work and field placements leading to competence in eight 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; Peacebuilding and Just Conflict Resolution; Racial Justice and Healing, and Denominational Polity. MDiv students must demonstrate proficiency in at least three of the eight Arts of Ministry through a combination of course work and field education. 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 seven (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.
• **Peacebuilding and Just Conflict Resolution**: The ability to address critically and constructively the practices of peace and just conflict resolution (at local, community, national, or international levels) and to relate them to one’s ministry, to provide leadership and to engage the resources of a community of faith in addressing peacebuilding and just conflict resolution. Work in these areas focuses on and allows examination of contemporary social systems, institutions and problems, and strengthens the minister’s ability to connect religious symbols and meaning with the dynamics of war and conflict.

• **Racial Justice and Healing**: The ability to investigate and cultivate strategies to address racism, with attention to its intersection with Islamophobia, Queerphobia, Antisemitism, and other oppressive ideologies. This art of ministry involves locating, analyzing, and responding to specific instances and larger patterns of injustice within institutions, communities, and interpersonal relations. It trains students to work through ministry, including activism and advocacy, at local, national, and international levels, and to provide guidance, support, and leadership in communication, resource identification, and coalition-building. Work in this area strengthens the student’s ability to critically examine social, political, and economic systems that have produced and sustained injustice, as well as to implement the mechanisms of change and healing.

• **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. 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 in their Crimson Cart at the beginning of the semester and then complete the Arts of Ministry components of the course to the satisfaction of the instructor. Instructors and students should agree at the beginning of the term what the student must do in order to meet the Arts of Ministry. In some courses, e.g., Pastoral Care and Counseling, students may complete the Art of Ministry simply by successfully completing the course. In other courses, instructors may require students to do an extra project or to critically engage with an existing course requirement so that it substantively addresses the Art of Ministry. 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 education 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 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 B- in the area of focus can be counted toward the degree. No courses with grades below C- outside the area of focus 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 Program (“SLP”) 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 SLP a second time may have the course appear on their transcript. They must pay a reduced tuition rate. Students may also take 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 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.

3. Area of Focus Requirement:

MTS students must successfully complete no fewer than six courses within their 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. Each of these two courses must be assigned to at least one area of focus other than the student’s chosen area of focus, and must not also be 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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<td>Buddhist Studies</td>
<td>Philosophy of Religion</td>
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<td>Comparative Studies</td>
<td>Religion of the Americas</td>
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<tr>
<td>East Asian Religions</td>
<td>Religion, Ethics and Politics</td>
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<tr>
<td>Hebrew Bible/Old Testament</td>
<td>Religion, Literature and Culture</td>
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<tr>
<td>Hindu Studies</td>
<td>Religion and the Social Sciences</td>
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<td>The History of Christianity</td>
<td>South Asian Religious Traditions</td>
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<td>Islamic Studies</td>
<td>Theology</td>
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<tr>
<td>Jewish Studies</td>
<td>Women, Gender, Sexuality, and Religion</td>
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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 Curriculum 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. Most HDS courses are assigned to one or more area of focus, and these designations are indicated as such in the course listings. Students who wish to use a course offered outside the Divinity School to satisfy an area of focus requirement should discuss it with their advisers and indicate their preference on their study plans. Such requests are reviewed by the MTS Curriculum Committee, which 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, and across the curriculum, contributed to meeting one of the first four MTS program goals 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. 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, Pali, 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, in addition to Pali, which is offered at HDS, Chinese, Japanese, 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 HDS.

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 Law and 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 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 Executive 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 and an independent policy research option.

NCSS is open only to students who have completed one year of a degree program and are recommended by their home school. Wesley Theological Seminary, which hosts NCSS, offers full academic credit for the program. For further information, contact the Office of Ministry Studies, or:

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 normally obtain endorsement in their second year. 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 – http://tsp.edu/academics/registrar/affiliated-students/

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 Executive 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. A five-six-week intensive German language program is available in Frankfurt, which is offered from early September up to start of classes in mid-October. Unless students are fluent in German, they should plan to enroll in this intensive program.

A student who has little or no German may participate in the HDS summer language program (eight week and two terms credit) and then in the five-six-week intensive German language program in Frankfurt prior to the start of fall classes at the University in mid-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. The current course list may be found at:
http://hds.harvard.edu/academics/nondegree-programs/religious-studies-and-education-certificate/elective-courses-list/

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.

**Areas of Focus**

| Buddhist Studies | Philosophy of Religion |
| Comparative Studies | Religion of the Americas |
| East Asian Religions | Religion, Ethics and Politics |
| Hebrew Bible/Old Testament | Religion, Literature and Culture |
| Hindu Studies | Religion and the Social Sciences |
| The History of Christianity | South Asian Religious Traditions |
| Islamic Studies | Theology |
| Jewish Studies | Women, Gender, Sexuality, and Religion |

**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 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.

- 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.

- 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.

- 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.
• 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, Hebrew or Pali, 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 (French, German, Spanish) in the School’s Summer Language Program.

- Receiving an A- or better in 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 their academic program.
**Language Course Requirement for the MDiv Degree**

MDiv students may meet the language requirement in one of two ways: 1) by completing the MTS language competency requirement, or 2) by satisfactorily completing three semesters of study in one language relevant to their program through coursework at Harvard.

For more information about the MTS language competency requirement, please see the section entitled “Language Requirements for the MTS and ThM degrees.”

**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 2018-2019**

If students intend to take more than one language at any given date, they should 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 7, 2018 for the fall semester and 1:15 p.m. on May 3, 2019 for the spring semester).

Students should communicate with the Registrar’s Office before the exams if they intend to take more than one language at a certain date, and should also sign up for exams prior to the exam date. Students may still take the exam even if you do not sign up, but it is very helpful to have tentative numbers beforehand.
FRIDAY, SEPTEMBER 7, 2018
Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali and Spanish: 12:00 noon – 1:00 p.m.
Sperry Room, Andover Hall, 1st Floor.

FRIDAY, FEBRUARY 1, 2019
French, Spanish, and German: 12:00 noon – 1:00 p.m.
Sperry Room, Andover Hall, 1st Floor.

FRIDAY, MAY 3, 2019
Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali and Spanish: 12:00 noon – 1:00 p.m.
Sperry Room, Andover Hall, 1st Floor.

Language qualifying exams in Classical 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 also administered in January/February, at the beginning of the spring semester. 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 MDiv, 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 non-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.

HDS SUMMER LANGUAGE PROGRAM

HDS Summer Language Program (SLP) courses are offered in Classical Arabic, French, German, New Testament Greek, Biblical Hebrew, Christian Latin, Pali, and Spanish. The quantity and quality of each SLP course corresponds to the elementary and intermediate course in the target language in translation (elementary and intermediate) also offered during the fall and spring semesters of the academic year at HDS.

Suggested Courses for MTS and ThM Language Requirement

**German:** HDS SLP German; 4412 Elementary German Readings; 4413 Intermediate German Readings; 4414 Advanced Intermediate German Readings.

**Greek:** SLP Intermediate New Testament Greek; 4211 Elementary Greek I; 4212 Elementary Greek II; 4220 Intermediate Greek I; 4221 Intermediate Greek II; SLP Elementary New Testament Greek.

**Hebrew:** SLP Intermediate Biblical Hebrew; 4010 Elementary Classical Hebrew; 4020 Intermediate Classical Hebrew I; 4021 Intermediate Classical Hebrew II; SLP Elementary Biblical Hebrew.


**Pali:** SLP Pali; 4052 Elementary Pali I; 4053 Elementary Pali II; 4054 Intermediate Pali I; 4055 Intermediate Pali II; 4056 Reading Post-Canonical Pali I; 4057 Reading Post-Canonical Pali II.

**Spanish:** HDS SLP Spanish; 4460 Elementary Spanish Readings; 4463 Intermediate Spanish Readings; 4464 Advanced Intermediate Spanish Readings/4465 Communication Skills for Spanish.

**Some Suggested Courses for MDiv Language Requirement (three courses)**


- HDS SLP German; 4414 Advanced Intermediate German Readings; OR: 4412 Elementary German Readings; 4413 Intermediate German Readings; 4414 Advanced Intermediate German Readings.


**Non-Degree Programs and Continuing Education**

*The Summer Language Program*

**Summer 2019: Monday, June 17, 2019 - Thursday, August 8, 2019**

- 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 apply by the application deadline of May 10, 2019 because course offerings are subject to minimum enrollments. If that enrollment is not met by the application deadline, the course may be cancelled for the SLP 2019.

Students are encouraged to take advantage of the HDS Summer Language Program (SLP) as a means of preparing to meet language requirements without the pressures of other courses. A student may only enroll in one language during the eight week SLP each year. 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 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 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 SLP. Students who attempt but do not successfully complete SLP due to either failing or dropping the course may petition the appropriate curriculum committee to be allowed to take 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 SLP free of fees and tuition.

Current BTI students may take the SLP with the payment of reduced tuition rates. Please see the SLP website for more details.
Students who successfully complete SLP will receive credit equal to two courses toward their degree requirements. The courses (and the grades earned) will appear on students' transcripts. Participation in SLP is not counted toward the full course-load residency requirement; that is, a student who takes SLP 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 SLP as part of their degree program are required to pay a $400 program fee at the time of registration.

The SLP tuition rate is set each spring and published on the SLP web site under “Tuition.” 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 HDS 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 HDS 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 2018-19 academic year Resident Fellows pay $7,236 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 their 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 applicant 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 Office of Academic Affairs 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 2018-19 Academic Year**

MDiv, MTS, and ThM programs: $28,944 ($3,618 per course)

Th.D. Program:
Reduced Tuition: $12,064
Guidance and Facility Fee: $2,968

Active File Fee for Students Registered in Absentia: $600

Special Students: $3,618 per course taken for credit, $550 per course audited

Auditors: $550 per course plus $50 registration fee

Ministers in the Vicinity: $1,809 per course taken for credit, $275 per course audited

Resident Fellows: $7,236 per term

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 ($14,472 for 2018-19) 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 per 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 $400 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 ($3,618 in 2018-19). 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 ($14,472 for 2018-19) 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 $400 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 ($3,618 in 2018-19). 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 ($14,472 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 SLP is covered by the normal term tuition of the following year. However, ThM students enrolled in SLP are required to pay an additional $400 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

Part-time status means enrolling in fewer than 12 credit hours per semester. 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 ($3,618 per course for 2018-19). For example, a student who takes two courses in a semester (8 credit hours) will be billed as enrolled in two courses ($7,236 for 2018-19). Students who enroll in two courses in a term are eligible to receive financial aid and defer current student loans.

If only a single course (4 credit hours) is taken in a single term, then the student is billed for it at the current course rate ($3,618 in 2018-19). 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 student loans.
If a student enrolls in more than two courses (8 credit hours) in a single semester, after being approved to study part-time, full tuition will be assessed ($14,472 per semester in 2018-19) and the student will be switched to full-time status. Students who switch to full-time status ordinarily are required to continue to pay on a per-course basis. Once a student has gone to full-time status they must re-petition to return to part-time status.

Part-time students may only take the exact number of courses they need to complete their program, inclusive of the Summer Language Program; twenty-four courses in the MDiv program and sixteen in the MTS 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 or withdrawn, or left incomplete. In such cases, normal tuition at the per-course rate will be assessed ($3,618 in 2018-19), and financial aid ordinarily is not available for these extra courses.

Please note that students who successfully petition to change 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, depending upon the point in their program when such a change is approved.

**Billing for Doctoral Students**

Full ThD tuition is assessed each semester of the two prescribed years of residence. During the following two years, reduced tuition is charged ($5,827 per semester in 2018-19). For each additional year that a candidate remains in the Boston area, a guidance and facilities fee will be assessed ($1,484 per semester in 2018-19) 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 ($300 per semester in 2018-19). 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 ($3,618 per course in 2018-19). 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: $589 per semester  
Student Health Insurance Plan: $1,682 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.
Required Student Health Insurance

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

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

**Student Health Fee**

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 OptumRx. 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/benefits 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, 2018 for the fall term (or full academic year), and January 31, 2019 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, 2018, for the fall term and January 31, 2019, for the spring term. Waivers are available online at: hushp.harvard.edu.

Dependent coverage

Students may enroll their married spouse 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 August 31, 2018 for the fall term, and February 28, 2019 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, 2018 to July 31, 2019. Enrollment and renewal are not automatic and the deadline for both is September 30, 2018. Students are eligible for a special preventive service package 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, including tuition, fees and rent if living in Harvard University Housing, before they are allowed to enroll for classes each semester. Student bills for the fall semester are issued in July and payable in August; for the spring semester they are issued in December and payable in January.

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 fall 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 part-time or less is required to pay the entire amount in advance. A student who leaves the University, for any reason, who has any outstanding charges remaining on their account after any eligible refund credit is applied must pay all charges immediately upon receipt of the final account statement.

Candidates for degrees must have satisfied all indebtedness to the University at least three days prior to Commencement. The Registrar will notify all students with any outstanding balances at least one week prior to the due date. The names of candidates with outstanding balances of more than $1,000 on the date of Commencement will have their degrees held by the Governing Board of the University until such outstanding balances are paid in full.

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 by a certified or bank check, or money order. 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 a student’s my.harvard home page.

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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$28,944</td>
</tr>
<tr>
<td>Health Fees</td>
<td>$3,364</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>$70</td>
</tr>
<tr>
<td>Housing</td>
<td>$11,945</td>
</tr>
<tr>
<td>Food</td>
<td>$4,613</td>
</tr>
<tr>
<td>Personal</td>
<td>$4,982</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,240</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$56,336</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**

Although ordinarily, student must consent to the disclosure of information from their education records, FERPA allows certain types of information, known as “directory information” to be made available to the general public. Harvard Divinity School regards the following information as “directory information:” 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. For student employees: job title, teaching appointments (if applicable), employing department, and dates of employment. Please note that Harvard University’s definition of “directory information,” found at: http://provost.harvard.edu/files/ferpa.overview.081116.pdf, 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 Divinity School, in writing, of that decision. A student who is cross-registered at more than one Harvard school must submit separate FERPA Block forms to each School.

Students should be aware of the possible consequences of 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 the appropriate 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 persons 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:

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

- 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 their own or without clear attribution to the original source, for whatever reason, may be required to withdraw from the Divinity School.

- 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.

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

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

- Altering or misrepresentation of academic records.

- 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 they have 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.
Threats Involving Deadly Weapons, Explosives, Bombs, Chemical or Biological Agents, or Other Deadly Devices or Substances

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

Whoever willfully communicates or causes to be communicated, either directly or indirectly, orally, in writing, by mail, by use of a telephone or telecommunication device including, but not limited to, electronic mail, Internet communications and facsimile communications, through an electronic communication device or by any other means, a threat: (1) that a firearm, rifle, shotgun, machine gun or assault weapon, as defined in section 121 of chapter 140, an explosive or incendiary device, a dangerous chemical or biological agent, a poison, a harmful radioactive substance or any other device, substance or item capable of causing death, serious bodily injury or substantial property damage, will be used at a place or location, or is present or will be present at a place or location, whether or not the same is in fact used or present; or (2) to hijack an aircraft, ship, or common carrier thereby causing anxiety, unrest, fear, or personal discomfort to any person or group of persons shall be punished by imprisonment in the state prison for not more than 20 years or imprisonment in the house of correction for not more than 21/2 years, or by fine of not more than $10,000, or by both such fine and imprisonment.

Whoever willfully communicates or causes to be communicated such a threat thereby causing either the evacuation or serious disruption of a school, school-related event, school transportation, or a dwelling, building, place of assembly, facility or public transport, or an aircraft, ship or common carrier, or willfully communicates or causes serious public inconvenience or alarm, shall be punished by imprisonment in the state prison for not less than 3 years nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 21/2 years, or by fine of not less than $1,000 nor more than $50,000, or by both such fine and imprisonment.

Massachusetts General Laws, c.269§ 14(b)-(c).

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

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

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

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

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

Under Massachusetts law, the definition of dangerous weapons includes many items designed to do bodily injury:

…any stiletto, dagger or a device or case which enables a knife with a locking blade to be drawn at a locked position, any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade of over one and one-half inches, or a slug shot, blowgun, blackjack, metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends…

Massachusetts General Laws, c. 269 § 10(b).

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

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

**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.

Massachusetts General Laws Chapter 269

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

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to 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 reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of 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 seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provision of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the 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**

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, the Divinity School adheres to the Harvard University policy on alcohol and other drugs.

Harvard expects its students and employees to maintain an environment for learning that is safe and healthy and encourages responsible conduct. The University is not, and cannot be considered, a sanctuary from existing federal, state and local laws. The unlawful possession, use, or distribution
of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard 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 by anyone under 21 years of age; and provision of alcohol to anyone under 21 years of age are violations of the law and Harvard policy.

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

The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to unlawfully serve or consume alcohol. Additionally, the misuse of prescription drugs (sharing, buying, or using in a manner different than that prescribed) is a violation of University policy. Students who violate these rules will be subject to discipline.

Students who receive Pell and certain other federal grants also should be aware that they must report any conviction of a drug-related offense to the U.S. Department of Education within ten days of the conviction if the offense occurred during the period covered by the grant.

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. The Administrative Board will take serious action, ordinarily probation or requirement to withdraw, in any case involving the possession in quantity or the sale or distribution of drugs, or when cases of drug and alcohol use engender danger to individuals or to the community at large. The Administrative Board will also take action in cases in which a student is involved in the falsification of identification with the intent of obtaining alcohol.

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 (Primary Care: 617.495.5711; Harvard University Counseling and Mental Health Services: 617.495.2042. For evening, weekend, or holiday care, After Hours Urgent Care Clinic: 617.495.5711).

**Use of Harvard University Trademarks: names and insignia**

The University’s Policy on the Use of the Harvard Name and Insignias provides that students may use the Harvard name (alone or in conjunction with the name of a specific school or unit) to identify any activity, individual, entity, or publication only with the approval of their dean or the Provost, except as follows: students generally are permitted to identify themselves in publications or other public activities with an accurate, specific affiliation (e.g. “John Doe, degree candidate,
Harvard Divinity School”) so long as this is done in a manner that makes clear they are students and does not imply university endorsement or responsibility for any particular activity, product, or publication involved. Students also need permission to use the Harvard or HDS logo or insignia in any manner.

All Harvard student group names incorporating any of the University’s trademarks are owned by the President and Fellows of Harvard College (Harvard University) and are used by permission of the University. In addition, the use of any of Harvard’s shields/logos by student groups is by permission of the University. Any use of Harvard’s names/logos by student groups or students must comply with all relevant University policies, including the policy on the Use of Harvard Names and Insignias.

Any student-group stationery that uses the Harvard Divinity School name must identify itself on the letterhead as a student organization. The school expects that all students using social media platforms (for example, blogs, Twitter, Facebook, LinkedIn, YouTube, and Storify, among many others) with an account that reflects their affiliation as a Harvard or Harvard Divinity School student, will use a professional, personal voice if posting primarily about Harvard or Harvard Divinity School, and will clearly disclose their relationship to the institution. For instance, a blog’s “about the author” page or a Twitter account’s description may contain language like “Student at Harvard Divinity School.”

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.

**Harvard University Statement of Values**

Harvard University aspires to provide education and scholarship of the highest quality—to advance the frontiers of knowledge and to prepare individuals for life, work, and leadership. Achieving these aims depends on the efforts of thousands of faculty, students, and staff across the University. Some of us make our contribution by engaging directly in teaching, learning, and research, others of us, by supporting and enabling those core activities in essential ways. Whatever our individual roles, and wherever we work within Harvard, we owe it to one another to uphold certain basic values of the community.
Harvard Divinity School Statement of Community Values

Harvard Divinity School confirms and embraces the values of the University, seeking only to define them further in light of the unique nature of our local community, understanding the invaluable opportunity presented to us in our differences and shared concerns as we educate scholars, teachers, ministers, and other professionals in the study of religion for local or global leadership and service. These values include:

At Harvard University: respect for the rights, differences, and dignity of others.
- At HDS: we seek to respect, understand, and learn from the cultures and beliefs of the members of our diverse community. Conscious of our own levels of privilege, we seek—with kindness and compassion—to engage in open and active dialogue that broadens our perspectives, increases our knowledge and awareness, and fosters mutual understanding and empowerment.

At Harvard University: honesty and integrity in all dealings.
- At HDS: we are committed, individually and as a community, to listening, speaking, and acting with candor, with equitability, and with courtesy, so that all may participate freely within a climate of openness, trust, and sensitivity.

At Harvard University: conscientious pursuit of excellence in one’s work.
- At HDS: we strive to pursue excellence with both graciousness and humility. We acknowledge that excellence is achieved through effort, creativity, and the exploration of new ideas and that individual achievement is rarely accomplished without the support of our community and the collaboration of our peers.

At Harvard University: accountability for actions and conduct in the workplace.
- At HDS: in seeking the long-term welfare of all, we endeavor to accept responsibility for the impact of our actions on our community, our environment, and the world. We hold ourselves and each other accountable for our behavior and our use of resources.

At Harvard University: the more we embrace these values in our daily lives, the more we create and sustain an environment of trust, cooperation, lively inquiry, and mutual understanding—and advance a commitment to education and scholarship, which all of us share.
- At Harvard Divinity School: as we advance our shared commitment to education and scholarship, we endeavor to build a community, and, ultimately, a world, in which people can peacefully live and work together across religious and cultural divides.

Policies on Discrimination and Harassment

Discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national origin, age, ancestry, veteran status, disability, genetic information, military service, or any other legally protected basis is contrary to the principles and policies of Harvard University. HDS condemns all forms of discrimination or harassment whether subtle or overt, and asserts that all members of the community should work to assure 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. Harvard Divinity School expects that those who interact with members of our community will comply with all applicable anti-discrimination laws. Students who believe that they may be victims of any form of discrimination or harassment should contact the Associate Dean for Faculty and Academic Affairs or the Associate Dean for enrollment and Student Services for advising on grievance procedures.
For Allegations of Sexual and Gender-Based Harassment: Harvard Divinity School has adopted the Harvard University Sexual and Gender-Based Harassment Policy (“University Policy”) as well as the 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. Both the University Policy and Procedures are set forth in full below.

For All Other Allegations of Discrimination or Harassment: Cases of alleged discrimination and harassment by HDS students will be adjudicated by the Administrative Board under its ordinary disciplinary procedures.
Harvard University Sexual and Gender-Based Harassment Policy

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 effect 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 remediing 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:*
Nicole Merhill, J. D.
Title IX Officer
44R Brattle Street
Cambridge, Massachusetts 02138
Tel: 617.496.2470

*Harvard Divinity School Title IX Coordinators:*
Tim Whelsky
Associate Dean for Enrollment and Student Affairs
Divinity Hall 416B
14 Divinity Avenue
Cambridge, MA 02138
Tel: 617.496.8641

Steph Gauchel
Assistant Dean for Student Affairs
Divinity Hall 204
14 Divinity Avenue
Cambridge, MA 02138
Tel: 617.496.3091

Kerry Maloney
Chaplain and Director of Religious and Spiritual Life
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 (HUHS)*
Smith Campus Center Tel: 617.495.5711
*Please note that several departments have moved due to the Smith Campus Center construction project. Please visit: huhs.harvard.edu for the most up-to-date information.

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 SEXUAL AND GENDER-BASED HARASSMENT POLICY

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

Harvard students, faculty, staff, 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 may make a request, either orally or in writing, for informal resolution to the School or unit Title IX Coordinator, the Title IX Officer, or the Director of ODR. The request should identify the alleged harasser (if known) and describe the allegations with specificity. The School or unit Title
IX Coordinator, the Title IX Officer, or the Director of ODR in consultation with 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.

**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, the Title IX Officer, or the Director of ODR. The request should identify the alleged harasser (if known) and describe the allegations with specificity. The School or unit Title IX Coordinator, the Title IX Officer, or the Director of ODR in consultation with 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 Director of ODR will assign the informal resolution to an Investigator. The Title IX Officer or designee, 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 Title IX Officer or designee, 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 the Procedures.

**Procedures for Formal Complaints**

**A. Initiating a Complaint**

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

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

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

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

These Procedures cover complaints against students. When allegations are asserted against a staff member, faculty member, other Harvard appointee, or third party, ODR promptly will provide the appropriate Title IX Coordinator with a copy of the complaint. 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.

C. Timeframe for Filing a Complaint

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

D. Initial Review

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

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

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

E. Investigation

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

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

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

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

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

F. Personal Advisors

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

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

G. Confidentiality

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

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

H. Coordination 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.

I. Conclusion of the Investigation and Issuance of Final Report

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

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

The investigation will be completed and the final report provided to the Complainant, the Respondent, the School Title IX Coordinator, and the appropriate officer in the School or unit, ordinarily within six weeks of receipt of the complaint. The administration of discipline in cases involving
J. Special Circumstances

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 the faculty; thus, as appropriate, having received the report, the School separately will consider the imposition of discipline through its own processes and notify the parties as appropriate. For cases involving faculty, staff, other Harvard appointees, or third parties that have been investigated by the ODR pursuant to Section III.B above, the imposition of sanctions will be considered separately by the appropriate officials at the School or unit through their relevant policies.

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;

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**

As described in the University Procedures above, formal complaints of sexual or gender-based harassment against students are investigated by ODR Investigators assigned by the Director of ODR. When an HDS student is the subject of such a complaint (the “Respondent”), the
Associate Dean for Faculty and Academic Affairs will designate one of its Title IX Coordinators to act as a liaison (“Liaison”) between the Investigator and the HDS Sexual Misconduct Review Board (SMRB), described below, which is responsible for discipline. The Liaison will: (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; and (4) assist the Title IX Coordinator and the ODR with interim measures.

Once 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 potential 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.

The Sexual Misconduct Review Board (the “SMRB”) is a group of faculty and administrators appointed by the Dean and composed of the Associate Dean for Faculty and Academic Affairs, each of the HDS Title IX Coordinators (the Director of Human Resources, the Associate Dean for Enrollment and Student Services, and the Assistant Dean for Student Affairs), and four faculty members. All members of the SMRB receive appropriate training in the handling and resolution of allegations of sexual and gender-based harassment.

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.

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.

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 file of the student who appealed.

**Disciplinary Proceedings Following the Resolution of a Formal Complaint of Sexual or Gender-Based Harassment That Does Not Result in a Finding That the Policy was Violated**

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 Faculty 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.
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.

It is the expectation of the Divinity School that all students, whether or not they are on campus or are currently enrolled as degree candidates, will behave in a mature and responsible manner. This expectation for mature and responsible conduct also encompasses accountability for one’s own well-being, including responsible decision-making regarding physical and mental health. Further, the Divinity School expects every student to be familiar with the regulations governing membership in the Harvard community, set forth in this Handbook. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified here.

The following behaviors are examples of violations of the rules or standards of conduct of the Faculty of Divinity that may be subject to disciplinary action by the Administrative Board and, if necessary, the Faculty: lying to an officer of the University, cheating, plagiarism, forgery or other forms of academic dishonesty, disruption or obstruction of teaching, research or other university activities, harassment, disorderly conduct, coercion or other conduct that threatens the health or safety of any person, theft or damage to property, possession of stolen goods, physical violence or abuse, verbal abuse, violations of University rules or federal, local or state law (including unlawful use or possession of controlled substances, firearms, or hazardous materials), misuse or abuse of library or computer facilities, and other conduct that departs from generally accepted standards of behavior and integrity. Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Note that formal complaints of sexual and gender-based harassment will be reviewed by the Sexual Misconduct Review Board or Rights and Responsibilities Committee as set forth above.

Procedures

1. Administrative Board cases may be initiated when the Divinity School receives a report of an incident that appears to violate HDS rules or standards of conduct. The Administrative Board may independently initiate a charge against a student, and usually does so when a student has been charged with a crime in a court of law. When court action is pending or in progress, the Administrative Board may delay or suspend its own review process, in recognition of the student’s criminal defense interests. In the case of alleged serious criminal behavior, HDS may place a student on an involuntary leave of absence. Students who know they are in trouble may wish to contact any dean directly to start the process cooperatively.

2. Upon receiving a report of alleged misconduct, 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. Ordinarily, in the course of the preliminary review, the student and the associate dean consult and the student is 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. Disciplinary cases are ordinarily considered by the Administrative Board as quickly as is reasonably possible, given the Board’s schedule and the need to investigate matters carefully. (The Board does not meet during the summer months.) A disciplinary matter concerning a student on leave of absence will also be handled as quickly as possible, and no student on a leave of absence will be allowed to register until any pending disciplinary matter has been resolved.

4. If the incident is 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 personal statement. The charge letter is copied to the chair of the Administrative Board.

5. The student then prepares a personal statement that provides his/her account of the incident at issue and its context, as well as the student’s reflections on it. This statement should be written by the student him or herself; it is unacceptable to submit statements written by others. 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 who presented the complaint. (The Associate 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 Associate Dean should consider soliciting statements or from whom the Board should otherwise hear.

6. 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, depending on circumstances, 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, then he or she may request in writing that the Chair excuse the member, describing the basis for that belief; the Chair, in his/her sole discretion shall make a final decision as to whether to excuse the member.

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 the student’s personal advisor and escort them into the meeting;

- The Chair will introduce the Board members and outline the procedures;

- The Chair or the Associate Dean will review the case briefly for the student;

- The Associate Dean will report the case orally to the Board;

- 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 the student’s personal advisor will then be excused from the meeting.

7. Immediately following, the Board will discuss the case and make a determination as to whether the student violated the HDS expectations for conduct. The Chair will call for a vote.
When voting for dismissal of the charge(s), admonition, warning, or requirement to withdraw, a majority of the Board members is sufficient to determine the outcome. However, when the Board has voted to require a student to withdraw, an additional two-thirds majority vote is needed if the Board also wishes to recommend dismissal or expulsion to the Faculty.

When reviewing a case, the Board may consider any information it deems relevant. Decisions of the Board are final and take effect immediately. Where the Board has recommended expulsion or dismissal, a two-thirds vote of the Faculty present at a Faculty Meeting is required before the expulsion or dismissal is effective.

8. Shortly after the Board meets, the Associate Dean informs the student against whom the charges were brought of the decision. Following this, the Associate Dean writes a letter to student confirming the Board’s decision in writing. Regardless of the outcome, copies of letters, statements, and any other relevant documentation related to the case are placed in the student’s educational record as defined and protected by federal law.

Reconsideration

A student may ask that any decision of the Administrative Board be reconsidered provided that new materially relevant information becomes available or there is reasonable evidence of a procedural error. Once a student has been awarded a degree, the option to have the Board reconsider a decision is closed.

Appeals

Students have the option to appeal disciplinary decisions made by the Administrative Board on the following grounds:

- the Administrative Board made a procedural error; or
- based upon a review of the Administrative Board’s annual disciplinary statistics, as available, the sanction imposed by the Administrative Board was inconsistent with its usual practices and therefore inappropriate.

All appeals must be filed in writing with the HDS Dean within one week of the disciplinary decision of the Administrative Board. Once a student has been awarded a degree, the option 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 Administrative Board for action consistent with its decision. There are no circumstances under which a student may appeal a decision made by the Dean.

Following the decision on appeal, documentation of the appeal decision and materials related to the appeal will be included in the student’s file.

Sanctions

It should be noted that students are considered in good standing when they have not been warned, required to withdraw, dismissed or expelled from HDS for either academic or disciplinary reasons. Admonitions do not affect a student’s good standing. The following actions may be taken by the Board:

- Dismissal of charge(s). Charge or charges are not sustained, or are found to be without foundation
- *Admonition.* A reprimand to a student who has been found to have violated HDS’ standards of conduct. This action is a formal rebuke which does not become part of the student’s official record.

- *Warning.* Notice to a student who has been found to have violated HDS’ standards of conduct that any further instance of misconduct 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.

- *Probation.* A strong warning to a student whose conduct gives serious cause for concern. Probation is a formal disciplinary action and becomes part of the student’s official record. No student on probation may be recommended for a degree. Further, during the probation period, any further instance of misconduct will cause the Ad Board to seriously consider requiring the student to withdraw; except in very unusual cases. The duration and terms of probation are set by the Ad Board.

- *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 any reason is not in good standing unless and until readmitted. To petition 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 set by the Board. Without exception, students who have been required to withdraw must petition the Administrative Board to be readmitted; readmission is the prerogative of the Administrative Board and its decision will depend on its judgment of the student’s readiness to rejoin the HDS community. Students who have been required to withdraw remain 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 unless and until they are officially readmitted.

- *Dismissal.* Action taken in serious disciplinary cases that ends a student’s connection with the University. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be dismissed.) Dismissal must be voted by a two-thirds majority 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. Dismissed students are not in good standing unless and until they are officially readmitted.

- *Expulsion.* Expulsion is the highest censure, and is a final separation from the University. (The action taken by the Board is a vote of requirement to withdraw with a recommendation to the Faculty that the student be expelled.) Expulsion must be voted by a two-thirds majority 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 student’s transcript. Dismissal and expulsion are permanently noted, even in the case of a dismissed student who successfully petitions for readmission.
Andover-Harvard Theological Library
http://library.hds.harvard.edu

Circulation Desk: 617.495.5788 / circulation@hds.harvard.edu
Reference Services: 617.496.2485 / research@hds.harvard.edu
Special Collections: 617.998.1424 / specialcollections@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 unpublished materials.

The HOLLIS+ online catalog points the way to the entire University's collections of almost 20 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 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 5:00 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.

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**

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www.bostontheological.org  
mainoffice@bostontheological.org

**Member Institutions:**

Boston College  
Boston University School of Theology  
Gordon-Conwell Theological Seminary  
Hartford 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: 617.495-7777
http://hds.harvard.edu/life-at-hds/technology - ithelp@harvard.edu

Recognizing the increasing role that technology plays in teaching and learning, the Divinity School continues to expand and enhance the resources and services that it makes available to its students.

Services provided to students include email accounts (Microsoft Office 365 accounts), wireless network access, printing, on-campus computing facilities, audio-visual import, and academic technology support. 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 three book-scanning stations and multifunction printing/scanning devices 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 their HarvardKey credentials secret and not sharing their email account with others.

Individual email account privacy practices are governed by Microsoft’s Privacy & Security policies. 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

- Individuals assume personal responsibility for the use of their accounts and must adhere to the Harvard University Information Security Policy (http://policy.security.harvard.edu/). Consequently, users may not disclose their user credentials or otherwise make Harvard’s facilities available to unauthorized individuals (including family or friends). Users are responsible for maintaining the security of their accounts. The possession or collection of user names, personal identification numbers (PINs), private digital certificates, or other secure identification information belonging to
other users is prohibited. 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.

- 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.

- 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/.

- 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.

Harvard University Policy on Access to Electronic Information

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 электронной информации.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 recom-
mend 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 services to HDS students, faculty, and staff:

- Keeping academic records
- Coordination of Check-In, 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. Denomination-al 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

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. The Center’s mission is to promote the study of the world’s religions in their classical and contemporary forms, serving both as a residential community of students and scholars and an international “think tank” in the study of religion. It hosts a variety of programs, including conferences, lecture series, workshops, and colloquia. The Center’s Meditation Room is open to all for personal and group meditation or prayer whenever the Center is open.

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 170 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, Australia, Columbia, India 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.

The 2018-19 WSRP Research Associates are as follows:

Seyedeh Zahra Moballegh (Institute for Humanities and Cultural Studies, Tehran)
Visiting Assistant Professor of Women’s Studies and Islam

From Being to Becoming Woman: Decoding the Meaning of Femininity in the Qur’anic Stories
There are about 25 stories in the Qur’an in which one or more women have a role. An analytic study of these stories supports new feminist approaches to the Qur’an by shedding light on the meaning of femininity from the Qur’anic God’s point of view.

Damaris Parsitau (Egerton University, Kenya)
Visiting Associate Professor of Women’s Studies and African Religions

The Kingdom of Holy Women: Pentecostalism, Sex and Women’s Bodies in an African Church
Based on five years of ethnographic research at the Ministry of Repentance and Holiness in Kenya, this project explores the intersection between Pentecostalism, women’s bodies and sexual purity. It explores the church’s aims to control, discipline and objectify women’s bodies as sites of erotic
desires that make women responsible for the sins of others, and thus unable to enter the Kingdom of God.

Anna Sun (Kenyon College, Ohio)
Visiting Associate Professor of Women’s Studies and East Asian Religions

Women in Prayer: Gendered Religious Life in Contemporary Urban China
Are prayers gendered? This study suggests that changes in social, political, and economic structures affect the prayer life of men and women differently, and that the gendered articulation of prayer has a powerful impact on everyday life in contemporary China. Such an articulation bears on what it means to be religious in the first place.

Wylin Wilson (Tuskegee University, Alabama)
Visiting Lecturer on Women’s Studies and African American Religions
Colorado Scholar

Sick and Shut-in’: The Black Church and Black Women’s Persistent Health Crisis
This project examines the relationship between religion and the health of women. Through a critical analysis of the ethical grounding of Black churches that perpetuate certain practices destructive to women’s well-being, it develops a womanist ethical framework that illuminates women’s resilience and resistance in these faith communities.

Barbara Zimbalist (University of Texas, El Paso)
Visiting Assistant Professor of Women’s Studies and Catholicism

Translating Christ in the Middle Ages: Visionary Translation, Divine Rhetoric, and Verbal Devotion in England, France, and the Low Countries
“Translating Christ” argues that female visionaries developed new forms of authorship, reading, and devotion in the Middle Ages. It traces visionary translation across hagiography, vernacular theology, and devotional texts in Latin, Dutch, French, and English, showing new connections between divine authority and female agency in medieval literature and culture.

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, and very prestigious lectures are:

- The Dudleian Lecture on Natural Religion, Revealed Religion, or Non-Episcopal Ordination (annually rotating topic)
- The Ingersoll Lecture on Immortality (usually 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 2020-21)

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  
http://www.hds.harvard.edu/life-at-hds - studentlife@hds.harvard.edu

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**

There are many reasons why an HDS student may need support around their writing, and you are not alone if you are feeling in need of this support. For example, many HDS students may need help with writing in the humanities, returning to academia after some time away, developing strong theses or outlines for papers, and/or understanding writing styles and citations from a different field or as an international student. If you have questions or would like to talk about resources, please reach out to Steph Gauchel, 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, the first floor of Rockefeller Hall and the second floor of Divinity Hall. Especially important is the Registrar’s Bulletin Board on the second floor of Divinity Hall. The Rockefeller 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 on the first floor of Andover Hall. Each student organization maintains a bulletin board on the ground floor of 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, Rockefeller, 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 2018-19:

President, Sidra Ali
Academics Chair, Jarred Hamilton
Communications Chair, Leah Berger
Events Chair, Ashley Lipscomb
Social Justice Chair, Ismail Buffins
Spirituality Chair, Samm Melton
Student Affairs Chair, Raphaela Mueller
Treasurer, Fatema Elbakoury

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 through-out 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
http://www.hds.harvard.edu/careers - careers@hds.harvard.edu

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 300 “HDS Alumni Career Stories and Advice Videos” representing interviews with more than 150 HDS alumni 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.
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 a 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 Chaplain and 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). 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 Chaplain and 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 Chaplain and 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
http://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 and visa document (Form I-20 or Form DS-2019). Our regular office hours are Monday through Friday, from 9:00 a.m. to 3:00 p.m. An advisor on call will assist you with your initial registration.

All international students are encouraged to visit the HIO website: http://www.hio.harvard.edu for immigration updates and resources, 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/make-appointment.
**HARVARD UNIVERSITY POLICE DEPARTMENT**
1033 Massachusetts Avenue, 6th Floor
Emergencies 617.495.1212
Other Business 617.495.1215
Crime Prevention 617.495.1795
Security Patrol 617.495.1795
Sensitive Crime Unit/Sexual Assault Unit 617.495.1796
Campus Escort Program 617.384.8237

The Harvard University Police Department is a multifaceted professional police and security agency. The department is comprised of police officers, security guards, and student security personnel serving the University twenty-four hours a day, seven days a week. Calls for service are monitored by trained communication specialists who dispatch police and security units via cruiser or two-way portable radios.

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.

**MOTOR VEHICLE REGISTRATION AND PARKING**
1350 Massachusetts Avenue,
Campus Service Center - 8th Floor Smith Campus Center
Phone: 617.496.7827
http://www.transportation.harvard.edu/parking/students-tenants - parking@harvard.edu

**New Student and Tenant Parkers**

Students may fill out an application at the Parking Office, or visit the website above for a PDF application, which may be submitted by e-mail or brought to the Parking Office when you pick up your permit. Please note that submitting an application ahead of your arrival on campus will not reserve a parking permit.

Annual permits are not valid until July 1st for each academic year. If students arrive on campus and need to park before their permit becomes valid, you may purchase a temporary permit for an additional fee. Please inquire about this when picking up your annual permit. Permits that are valid for the academic year that are displayed before July 1st are subject to ticket and/or tow.

Students will not be charged for permits until they are picked up. You may pay for your permit by cash, check, credit card, or term bill. Payment is due up front when you pick up your permit, in full.

Any student or tenant with an outstanding citation balance will not be issued a permit until all fees are paid.

For questions or for further information regarding permit requirements, please contact the Parking Office by telephone, email, or visit their website.